

2014 HBCU Education Deans' Think Tank Sponsors



Fred A. Bonner II

Samuel DeWitt Proctor Chair in Education

Think Tank Host

Dr. Fred A. Bonner II is Professor and the Samuel DeWitt Proctor Endowed Chair in Education at the Graduate School of Education at Rutgers University, The State University of New Jersey. Prior to his new appointment, he was Professor of Higher Education Administration in the Educational Administration and Human Resource Development

Department at Texas A&M University—College Station. He earned a B.A. Degree in Chemistry from the University of North Texas, an M.S. Ed. in Curriculum & Instruction from Baylor University, and an Ed.D. in Higher Education Administration & College Teaching from the University of Arkansas-Fayetteville.

Bonner's work has been featured both nationally and internationally; he has been the recipient of numerous awards including the American Association for Higher Education Black Caucus Dissertation Award and the Educational Leadership, Counseling, and Foundation's Dissertation of the Year Award from the University Of Arkansas College Of Education. In 2010, Dr. Bonner was awarded the 2010 Extraordinary Service Award from the Texas A&M University College of Education and Human Development, College Station, Texas and the 2010 Faculty Member of the Year, Texas A&M University Student Affairs Administration in Higher Education (SAAHE) Cohort, College Station, Texas. He has been elected to membership of several National Honor Societies.

Throughout his career, his work has consistently been centered on *microcultural* populations developing attitudes, motivations, and strategies to survive in *macrocultural* settings. This social justice philosophy has led him to publish numerous articles, books and book chapters related to: academically gifted African American male college students in varying postsecondary contexts (Historically Black Colleges and Universities, Predominantly White Institutions, and Community Colleges); teaching in the multicultural college classroom; diversity issues in student affairs; diverse millennial students in college; success factors influencing the retention of students of color in higher education and in the Science, Technology, Engineering and Mathematics (STEM) fields in particular; and faculty of color in predominantly White institutions (PWIs).

Bonner has completed three summers as a research fellow with the Yale University Psychology Department (PACE Center) focusing on issues that impact academically gifted African American male college students. Bonner has completed a book that highlights the experiences of postsecondary gifted African American male undergraduates in predominantly White and Historically Black college contexts (*Academically Gifted African American Male College Students*). Bonner spent the 2005-2006 year as an American Council on Education (ACE) Fellow in the Office of the President at Old Dominion University in Norfolk, Virginia. His new book “Diverse Millennial Students in College” was released fall 2011.

Among his many professional service-oriented activities, Dr. Bonner serves in different editorial capacities for various journals; he is the Vice President for Research for the American Association of Blacks in Higher Education (AABHE), leading the effort to enhance and increase the professional research, scholarship, and publishing opportunities for the members of that organization. His work and philosophy ties directly into the vision he has for the Samuel Dewitt Proctor Chair in Education position in which his aim will be to promote potential through campus, local, national, and global community partnerships.

For more information: http://gse.rutgers.edu/fred_bonner

Richard De Lisi
Dean of the Graduate School of Education

Dr. Richard De Lisi is Dean of The Graduate School of Education at Rutgers University, a position he has held since 2003. Dean De Lisi’s teaching and research interests are in the field of developmental psychology, especially cognitive development and sex-role development. De Lisi has over 100 scholarly publications and conference presentations.



In recent years, De Lisi has served as a member of the Advisory Board at the Carnegie Project on Education Doctorate; secretary for the Council of Deans from Research Institutions (CADREI Executive Board); a member of the Executive Committee of the Organization of Institutional Affiliates at the American Educational Research Association; and the chair of the Periodic Review Report Committee at Rutgers University.

Dean De Lisi received a B.A. in Mathematics and Psychology from the State University of New York at Buffalo, and an M.A. in Psychology and Ph.D. in Developmental Psychology from The Catholic University of America.

2014 HBCU Education Deans' Think Tank Presenters



Penelope E. Lattimer, Ph.D.

Director, Rutgers Institute for Improving Student Achievement

Penelope E. Lattimer is the Director, Rutgers Institute for Improving Student Achievement (RIISA) at Rutgers, The State University of New Jersey. From 2003-2007, Dr. Lattimer held a number of positions at the NJ State Department of Education which included: Special Assistant to Commissioner William Librera and Assistant Commissioner for the Central Region; Chief of Staff and Assistant Commissioner for the Division of District and School Improvement working with Commissioner Lucille Davy. Prior to joining the senior staff at NJDOE, Penelope Lattimer was employed by the New Brunswick City Board of Education as a high school principal, director of secondary education and assistant superintendent for curriculum and instruction. Dr. Lattimer's early career began in higher education working first at Georgian Court College (Lakewood, NJ) as an academic advisor and asst director of the educational opportunity fund program; Montclair State University as Director of the Urban Institute's Graduate Program for aspiring school counselors and Bloomfield College as Associate Dean of Students.

Penelope Lattimer's teaching specialty is French and Spanish language and culture. She holds a Master's degree in Student Personnel Services with a focus on school counseling. Her doctoral studies were done at Rutgers University and completed at Union Graduate School in Cincinnati, Ohio. In 1972 Dr. Lattimer designed and served as the first principal for the demonstration high school, The Gibbons School, which was located on the Douglass Campus of Rutgers University. This academically rigorous high school was a small learning community, a public school operated jointly by the New Brunswick City Board of Education and Rutgers University with active involvement by members of the faculty and administration from the Graduate School of Education. Students came from three communities: New Brunswick, Milltown and North Brunswick. The Gibbons School was operational from 1972-79 and was the study for Dr. Lattimer's doctoral dissertation entitled: Innovative Change Within A School District: An Administrator's Handbook.

Penelope Lattimer's expertise and interests include: curriculum and instruction, instructional supervision, leadership practices, middle level and high school learning, gender and multicultural issues, as well as trends in domestic and international learning. Dr. Lattimer is an ardent advocate for arts in education opportunities for all learners.

Dr. Lattimer's achievements include national and international presentations for organizations such as ASCD, NAACP and State and national business organizations. She received awards such as the United States Fulbright-Hays Scholarship to study Chinese language and culture in the People's Republic of China, scholarship to study at Yad Vashem the worldwide center for Holocaust Education in Jerusalem, Israel; study of Japanese language and culture in Fukui and Tsuruoka, Japan. In addition, Johnson and Johnson Corporation asked Penelope Lattimer to visit South Africa for the purpose of reviewing BANTU educational sites that J&J supports.

Anthony Nicotera
Director, Foundation Relations with the
Rutgers University Foundation



Anthony has his law and social work degrees, is a licensed social worker, development professional, spiritual and life coach, executive manager and leader. He has over 15 years of development, fundraising and nonprofit management experience and over 20 years of counseling, coaching and teaching experience.

He serves as Director, Foundation Relations with the Rutgers University Foundation and as Adjunct Professor at New York University's Silver School of Social Work. He also has taught a graduate course in social welfare policy and services at Rutgers University School of Social Work and led numerous workshops on everything from peace building to corporate and foundation relations in philanthropy.

Previously, he recently as founding leadership team member and development director at Newark's Cristo Rey High School, Christ the King Prep. Before that he served as director of teen advocacy and outreach with the Boys and Girls Clubs of Boston and as Chaplain to the College of Law and School for New Learning via DePaul University Chicago's Center for Spirituality and Values in Practice (CSVP), which he co-founded. He also co-founded DePaul's Peace, Conflict Resolution and Social Justice Studies Program and designed and taught several courses in the program.

He is a member of the Association of Fundraising Professionals (AFP); the Council for Advancement and Support of Education (CASE); the International Association of Professional Life Coaches (IAPLC); the Network for Social Work Management (NSWM); the National Association of Social Workers (NASW); the Society for Social Work and Spirituality (SSWS); Waging Nonviolence; the Fellowship of Reconciliation (FOR); and Leadership Newark. He also currently serves as an educational consultant to Peace Is The Way Films and on the Executive Committee of the International Institute for Peace at Rutgers.

He received his BA from Georgetown University where he also studied law as a Public Interest Law Scholar. He completed his law degree at DePaul University in Chicago. He received his MSW from Loyola University, Chicago where he also studied Theology and Philosophy.

2014 HBCU Education Deans' Think Tank Facilitator

Chance W. Lewis

Dr. Chance W. Lewis is the Carol Grotnes Belk Distinguished Professor and Endowed Chair of Urban Education at the University of North Carolina at Charlotte. Additionally, Dr. Lewis is the Executive Director of the University of North Carolina at Charlotte's Urban Education Collaborative which is publishing a new generation of research on improving urban schools.



Academic Background

Dr. Lewis received his B.S. and M.Ed. in Business Education and Education Administration/Supervision from Southern University in Baton Rouge, Louisiana. Dr. Lewis completed his doctoral studies in Educational Leadership/Teacher Education from Colorado State University in Fort Collins, Colorado.

Teaching Background

Dr. Lewis currently teaches graduate courses in the field of Urban Education at the University of North Carolina at Charlotte. His experiences span the range of K-12 and higher education. From 2006-2011, Dr. Lewis served as the Houston Endowed Chair and Associate Professor of Urban Education in the College of Education at Texas A&M University. Additionally, he was the co-director of the Center for Urban School Partnerships. In 2001-2006, he served as an assistant professor of teacher education at Colorado State University. From 1994-1998, Dr. Lewis served as a Business Education teacher in East Baton Rouge Parish Schools (Baton Rouge, LA), where he earned Teacher of the Year honors in 1997.

Research Background

Dr. Lewis has over 100 publications including 60+ refereed journal articles in some of the leading academic journals in the field of urban education. Additionally, he has received over \$4 million in external research funds. To date, Dr. Lewis has authored/co-authored/co-edited 8 books: *White Teachers/Diverse Classrooms: A Guide for Building Inclusive Schools, Eliminating Racism and Promoting High Expectations* (Stylus, 2006); *The Dilemmas of Being an African American Male in the New Millennium* (Infinity, 2008); *An Educator's Guide to Working with African American Students: Strategies for Promoting Academic Success* (Infinity, 2009); *Transforming Teacher Education: What Went Wrong with Teacher Training and How We Can Fix It* (Stylus, 2010); *White Teachers/Diverse classrooms: Creating Inclusive schools, Building on Students' Diversity and Providing True Educational Equity [2nd Ed.]* (Stylus, 2011); *African Americans in Urban Schools: Critical Issues and Solutions for Achievement* (Peter Lang, 2012) and *Yes We Can!: Improving Urban Schools through Innovative Educational Reform*

(Information Age, 2011); Black Males in Postsecondary Education: Examining their Experiences in Diverse Institutional Contexts (Information Age, in press).

Consulting Background

Dr. Lewis has provided consultative services (i.e., professional development and research services) to over 100 school districts and universities across the United States and Canada.

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2014 HBCU Education Deans' Think Tank Participants



Robert Z. Carr, Jr.
Alcorn State University

Dr. Robert Z. Carr, Jr., was named Dean and Associate Professor for the School of Education and Psychology at Alcorn State University on August 2, 2010. Prior to this appointment, Dr. Carr served as the Dean and Associate Professor for the School of Education and Behavioral Sciences at Langston University from January 2009 to July 2010. Prior to that appointment, he was employed at Jackson State University as the Director of Professional and Field-Based Experiences and as an Assistant Professor of education. Dr. Carr is a National Board for Teacher Education (NCATE) examiner and a national team chair and a Council for the Accreditation of Educator Preparation (CAEP) lead site visitor. Dr. Carr has completed the Harvard Institute for management and Leadership in Education in 2013. He has spearheaded a technological overhaul at Alcorn State University, where he has led an effort to transform numerous classrooms into smart classrooms. He has served in several education leadership positions at Jackson State University, Alcorn State University, and with the Mississippi State Department of Education. He earned a bachelor's degree in psychology from Tougaloo College, a master's degree in curriculum and instruction from Oklahoma State University, a second master's degree in educational leadership from Walden University, and a doctorate in curriculum and instruction from Oklahoma State University. Dr. Carr is married to Mrs. Angela Luckett Carr and together they have four children: Courtnie, Robert III, Cayleigh, and Camryn.

Patricia Green-Powell
Florida Agricultural and Mechanical University



As a transformational and innovative leader with great vision and principled ethics, Dr. Patricia Green-Powell cares about what happens to college students. She has mentored many college students throughout her career at Florida Agricultural and Mechanical University (FAMU), Florida State University (FSU), South Carolina State University (SCSU) and Bainbridge College (BC). Several of these students have been successful in completing college, and many even obtaining post-graduate degrees.

Dr. Green-Powell's scholarship has been published and presented nationally and internationally. She has invested extensively in K-20 outreach and participates in various speaking engagements and demonstrations, encouraging K-20 students to pursue careers and graduate study in Education. Recently, she delivered a keynote address at the spring 2014 Raines Colloquium at Michigan State University (MSU), "Historically Black Colleges and Universities (HBCUs): Past, Present and Future."

She serves on several local boards and holds membership in multiple organizations including the Tallahassee Symphony Orchestra; American Association of University Women (AAUW); Zonta Club of Tallahassee; Alpha Kappa Alpha Sorority, Incorporated; NAACP (Life Member); and Socitas Docta, Incorporated. Furthermore, she is a member several state and national committees and organizations, including Florida Educational Leadership Test Development Committee, National Association of Black School Educators, and Phi Delta Kappa (Life Member).

Dr. Green-Powell has been a continuous major sponsor for and contributor to the fundraising efforts of many non-profit organizations, including Big Brothers Big Sisters of the Big Bend; Elder Care Services; Legal Services of North Florida Incorporated; 100 Black Men of Tallahassee Area Incorporated; Tallahassee Senior Foundation; and the Tallahassee Symphony Orchestra.

As a result of her commitment to the community, Dr. Green-Powell has received numerous awards and recognitions which include 2014 Florida Agricultural and Mechanical University Bernard Hendricks Presidential Award, 2008 Outstanding Community Award from AAUW, Chancellor's Taskforce on Conflict Resolution; President's Meritorious Award; and Student Government Association Administrator of the Year.

She is a former Vice President of Student Affairs at Florida Agricultural and Mechanical University; and Bainbridge College (first African-American female appointed to this position). Moreover, Dr. Green-Powell developed the first Florida Adult Literacy Resource Center in the State of Florida which was designed to assist Florida's literacy providers to continually improve their delivery of services to clients.

Dr. Green-Powell is currently the Interim Dean of the College of Education and Professor, Department of Educational Leadership at FAMU. She received her Bachelor of Science degree in Speech Pathology and Audiology from FAMU, and Master's and Doctorate in Educational Administration/Leadership from Florida State University.

Dr. Green-Powell is married to Judge Errol H. Powell, and they have one adult son, Dr. Elliott Hunter Powell. She is a member of Bethel AME Church, Tallahassee, Florida.



Valerie Evans Harrison Claflin University

Since 2011, Dr. Valerie Evans Harrison has served as dean of the School of Education at Claflin University. Formerly, she had distinct honor of being appointed as a Deputy Superintendent for the South Carolina Department of Education. A native of Orangeburg, South Carolina, Dr. Harrison received her Bachelor of Arts (1976) and Master of Education (1983) degrees from South Carolina State University, Orangeburg, South Carolina. She earned a Doctor of Education Degree (2000) in Curriculum and Instruction with a cognate in Educational Leadership from the University of South Carolina, Columbia, South Carolina. Additionally, Dr. Harrison has studied at Francis Marion College, Florence, South Carolina, The Citadel, Charleston, South Carolina, Vanderbilt University, Nashville, Tennessee; and the Center for Creative Leadership, Greensboro, North Carolina.

Throughout her distinguished educational career, Dr. Harrison has focused on strategically improving student achievement. She is certified as a classroom teacher, supervisor, principal, superintendent, grant writer, strategic planner, and teacher evaluator. Her expertise has been shared in positions at district and state levels. She has worked as a classroom teacher, district coordinator, state curriculum coordinator, assistant superintendent, district superintendent and state deputy superintendent.

Dr. Harrison has served on national and state education committees including, the 2014 National Assessment of Educational Progress (NAEP) Reading Standing Committee; the South Carolina Teacher Loan Advisory Committee; the South Carolina Teacher of the Year (TOY) Selection Committee; the College Board Southern Regional Council.

She has presented to national and statewide audiences on topics such as: *SAT Writing, How Relevant is It?, The Common Core State Standards Initiative in South Carolina, The Standards Support System S³, Setting Standards, Framing Success, and the Literacy SC Framework, South Carolina Course Alignment Program, Bill and Melinda Gates Foundation Roundtable on Educational Issues, Schools and Accountability (ETV); Setting the Standard: School District Accountability; South Carolina Education Accountability Act of 1998; and South Carolina Equity Law Suit.*

Her professional and community affiliations include; American Association of School Administrators (AASA); South Carolina Association of School Administrators (SCASA), Dean's Council; Council for the Accreditation of Educator Preparation (CAEP); American Association of Colleges for Teacher Education (AACTE); South Carolina Association of Colleges for Teacher Education (SCACTE); Association of Supervision and Curriculum Development; and The College Board.

Dr. Harrison is member of St. Ann's Church; Alpha Kappa Alpha Sorority, Inc.; The Links, Inc.; South Carolina State University Alumni Association; and MyCarolina Alumni Association.

Throughout her life, Valerie Evans Harrison has accepted challenges, embraced practical change, and focused on supporting school, district and university efforts to improve student achievement. She is married to Gerald Harrison; they have two adult children, Gerald, Jr. and Gerrin Louise.

Terrence Hicks
Prairie View A&M University



Dr. Terence Hicks is the Dean for the Whitlowe R. Green College of Education at Prairie View A&M University, Texas. Recently, the College of Education at PVAMU was recognized as one of the "Top Colleges in Texas for Shaping the Next Generation." The College has three undergraduate programs, 14 master degree programs and 1 Ph.D. program in Educational Leadership with approximately 1,400 students enrolled.

Dr. Hicks is a noteworthy scholar who has conducted important research analysis on self-efficacy, STEM, teacher education, college retention, and the psychological well-being of college students. He has been interviewed and cited in the USA Today, the Research Alert National Yearbook, the Detroit News, ABC-KTKA Channel 49 in Topeka, Kansas, Fayetteville Observer and served as a Research Fellow for the National Institutes of Health, National Center of Minority Health and Health Disparities for three consecutive years.

Educational researchers who have conducted studies on college retention and the first-generation student population have acknowledged Dr. Hicks scholarly work and consider him to be a sought after researcher of note. His distinguished research career includes many honors, notably, the 2013 Robert B. Howsam Award from the Texas Association of Colleges for Teacher Education. Dr. Hicks has published 4 books; over 75 combined research publications/presentations and have been cited by over 200 combined national/international researchers. According to a May 2014 Digital Commons electronic report, his published research articles has been downloaded over 35,200 times by other researcher scholars. Dr. Hicks most recent 2014 work includes a new contract by University Press of America, Inc. /Hamilton Books to co-edit a book entitled, "High School to College Transition: First Year College Students Research Studies" with Dr. Chance Lewis (Carol Grotnes Belk Distinguished Professor of Urban Education at the University of North Carolina at Charlotte and the Executive Director of the University of North Carolina at Charlotte's Urban Education Collaborative).

Dr. Hicks has served as a principal or co-principal investigator on federal and state grants totaling more than \$1.4 million dollars. He has provided valuable research findings and evaluation data on college students for the following federal and state funded grants: US DHHS National Institutes of Health, National Center of Minority Health and Health Disparities and the Maryland Higher Education Commission for the College Preparation Intervention Program (CPIP) in support of Gaining Early Awareness and Readiness for Undergraduate Programs.

Dr. Hicks has presented and held book signings at national conferences and historic events such as the American Association of Blacks in Higher Education Conference, the Robert Russa Moton Museum: A Center for the Study of Civil Rights in Education, and the Brown Foundation/Brown

v. Board of Education National Historic Site in Topeka, Kansas. Currently, he serves as a review editor for the Negro Educational Review journal and an invited guest editor for the Journal of Negro Education. Dr. Hicks holds a bachelor and a master degree from Virginia State University. He earned a doctorate in education degree from Wilmington University, Delaware and a Ph.D. from North Carolina State University.



Veola P. Martin
Harris-Stowe State University

MARTIN, VEOLA P., Ed.D. is Interim Dean, College of Education and Assistant Professor of Physical Education at Harris-Stowe State University. Prior to being named the interim dean, she served as Assistant Dean in the College of Education. A nine year full-time professor, Dr. Martin brings to the table an additional 13 years of experience as an Adjunct Professor at Harris-Stowe and 34½ years experience as a physical educator in the St. Louis Public School System where she was a member of the Physical Education Curriculum Committee. Among the honors received by Dr. Martin are the 1997-1998 Missouri Middle School Physical Education Teacher of the Year, the 2005 Helen Manley Award, the 2008 Missouri State and 2009 National Pathfinder Award in Physical Education, the 2009-2010 Harris-Stowe State University Teacher of the Year, the 2011 Midwestern Regional Soror of the Year for the National Sorority of Phi Delta Kappa, Inc and the 2012 Elizabeth Henderson Award from the National Sorority of Phi Delta Kappa, Alpha Nu chapter.

Reginald Nnazor
Central State University



Dr. Reginald Nnazor has served as Professor and Dean of the College of Education at Central State University since January 2011. Central State is a Historically Black institution located in Wilberforce, Ohio. In addition to leading the College of Education, Dr. Nnazor serves on several regional and state-level organizations: Dayton Public Schools Family and Community Advisory Board; Ohio Deans Compact on Exceptional Children; and State University Education Deans.

Prior to joining Central State University, Dr. Nnazor served as Chairman of the College of Education at the University of Maine at Presque Isle (UMPI) from 2007-2010. While at UMPI, Dr. Nnazor was a member of the Maine 21st Century Advisory Council; the Executive Committee of the Central Aroostook Council on Education (CACE); and the Maine Professional Development Community of Practice -- a statewide organization formed by the Maine

Department of Education to systematize educator professional development. Dr. Nnazor co-lead effort for securing the *Project Compass* grant funded by Nellie Mae Education Foundation. The goal of *Project Compass* was to significantly improve retention and success of minority students.

Previously, Dr. Nnazor served as Chair of the Department of Educational Administration and Counseling at Fort Hays State University. The Department offered graduate programs in school administration, school counseling, community counseling, and higher education.

From 1998-2006, Dr. Nnazor held faculty and academic leadership positions at Kentucky State University. In his role as NCATE Coordinator, he successfully led efforts for the accreditation of educator preparation programs by the National Council for the Accreditation of Teacher Education (NCATE) in 2005. He also served as Mentoring Coordinator of the Teacher Work Sample (TWS) Methodology of the Renaissance Partnership for Improving Teacher Quality. He worked collaboratively with TWS Mentoring Coordinators in partner universities across the United States to develop manuals of mentoring models, including rubrics for scoring Teacher Work Sample. The Renaissance Partnership was funded by the United States Department of Education to conceptualize, develop, and pilot the Teacher Work Sample Methodology.

Dr. Nnazor earned a Ph.D. in Higher Education from the University of British Columbia, a Masters degree in Educational Administration from the University of Victoria, a Bachelor of Arts in English/Education from the University of Nigeria. He has published articles, and presented papers nationally and internationally in higher education, cosmopolitan curriculum, educational technology, distance education, and adult education.



Donna J. Parker
Cheyney University of Pennsylvania

Dr. Donna J. Parker has served in a variety of education and community settings throughout her career. Prior to her current position as Dean of Faculty & Academic Programs at Cheyney University, she served as Associate Vice President for Academic Affairs/Institutional Effectiveness at Harcum College (PA); was appointed Associate Dean of Liberal Arts, Humanities and Social

Sciences at Burlington County College (NJ); Assistant Dean of Students at Rutgers University (NJ) and Academic Advisor at the Pennsylvania State University (PA) in an academic career that spans more than two decades.

Prior to her academic career, Dr. Parker worked in several community agencies and non-profits in a number of capacities. She is a clinical social worker and has practice specialties in mental health, child protective services and medical trauma social work.

She has directed fund raising efforts to support domestic and foreign mission work and other faith based activities; she has worked to create community youth programs in sports and music

and networked with local officials to provide after school study opportunities for local youth.

In addition, Dr. Parker founded and chaired the Hadassah Conference, a national conference for pastor's wives. She has conducted missionary work in Asia with her husband.

Dr. Parker began her post-secondary education at Western Michigan University (MI) where she earned undergraduate and graduate degrees in social work. At Wilmington University (DE), where she completed her Ed.D in Innovation and Leadership, she conducted seminal research on African American pastors' wives; the first scholarly research on the subject.

Educator, social worker, researcher, pastor's wife—Dr. Parker's unique combination of experiences and skills and strong sense of ethics and commitment to families and youth combine to make her a caring, effective and strong leader.

Specialties include: Outcomes development & assessment, strategic planning, program development & evaluation, teaching, research evaluation

Traki Taylor
Bowie State University



Dr. Traki L. Taylor is Dean for the College of Education at Bowie State University in Bowie, Maryland. Before her tenure at Bowie State, she was Associate Dean and member of the faculty in the School of Education and Human Services at the University of Michigan-Flint. Dr. Taylor-Webb is an educational historian. Her concentration is the history of women's education, specifically African American women school founders. She also has interests in teacher efficacy, gender studies, multicultural education and the advancement of global learning.

2014 HBCU Education Deans' Think Tank Special Guest



Jamal Watson
Diverse Issues in Higher Education

Dr. Jamal Watson is currently a senior staff writer for *Diverse Issues in Higher Education*, the country's leading periodical that focuses on minorities and diversity related issues in higher education.

A native of Philadelphia, Pennsylvania, Dr. Watson earned his Bachelors degree in English from Georgetown University, a Masters degree from the Graduate School of Journalism at Columbia University, and a Masters and doctoral degree in Afro-American Studies from the University of Massachusetts, Amherst.