Erasing the Scratch Line:
Sustaining and Positioning Schools, Colleges and Departments of Educations in Historically Black Colleges and Universities for Success in the 21st Century

A White Paper Report from the 3rd Annual HBCU Dean’s Think Tank at Rutgers University

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Acknowledgments

The Samuel DeWitt Proctor Chair wishes to thank former Dean Richard De Lisi for his support of the HBCU School, College, and Department of Education (SCDE) Dean’s Think Tank. Additionally, we salute Dean De Lisi for providing the Rutgers Graduate School of Education (GSE) with 11 years of outstanding leadership, and I wish to extend a warm welcome to Wanda Blanchett as she assumes the role of Dean in the GSE. For the past three years the Think Tank participants have benefited from engaged dialogue among themselves as well as with key Rutgers University officials. The GSE’s commitment to advancing knowledge in the areas of diversity and social justice has been the background necessary to foreground critical initiatives like the Think Tank.
Erasing the Scratch Line: Sustaining and Positioning Schools, Colleges and Departments of Educations in Historically Black Colleges and Universities for Success in the 21st Century

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“We don’t all start at the same scratch line although there is one original position…”
-Samuel DeWitt Proctor

“Success will come as the result of a job well done.”
-Fred A. Bonner II
Background

In July 2014, Dr. Fred A. Bonner II, the Samuel DeWitt Proctor Chair in Education, hosted the 3rd Annual Historically Black Colleges and Universities (HBCUs) Dean’s Think Tank in the Graduate School of Education (GSE) at Rutgers University. Overall, the primary objective of this event was to host educational leaders (i.e., Deans of Education) from Schools, Colleges and Departments of Education (SCDE) from an array of highly respective HBCUs across the nation to strategize how they could sustain and position their respective education programs for the greatest impact for the communities and various stakeholders they serve. In addition, the vision for this event was to utilize a Think Tank format to develop solutions as to how these HBCU Schools, Colleges and Departments of Education could individually and collectively enhance their strengths to keep each of their respective educational programs on the cutting-edge of educational innovation. Additionally, a key vision of the 2014 Think Tank was to investigate and provide solutions to key challenges as well as explore key opportunities specifically for HBCU education programs.

As a result of these efforts, the objective was to ultimately create a counter-narrative that would address the mainstream narrative that commonly spoke of HBCU education programs from deficit perspectives instead of the asset perspective they brought to the table related to tackling the challenges that are perpetually existent in the education pipeline for all students, particularly Black students. Further, another overarching goal of the Think Tank was to facilitate dialogue singularly focused on the role of the HBCU, often cited in the research literature as the top producers of Black Teachers in the United States, in the field of teacher education. The United States Department of Education (USDOE) and key national education publications (e.g., *Diverse Issues in Higher Education*) continue to report that HBCUs remain consistently among the top 20 producers of Black teachers. Unfortunately, this astounding achievement is rarely reported in the education literature outside of a few Black scholars who examine diversity in the teacher workforce (Lewis & Hill-Jackson, 2010; Lewis & Toldson, 2013). Given that the focus of the Think Tank was to improve the P-20 pipeline for Black students, it was imperative that solutions were explored with these leading institutions and their leaders.
At this 3rd Annual Think Tank, the following Schools, Colleges, and Departments of Education (SCDE) were in attendance:

**Robert Carr** – Alcorn State University  
**Patricia Green-Powell** – Florida A&M University  
**Valerie Harrison** – Claflin University  
**Terrence Hicks** – Prairie View A&M University  
**Veola Martin** – Harris-Stowe State University  
**Reginal Nnazor** – Central State University  
**Donna Parker** – Cheyney University of Pennsylvania  
**Traki Taylor** – Bowie State University  
**Special Guest** – Jamal Watson *Diverse Issues in Higher Education*
The Status of Educator Preparation in HBCU

Facilitator, Dr. Chance W. Lewis (Carol Grotnes Belk Distinguished Professor of Urban Education at The University of North Carolina at Charlotte) and national expert in the area of Black Education was invited for the third year to lead this gathering of HBCU Schools, Colleges and Departments of Education (SCDE) Deans to facilitate discussion and solutions that would have positive implications on the P-20 pipeline, particularly for Black students. The HBCUs represented at this Think Tank were all founded with a firm mission of educator preparation, particularly for Black citizens in the United States in order to provide solutions to the plethora of challenges educational institutions face in the education of Black children in the P-20 educational pipeline.

The Role of the HBCU Dean

Conversations were initiated that centered on the various stakeholders HBCU Deans had to engage on a fairly routine basis. To ground the discussion, Dr. Lewis (facilitator) had these HBCU Schools, Colleges and Department of Education Deans identify all of the stakeholders that they had to engage in positioning their respective HBCU SCDE programs for the future, especially as they negotiated remaining current and relevant with the mandates and trends advanced by the education field.

According to Figure 1, the Deans noted that every decision they made had to consider the unique needs each stakeholder. The Deans expressed their collective and individual appreciation for the opportunity to work with their fellow HBCU Deans to discuss and strategize fresh ideas of how to position their respective programs for future success.
Examination of Individual and Collective Schools, Colleges and Departments of Education

The first stage of the Think Tank allowed SCDE Deans to critically reflect about their own institutions regarding what was going well and what could potentially be improved to solidify the foundation for long-term solutions that would increase the viability and sustainability of these institutions. After much reflection, participating Deans noted in Figure 2 below the key items that were going well in their respective institutions:

![Figure 2: Key Areas identified by HBCU SCDE Deans that are Going Well](chart)
In reviewing Figure 2, we have included a comprehensive list generated by the participating HBCU SCDE Deans that underscores the areas that are working well at their respective institutions. This list highlights the fact that HBCUs are in a positive position to increase their capacity to serve their student populations, particularly in the field of education. Additionally, these HBCU SCDE’s were able to share critical information as to how they could learn from each other in an effort to build on their success in these respective areas. By engaging in these conversations the Deans thought that it was at the SCDE level that there were untapped opportunities for positive momentum and the development and implementation of a collegial network—one that they stated that should ultimately emerge from the Think Tank at Rutgers University.

Areas For Improvement

The Think Tank at Rutgers University allowed time for SCDE Deans to discuss the areas that were ripe for improvement within and across their respective institutions. These areas are as follows:

- Student Interest in the Profession
- Student Satisfaction with the Program
- Faculty Development
- Succession Planning
- Administrative Understanding
- PRAXIS (Teacher Credential Exam)
- Fundraising
Figure 3 highlights a number of areas of concern that were very real challenging issues raised by the Deans. They saw these issues as recurrent obstacles that they had to overcome in their everyday activities as education leaders. As a result, the Think Tank was structured in such a way that allowed these SCDEs to develop solutions. To facilitate the dialogue aimed at divining solutions, one of the guest speakers was Anthony Nicotera who serves as the Director of the Rutgers University Corporate and Foundations Relations division. His session presented to the HBCU Deans the most innovative ways to fundraise and connect with their alumni to promote giving through various initiatives related to the HBCU mission. This session along with the other planned sessions were intentionally interspersed throughout the Think Tank to promote the development of the HBCU Deans and to provide them with key strategies in preparation for their return back to their respective campuses. Each Dean left the Think Tank with an action plan as to how they would address these items.
External Pressures Faced by HBCU SCDE Deans

HBCU SCDE Deans also noted that they face a number of external pressures that impact their efforts to keep their units functioning at optimal levels. During the Think Tank, attendees were provided opportunities to identify the key external pressures that they perceived to exert an impact on their work going forward. Additionally, the Deans worked together to strategize solutions as to how they could move forward in the face of these pressures. Table 1 below highlights the main external pressures they identified during the Think Tank:

<table>
<thead>
<tr>
<th>Unions</th>
<th>State Department Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards Influx</td>
<td>State Legislatures</td>
</tr>
<tr>
<td>Public Perception</td>
<td>Student Passing Rates</td>
</tr>
<tr>
<td>The ‘Lifers’</td>
<td>Tenured ‘Full’ Professors</td>
</tr>
<tr>
<td>National Legislatures</td>
<td>President Obama Rating Scale</td>
</tr>
<tr>
<td>NCTQ</td>
<td>Common Core Standards</td>
</tr>
</tbody>
</table>
Preparation for Future Challenges on the Horizon

A key component of this 3rd Annual Think Tank was to prepare SCDE HBCU Deans for various policy initiatives that were emerging in the field of education that needed to be addressed so that their respective institutions could thrive in the future. One such initiative was the move by various states across the country to change the budget and budgeting structures of education departments from a focus on using basic criteria such as the number of students enrolled in the various teacher education programs to a focus key output criteria like years of service to the teacher education profession subsequent to graduation. HBCU SCDE Deans indicated that they would use this new budgetary insight to begin gathering the necessary data to position themselves to take advantage of state appropriations for future budgets and budgeting processes. Table 2 below outlines the future of education budgets model the facilitator and Deans discussed:

<table>
<thead>
<tr>
<th>Education Budgets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Input Criteria</strong></td>
</tr>
<tr>
<td># of Students Enrolled in the Program</td>
</tr>
<tr>
<td># of Credit Hours</td>
</tr>
<tr>
<td><strong>Output Criteria</strong></td>
</tr>
<tr>
<td># of Graduates that Accept Teaching Positions in that State</td>
</tr>
<tr>
<td>Whether Graduates Teach 3 or more years</td>
</tr>
<tr>
<td>Performance of Education Program Graduates K-12 Students on Various Assessments</td>
</tr>
</tbody>
</table>

According to Table 2, this change in the funding model will impact all education preparation programs in the future, particularly HBCUs. HBCU SCDE Deans collaborated and developed strategies/solutions as to how they would present this new budgeting information to senior administration at their respective institutions. These participants understood that they would need the cooperation of all stakeholders, including K-12 public school partners to make the most of future budget allocations.
Individual Institutional Issues and Collective Solutions

During the Think Tank, HBCU SCDE Deans were provided with an opportunity to identify individual institutional challenges that were related to a variety of issues such as: (a) admissions; (b) recruitment; (c) faculty; (d) curriculum; (e) field placement; and (f) graduation. Figure 3 and Tables 3-7 below highlight responses from HBCU SCDE attendees:

Admissions Issues

HBCU Deans highlighted a number of issues that impact their admissions process. They noted that several areas highlighted in Figure 3 impact the smooth transition process for admissions of new students into the University and their respective academic programs. Think Tank participants noted that some solutions to the admissions issues they faced within and across universities could be addressed as follows: (a) the development of an on-line application process at each institution; (b) advanced placement process for high-achieving students; (c) special admissions process for military veterans; (d) articulation agreements between institutions and (e) the development of a regional consortium.
Recruitment

Think Tank participants identified a number of issues that impacted their recruitment processes. These HBCU SCDE Deans noted that several areas highlighted in Table 3 impacted the recruitment of new students into their universities and their respective academic programs. HBCU SCDE Deans noted that some solutions to the recruitment issues they faced within and across universities could be as follows: (a) partnerships and collaborations; (b) summer camps; (c) Black Male experiences (i.e., Call Me Mister Programs); and (d) dual enrollment programs.

<table>
<thead>
<tr>
<th>5-Year Plan</th>
<th>Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School Articulation Agreements</td>
<td>Community Colleges</td>
</tr>
<tr>
<td>Websites</td>
<td>Local Churches</td>
</tr>
<tr>
<td>Existing Enrollment Management</td>
<td>Alumni</td>
</tr>
<tr>
<td>Upward Bound</td>
<td>TRIO</td>
</tr>
<tr>
<td>Scholarship Designations (i.e., Keystone, Presidential)</td>
<td>Social Media</td>
</tr>
</tbody>
</table>

Table 3: Recruitment Issues identified by HBCU SCDE participants
Faculty

HBCU SCDE Deans were also able to identify a number of issues that impacted the recruitment, retention and professional development of faculty. Through interactive exercises, HBCU SCDE Deans were able to brainstorm solutions to the issues related to faculty development across their respective universities: (a) sharing across institutions; (b) expertise sharing among faculty within institutions; and (c) co-sponsored faculty development workshops focused on assessments and grant writing.

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Faculty Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Incentives</td>
<td>Research/Presentations to Board of Trustees</td>
</tr>
<tr>
<td>Merit Pay tied to Performance</td>
<td>Released Time</td>
</tr>
<tr>
<td>Team Teaching</td>
<td>Partnerships with K-12 teachers</td>
</tr>
<tr>
<td>Partnerships with K-12 Administrators</td>
<td>Resident Administration</td>
</tr>
<tr>
<td>Assessment</td>
<td>(Pre &amp; Post Tenure)</td>
</tr>
</tbody>
</table>

Curriculum

Think Tank Participants identified a number of issues that impact the curriculum within and across institutions. These HBCU SCDE Deans noted that several areas highlighted in Table 5 impacted the curriculum taught to students in their respective academic programs. HBCU SCDE Deans noted that some solutions to the curriculum issues they faced within and across Universities could be as follows: (a) new curricular programs across institutions; and (b) faculty clearinghouse.

<table>
<thead>
<tr>
<th>Institutional Teams</th>
<th>Academic Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified Faculty</td>
<td>Professional Development</td>
</tr>
</tbody>
</table>
Field Placement

Think Tank Deans identified a number of issues that impacted the field placement of pre-service teachers in the school districts surrounding their respective universities. Through interactive exercises, HBCU SCDE Deans were able to brainstorm solutions to the issues related to field placement within and across institutions: (a) joint partnerships; and (b) virtual experiential learning.

<table>
<thead>
<tr>
<th>Year Long Experience</th>
<th>Alignment to Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Qualification</td>
<td></td>
</tr>
</tbody>
</table>

Graduation

Think Tank Deans identified a number of issues that impacted the graduation of students within and across their respective institutions. These HBCU SCDE Deans noted that several areas highlighted in Table 7 impacted the graduation rates of students in their respective academic programs. HBCU SCDE Deans noted that some solutions to the curriculum issues they faced within and across universities: (a) greater institutional support; and (b) financial support to students through their academic programs.

<table>
<thead>
<tr>
<th>Support Systems</th>
<th>Learning Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call Me Mister</td>
<td>Increase Rigor</td>
</tr>
</tbody>
</table>
Exploration of Entrepreneurial Ventures

Attendees at the Dean’s Think Tank were also privy to information related to entrepreneurial opportunities that have emerged in the field of education that could prove to be beneficial in the future. As presented to HBCU SCDE attendees, the Thurgood Marshall College Fund partnership with HBCUs was discussed with its specific focus on HBCUs that could be implemented to assist with the development and establishment of charter schools. The discussions centered on the opportunities for SCDEs to open charter schools to serve the needs of surrounding communities that need charter and on-line learning opportunities for low-income students. These types of partnerships have a tremendous upside for HBCUs. These partnerships can provide HBCUs and SCDEs with additional revenue for operating a blended (on-line and face-to-face) charter school that serves the needs of their respective surrounding communities. Also, these schools could serve as a training facility for current students in education preparation programs seeking to enter the teaching force. Finally SCDEs can be on the forefront in the research investigations looking at the impact of charter schools on diverse student populations, particularly, Black student cohorts. Finally, these types of initiatives can assist in positioning institutions for future grant and extramural funding opportunities.

For more info, visit http://www.thurgoodmarshallfund.net/programs/tmcf-collegiate-academy
Increasing the Pipeline of Black Male Teachers

The final issue discussed by HBCU SCDE Deans was that their respective institutions must be proactive in connecting the pipeline of Black male teachers in the workforce. Facilitator, Dr. Chance W. Lewis, one of the leading national scholars in the field of teacher diversity, highlighted data that illustrated that Black male teachers are currently 2% of the nation’s teaching force (Lewis & Moore, 2014; Toldson & Lewis, 2012). Given that HBCU SCDEs have done a commendable job producing more than 50% of the nation’s African American teaching force, Think Tank attendees realized that they could do more to increase the pipeline of Black males in the nation’s classrooms.

Dr. Lewis highlighted that HBCU SCDE had an opportunity to greatly increase the pipeline for Black Males in teacher preparation programs by partnering with their respective athletic departments that housed a large number of Black male undergraduate students (Bonner, 2014). To assist in recruiting Black males into their respective programs, they were encouraged to adapt the NCAA Athletic Model of Teacher recruitment (Lewis, Bonner, Byrd, & James, 2008). By following these evidence-based practices, HBCU SCDEs will be well positioned to make a difference in the production of these teacher candidates.
Conclusion

This report summarizes a Two-day Think Tank of HBCU SCDE Deans on the campus of Rutgers University on June 11-12 2014. This Think Tank was covered by *Diverse Issues in Higher Education* (http://diverseeducation.com/article/64883/) with the goal of informing the nation of the solutions and outcomes of this critical gathering. It is our sincere desire that this report will serve as a starting point for further discussions of the role of the HBCU SCDE Deans in supporting Black education in general and teacher education in particular in the country.
Faculty Biographies

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.

Contact Information: chance.lewis@uncc.edu http://www.chancewlewis.com
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-led 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.
About the Samuel DeWitt Proctor Chair in Education

The late Dr. Samuel DeWitt Proctor served as a member of the Rutgers University faculty for 15 years, including appointments on the faculty of the Graduate School of Education, as the first incumbent of the Martin Luther King Jr. Chair, and as a visiting Professor in the Department of Africana Studies. Dr. Proctor was the first African-American faculty member at both the school and the university to have an endowed professorship named for him.

Dr. Proctor served as President of Virginia Union and North Carolina A&T Universities, Pastor of the Abyssinian Baptist Church of New York, on the governing boards of the United Negro College Fund, National Urban League, Harvard Divinity School and in the Peace Corps before coming to Rutgers. This chair was established in honor of Dr. Proctor’s career at Rutgers, marked by excellence and leadership in teaching, scholarship, and service.

At the Graduate School of Education, he enriched the curriculum with courses in African-American Studies in education and ethics. He also recruited generations of students to the university for graduate studies, which were followed by careers as educational scholars and leaders. Dr. Proctor also served as Chair of the Rutgers Campaign for Community, Diversity, and Educational Excellence. This campaign raised funds to recruit outstanding students to prepare for careers as educational leaders via scholarships, and to develop pre-college programs that assist all students -- regardless of their backgrounds -- to prepare themselves for entry to the university.

Professor Proctor held more than 50 honorary degrees, including one from Rutgers, which also awarded him the Rutgers medal for distinguished service. The Samuel DeWitt Proctor Chair honors his legacy and manifests the continuing commitment of the Graduate School of Education and University to his lifetime of work on issues of education and equity.
About Rutgers Graduate School of Education

The Rutgers University Graduate School of Education (GSE) is dedicated to the study and improvement of education. The creation of knowledge about teaching and learning is central to our mission. We seek to ensure that all children and adults have access to high quality educational programs. As such, our work addresses the cognitive, social, organizational, cultural, linguistic, developmental, and policy dimensions of education.

Our faculty makes unique and significant contributions to educational scholarship by conducting research and improving practice in relation to three pressing issues in education: (i) meeting the needs of diverse learners, (ii) using emerging digital pedagogical tools effectively, and (iii) addressing the equity and adequacy of financial, human, and social resources for PK-12 and higher education.

Our instructional programs are designed to produce graduates who become effective educational practitioners, transformative educational leaders, and accomplished educational researchers. Our partnerships and service contributions focus on New Jersey but extend to both national and global communities.

In summary, our mission is to create new knowledge about educational processes and to lead in the development of research-based instructional, professional, and outreach programs.

The GSE has been consistently ranked as one of “America’s Best” graduate schools of education in the annual US News & World Report survey.

Please explore our website gse.rutgers.edu to learn more about the Graduate School of Education.
About Rutgers, the State University of New Jersey

Chartered in 1766, Rutgers, the State University of New Jersey, is the eighth-oldest institution of higher learning in the United States. It has a unique history: from its inception as a colonial liberal arts college, Rutgers grew to become the land-grant college of New Jersey in 1864, and to assume full university status in 1924.

Legislative acts of 1945 and 1956 designated it the State University of New Jersey. Today, Rutgers is one of the leading public research universities in the nation. With nearly 58,000 students and over 9,000 faculty and staff on its three campuses in Camden, Newark, and New Brunswick, Rutgers is a vibrant academic community committed to the highest standards of teaching, research, and service.

With 27 schools and colleges, Rutgers offers over 100 undergraduate majors and more than 100 graduate and professional degree programs. The university graduates more than 10,000 students each year, and has more than 350,000 living alumni residing in all 50 states and on six continents. Rutgers also sponsors community initiatives in all 21 New Jersey counties. University wide, new degree programs, research endeavors, and community outreach are in development to meet the demands of the 21st century.


Lewis, C.W., & Hill-Jackson, V. (2010). This is our moment: Contemplating the urgency of now for the future of teacher education. In V. Hill-Jackson & C. Lewis (Eds.), Transforming teacher education: What went wrong and how can we fix teacher education (pp. 239-252). Sterling, VA: Stylus.


