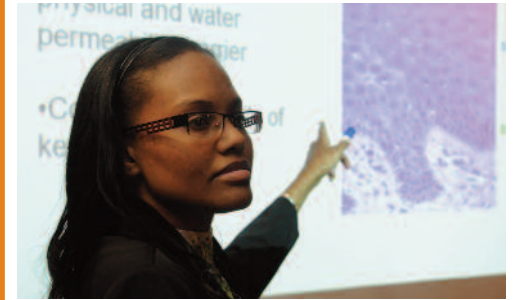


SREB

Southern Regional Education Board

# WHAT WILL FUTURE FACULTY LOOK LIKE?



SREB-STATE DOCTORAL SCHOLARS PROGRAM



More than 1,100  
scholars have  
participated since the  
SREB-State Doctoral  
Scholars Program  
was founded  
in 1993.

Eighty percent of  
graduates are employed  
in education —  
92 percent  
of them on  
campuses as faculty,  
administrators and  
postdoctoral  
researchers.



# WHAT WILL FUTURE FACULTY LOOK LIKE?

## The answer is clear

Walk into a public school or college classroom and you'll quickly see that today's students are more diverse than ever before. This shift will only accelerate in the years ahead. Yet only 12 percent of faculty at public four-year institutions in SREB states are African-American or Hispanic.

**The SREB-State Doctoral Scholars Program** is working to change that by helping minority candidates at participating universities complete their journey to the Ph.D. and become faculty members. With more than 600 program graduates to date, the Doctoral Scholars Program is nationally recognized for reshaping what the classroom, campus and lab of tomorrow will look like.

Scholars receive support (stipends and academic or research funds), backed by personal encouragement, regular contact and mentoring. The program also provides many opportunities for networking and community-building, such as the annual Institute on Teaching and Mentoring. As scholars prepare for academic positions, it offers career counseling, workshops tailored to the job search, job postings, an online scholar directory and a recruiting fair.

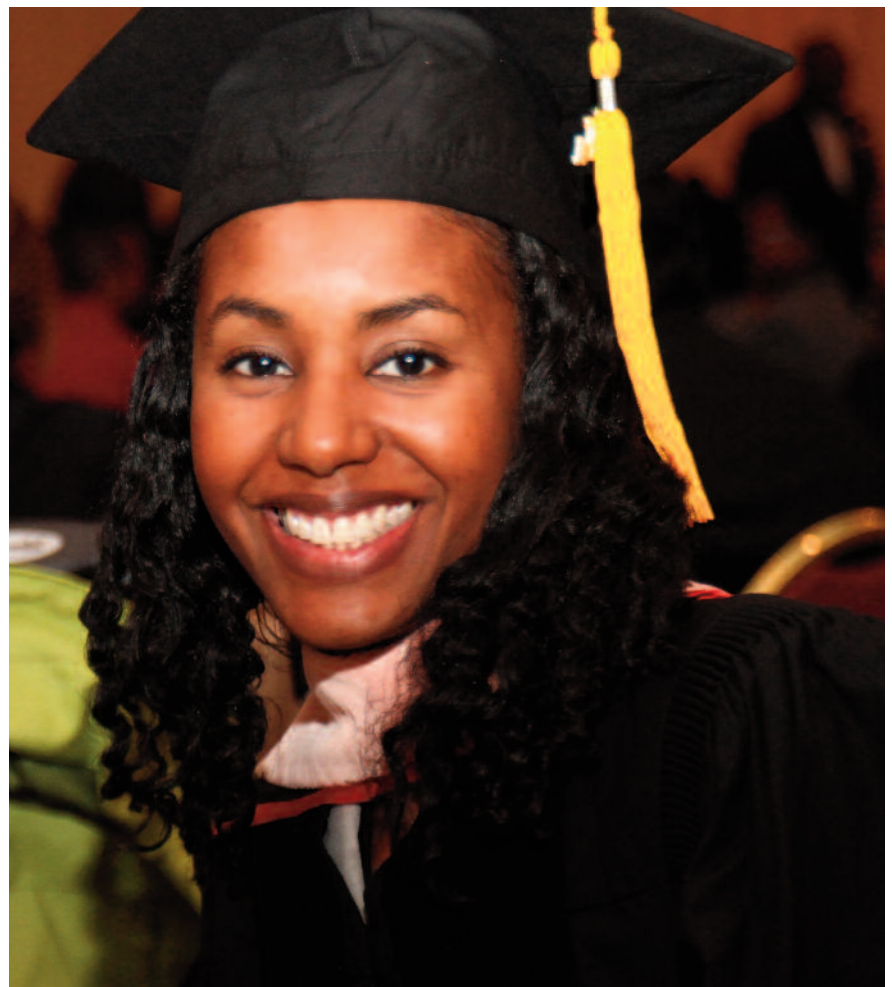
This “more-than-a-check-and-a-handshake” approach improves retention and graduation rates and is readying more scholars every year to become successful college and university faculty members. **The results are changing the future.**

- More than 1,100 scholars have participated since the program was founded in 1993.
- More than 330 are currently enrolled.
- More than 600 graduates have completed Ph.D.s.
- 74 graduates have earned tenure.
- 80 percent of graduates are employed in education — 92 percent of them on campuses as faculty, administrators and postdoctoral researchers.
- Nearly 70 percent of graduates are employed in SREB states.
- 37 percent of scholars are in science, technology, engineering and mathematics; 28 percent in social and behavioral sciences; 16 percent in humanities; and 19 percent in other fields of study.



Nearly 70 percent  
of graduates  
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# FUTURE FACULTY WILL BETTER MIRROR THE POPULATION

Whenever he was tired, thinking of his 2-year-old daughter kept Dennis Dean going on the long journey to a doctorate. “Every time I wanted to stop,” he said, he remembered, “It’s not about me anymore. It’s about the future.”

Was Dean thinking his family’s financial future would be more secure with his Ph.D.? Perhaps he was looking ahead to his daughter’s days in college. Would she see more faculty members she could identify with? Would her peers have higher expectations of people of color, paving the way for her success?

“All that and more,” Dean said.

## The challenge

A growing number of U.S. college students are people of color. The Class of 2019 at public high schools in 16 SREB states is projected to be 54 percent non-white, up from 44 percent in 2009. Yet in the nation, only about 5 percent of all college and university faculty are African-American, 3 percent Hispanic and 1 percent Native American. The SREB-State Doctoral Scholars Program is committed to increasing those numbers.

“It’s easy to say what the challenges are, but **one thing that is clearly important is faculty representation that is consistent with demographic trends,**” Dean said.

Now a research fellow at Brigham and Women’s Hospital and Harvard Medical School in Boston, Dean attended the SREB-hosted Institute on Teaching and Mentoring while working toward his Ph.D. and still keeps a keen eye on minority achievement.

“If you don’t see people like you [in front of classrooms], it’s hard to know that you can succeed,” Dean said. Like many former doctoral scholars, Dean embraces the chance to bring his background to community service, research and mentoring.

“People listen to me more because I have a Ph.D.,” he said. “Everything changes once I hand them my card and it says ‘Dr. Dean.’”



*“I did not have many opportunities of having a black professor at a predominantly white institution, but when I did, not only did I enjoy the opportunity — my white classmates did as well.”*

*“If we know public schools and college classrooms are more diverse today than ever, then why not meet this diverse cohort with diverse faculty at the front of the classroom?”*



**Dr. Omar Sims**

571st SREB-State Doctoral Scholars Program Graduate

## FUTURE FACULTY WILL WIDEN STUDENT HORIZONS

If it weren't for a minority mentor, Omar Sims may not have become a professor. Sims earned his doctorate in 2010 from the University of Georgia. Today he is an assistant professor of social work at Kennesaw State University in Georgia. He recognizes that working with and learning from minority leaders in faculty and administration can be important to the education of **every** student.

"I did not have many opportunities of having a black professor at a predominantly white institution, but when I did, not only did I enjoy the opportunity — my white classmates did as well," he said.

Minority faculty widen the horizons for students by recognizing the different issues minority students face and **opening all students' eyes to other perspectives and new ways of thinking**. They make powerful mentors, because they are more likely to understand common barriers to success, Sims says. And they encourage students from diverse backgrounds to persist in their studies.

"If we know public schools and college classrooms are more diverse today than ever, then why not meet this diverse cohort with diverse faculty at the front of the classroom?" Sims challenges.

The SREB-State Doctoral Scholars Program also helps academia by broadening the range of faculty. "The Doctoral Scholars Program is providing an avenue for minorities to secure their place at the table as scholars," Sims said. That means "the types of published research emerging from colleges and universities will be reflective of many sorts of topics and issues that have been understudied and ignored."

The program even inspires the youngest students. "When my children's teachers tell me, 'Your boys tell their friends they are going to get their Ph.D. like their dad,' I realize the accomplishment of my Ph.D. has changed the future."



*"I am seeing more and more minority students intent on making education their careers. I work hard to encourage all students, including minorities, and I use my own background and my own biographical details to show that it can be done."*

*"Professors need to impart to minority students not just that they can succeed in academic fields, but that they are needed in these fields to provide fresh perspectives and interesting new ideas."*





**Dr. Douglas Krueger**

575th SREB-State Doctoral Scholars Program Graduate

## FUTURE FACULTY WILL MOTIVATE OTHERS

Douglas Krueger utilizes his Hispanic cultural background to embolden and connect with his students at NorthWest Arkansas Community College in Bentonville, where he teaches philosophy.

Krueger acts as an example for pupils because he recognizes that classrooms are changing. More diverse students need role models. A lack of minority professors and teachers makes a negative impression on young students, according to Krueger. “The wrong message is being communicated to our minority students — the message that they can’t succeed.

“Now more than ever, **our education system needs inspiring and motivating professors from diverse backgrounds**, and the Doctoral Scholars Program is right there at the forefront of this movement, helping to bring about much-needed change,” he said.

Krueger completed his Ph.D. at the University of Arkansas in 2011 and as a faculty member at NWACC, he has earned a place on search committees for new faculty, in addition to being asked for input about issues of diversity, such as minority representation on search committee evaluations. This enables him to continue championing the importance of diversity in academia. That is also one of the SREB-State Doctoral Scholars Program’s chief goals.

A previous professor inspired Krueger with his passion and willingness to work outside of the classroom; he remembers that professor’s enthusiasm to this day. As a graduate of the Doctoral Scholars Program, he is encouraging others to pursue careers in the professoriate and to help mold the colleges of tomorrow.

“I am seeing more and more minority students intent on making education their careers,” he said. “I work hard to encourage all students, including minorities, and I use my own background and my own biographical details to show that it can be done.

“Professors need to impart to minority students not just that they **can** succeed in academic fields, but that they are **needed** in these fields to provide fresh perspectives and interesting new ideas,” Kruger stressed. “It is not enough to show students that they can do something. We also need to show them why they would be welcomed and appreciated.”



*“Discouragement will come, but the trick is what you choose to do with it. Will you allow it to define you — or will you push forward in spite of it?”*

*“I want people to know that although it is extremely difficult, it is possible to obtain your goal, even in the midst of great adversity.”*



## Dr. Lakiea Bailey

600th SREB-State Doctoral Scholars Program Graduate

# FUTURE FACULTY WILL PERSEVERE

Lakiea Bailey learned a double lesson in persistence while obtaining her Ph.D. Not only was she a minority scholar, likely to face social isolation and other challenges — but she was the first student ever to go through the molecular medicine doctoral program at Georgia Health Sciences University while having sickle cell disease. A 2012 Ph.D. graduate of GHSU, she is the Doctoral Scholars Program’s 600th graduate and, like Dennis Dean, she feels that earning her doctorate is all about the future.

“I want people to know that although it is extremely difficult, **it is possible to obtain your goal, even in the midst of great adversity,**” she said.

Because of her love of science, Bailey pushed through her course work despite various medical operations and procedures. The hard work paid off, as she was the recipient of numerous awards including a GHSU leadership award and the Fisher Scientific Award for Excellence in Biomedical Research.

Bailey focused her research on molecular hematology and regenerative medicine. She is currently completing a two-year postdoctoral assignment at GHSU. She is also involved in several advocacy projects for sickle cell. These projects include serving as co-administrator and contributing author of the Sickle Cell Warriors nonprofit community. Her long-term goal is to combine her experiences as a laboratory scientist as well as a sickle cell disease patient advocate.

Bailey has advice for other minority scholars who face challenges in pursuing a Ph.D. “It is very difficult, but it can be done. I had to learn to take it slowly and to put one foot in front of the other,” she said. “Discouragement will come, but the trick is what you choose to do with it. Will you allow it to define you — or will you push forward in spite of it?”



*"You shall, you must and you will. I encourage you to refresh your spirit, renew your mind and reconnect with your dreams."*

Laura Laynes — SREB-AGEP graduate

*"Every year at the Institute, it is incredibly motivating and puts a spark in your soul that you feed off of the rest of the year. I look forward to coming every year to get that back."*

Tiffany Katz — SREB graduate



## FUTURE FACULTY WILL LEAD THE WAY

Every participant in the SREB-State Doctoral Scholars Program attends the Compact for Faculty Diversity Institute on Teaching and Mentoring, hosted by SREB. Launched 19 years ago, the Institute is the nation's largest annual gathering of minority Ph.D. scholars. It attracts nearly 1,000 students and faculty mentors to four days of substantive sessions and special events.

Convening minority scholars from dozens of fields of study, almost every state in the nation and nearly 300 institutions, the Institute brings scholars face to face with more than 50 college recruiters who are searching for outstanding new faculty members. At the Institute, every scholar learns from and connects with national experts who share knowledge and success strategies for earning a doctorate; developing research, teaching and mentoring skills; and progressing in academia.

As a partnership of state, regional, federal and philanthropic programs, the Institute helps create and promote a larger, more diverse pool of Ph.D. scholars interested in becoming college faculty members.

It also enhances the lives of its participants. It doesn't just help scholars become better students and potential faculty. It gives them a much-needed sense of community and a powerful foundation of preparation, success and leadership on which to build.

"When you come to the Institute, you get to leave some of the social challenges behind, refuel and bolster your strength, so that you can go back to your studies and recognize that your struggles are being shared," said Kamau Bobb, SREB graduate.

For SREB states and the entire nation, the SREB-State Doctoral Scholars Program and the Institute are working hard to influence the answer to this question: What will the future look like?

The Doctoral Scholars Program is helping to create a strong core of minority faculty members; however, the need is much greater. **Although the numbers are growing, the SREB region and the nation need much higher minority faculty representation.**

With more support, the Doctoral Scholars Program can expand its reach, its graduates and its success. With more support, the nation's faculty will better reflect the students they serve.

## The SREB-State Doctoral Scholars Program commends the SREB states that supported these recent program graduates.

### Alabama

Gregory Austin, Political Science, University of Alabama  
Vetria Byrd, Computer Science, University of Alabama at Birmingham  
Clint Foster, Biology, Auburn University  
Karla Horton, Material Science, University of Alabama  
Ericka Lawrence, Management, University of Alabama  
Torhonda Lee, Health Education, University of Alabama  
Mia Long, Mass Communications, University of Alabama  
Yolanda McMillian, Computer Science, Auburn University  
Nicole Odum, Engineering, Auburn University  
Tina Peterson, Social Work, University of Alabama  
Lenoise Richey, Kinesiology, University of Alabama  
Caio Soares, Computer Science, Auburn University  
Philicity William, Computer Science, Auburn University

### Arkansas

Tyrone Dooley, Public Policy, University of Arkansas  
Elena Foulis, Literature, University of Arkansas  
Russell Frazier, Public Policy, University of Arkansas  
Douglas Krueger, Philosophy, University of Arkansas  
Mansoor Leh, Engineering, University of Arkansas  
Wilbert Long, Environmental Science, Arkansas State University  
Brooke Montgomery, Health, University of Arkansas  
Adele Norris, Public Policy, University of Arkansas  
Tommy Piggee, Gerontology, University of Maryland-Baltimore County  
Christian Simmons, Physiology, University of Arkansas

### Georgia

Tiffany Aholou, Child & Family Development, University of Georgia  
Lakiea Bailey, Genetics, Georgia Health Sciences University  
Jerrold Bryson, Biology, University of Georgia  
Barbara Combs, Sociology, Georgia State University  
Pamela Daniels, Sociology, Georgia State University  
Tene Harris, Education, Georgia State University  
Brande Jones, Biology, Georgia Institute of Technology  
Jasmine McGinnis, Public Policy, Georgia State University  
Omar Sims, Social Work, University of Georgia  
Falechiondro Sims-Alvarado, History, Georgia State University  
Bobby Watkins, Mechanical Engineering, Georgia Institute of Technology  
Kim White, Educational Policy, Georgia State University

### Kentucky

Phillip Blackmon, English, University of Louisville  
Brittany Carpenter, Education Evaluation, University of Louisville  
Johnny Ducking, Economics, University of Kentucky  
Bradley Hardy, Economics, University of Kentucky  
Courtenay Mayes, Mathematics Education, University of Louisville  
Bertha Mucherera, Social Work, University of Louisville  
Shambra Mulder, Educational Psychology, University of Kentucky  
Gilandra Russell, Pharmacology, University of Louisville  
Ahlshia Shipley, Family Studies, University of Kentucky  
Abi Smith, Public Administration, University of Louisville  
Amanda Sokan, Gerontology, University of Kentucky  
Quentin Tyler, Rural Sociology, University of Kentucky  
Althea Webb, Education, University of Kentucky

### Louisiana

Rasheedah Jenkins, English, Louisiana State University  
Brandi Newkirk, Communications, Louisiana State University

### Maryland

Frances Carter, Public Policy, University of Maryland-Baltimore County  
Victoria Chou, International Health, Johns Hopkins University  
Tracey Hermanstynne, Neuroscience, University of Maryland-Baltimore County  
Manouchka Poinson, American Studies, University of Maryland-College Park

### Mississippi

April Tanner, Computer Science, Mississippi State University  
Felicia Thadison, Chemistry Education, University of Southern Mississippi  
Audie Thompson, Biochemistry, University of Mississippi Medical Center

### South Carolina

Keenan Adams, Biology, Clemson University  
Christopher Allen, Psychology, University of South Carolina  
Viji Avali, Computer Science, University of South Carolina  
Deanna Baker, Pathology, Medical University of South Carolina  
Cheryl Gomillion, Bioengineering, Clemson University  
Megan Leach, Environmental Sciences, Clemson University  
Rose Lowe, Computer Science, Clemson University  
Anthony, Palmer, Mass Communications, University of South Carolina

## Tennessee

Nicole McDonald, Education, Vanderbilt University  
Sharon Jean-Philippe, Forestry, University of Tennessee-Knoxville  
Charles McCurry, Computer Information Systems, Tennessee State University  
Ferlin McCaskey, Education, University of Tennessee-Knoxville  
Monique Moultrie, Ethics, Vanderbilt University  
Nichole Phillips, Religion, Vanderbilt University  
Julie Ton, Education, Tennessee Technological University  
Rebecca West, Psychology, University of Memphis  
James Wright, Sociology, University of Tennessee-Knoxville  
Darius Young, History, University of Memphis

## Virginia

Rachel Delgado-Simmons, Cultural Studies, George Mason University  
Sheetal Dharia, Pharmaceutical Sciences, Virginia Commonwealth University  
Ella Diaz, American Studies, College of William and Mary  
Yared Kidane, Genetics, Virginia Polytechnic Institute and State University  
Oren McClain, Math Education, University of Virginia  
Roderick Neal, Sociology, Virginia Polytechnic Institute and State University  
Lashun Thomas, Engineering, Virginia Polytechnic Institute and State University

## West Virginia

Edward Brown, Music, West Virginia University  
Asli Hassan, Literacy, University of Maryland-Baltimore County  
Katrina McCoy, Psychology, West Virginia University  
Venessa Walker, Psychology, West Virginia University

## Out-of-Region Affiliated Members

### Indiana

Elijah Ayieta, Physics, Indiana University-Purdue University-Indianapolis  
Tabitha Hardy, Microbiology, Indiana University-Purdue University-Indianapolis  
Michael Olaopa, Genetics, Indiana University-Purdue University-Indianapolis  
Ukamaka Oruche, Nursing, Indiana University-Purdue University-Indianapolis  
Joanna Walker, Microbiology, Indiana University-Purdue University-Indianapolis

### New Jersey

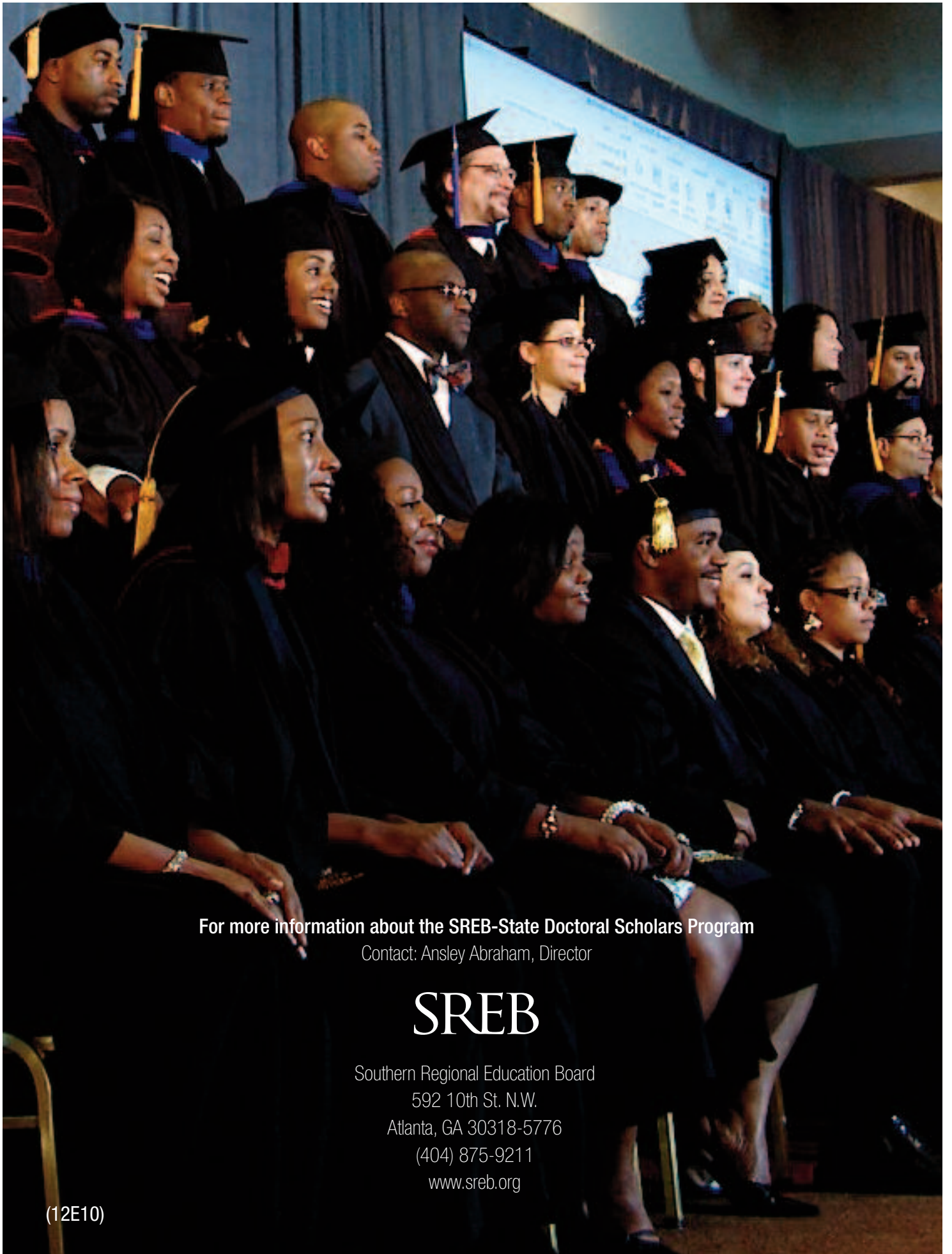
Raymond Brock-Murray, Psychology, Seton Hall University  
Fatimah Castro, Anthropology, Rutgers University  
Daniel Jean, Education, Seton Hall University  
Tiffany Katz, Endocrinology, Rutgers University  
Bahiyah Muhammad, Criminology, Rutgers University  
Christopher Rivera, Women's Studies, Rutgers University  
Darnell Simon, Engineering, New Jersey Institute of Technology  
Margret Wald, English, Rutgers University

### New York

Leronn Brooks, Art History, CUNY Graduate School and University Center



To hear more from graduates of the  
SREB-State Doctoral Scholars Program,  
visit [YouTube.com/SREBvideo](https://www.youtube.com/SREBvideo) or scan this QR code.



**For more information about the SREB-State Doctoral Scholars Program**

Contact: Ansley Abraham, Director

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