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Erasing the Scratch Line:

Sustaining a Culture of Academic
Readiness in Colleges, Departments and
Schools of Education in Historically Black
Colleges and Universities



A White Paper Commissioned by:

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Table of Contents

Background	3
The Status of Educator Preparation in HBCUs	4
Key Issues.....	6
Retention and PRAXIS Preparation	11
The Way Forward	17
Conclusion	20
Faculty Biographies	21
About the Samuel DeWitt Proctor Chair in Education	34
References	35

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The Samuel DeWitt Proctor Chair wishes to thank 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. For the past two years the Think Tank participants have benefited from the Dean’s narrative that has provided rich context of Rutgers University in general and the GSE in particular. The Dean’s investment in the diversity and social justice mission of the School has been the background necessary to foreground critical initiatives like the Think Tank.

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.

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Erasing the Scratch Line:

Building a Culture of On-Line Opportunities in Educator Preparation in Schools, Colleges and Departments of Education in Historically Black Colleges and Universities

A Report from the 2nd Annual HBCU Deans' Think Tank at Rutgers University

We don't all start at the same scratch line although there is one original position...we were born here...some start below and above the scratch line, Those of us that have inherited benefits that we did not earn or deserve must turnaround and help those who inherited deficits so they can rise up to the scratch line. -Samuel DeWitt Proctor

Background

On June 25-27, 2013, Dr. Fred A. Bonner II, the Samuel DeWitt Proctor Chair in Education, hosted the Second Annual Historically Black Colleges and Universities (HBCUs) Deans' Think Tank in the Graduate School of Education (GSE) at **Rutgers, The State University of New Jersey**. The primary purpose of this event was to assemble a cadre of leaders (Deans) of Colleges, Departments, and Schools of Education from a number of highly respected HBCUs across the nation to discuss the status of Black education in the United States. Additionally, a major focus of this gathering was to explore the range of potential solutions that should be considered for various stakeholders including, but not limited to, the scholarly and practitioner-based communities across both P-12 and post-secondary contexts who were invested in elevating the status of Black education in the country. More specifically, a key vision for this gathering was to highlight the challenges as well as the opportunities available for HBCUs to articulate through their collective narratives an asset-based approach that defied the deficit-oriented positions that are all too often used to frame Black P-20 education in the nation. Further, an overarching goal of the Think Tank was to elicit dialogue about the status of educator preparation in HBCUs. Few, if any, dispute the need for more Black teachers (Lewis, Mumford, Singer, & Bonner, 2009; Milner, 2006). Yet, the identification and implementation of viable strategies to recruit more Blacks to the teaching

ranks remains marginal at best. As such, the Deans who participated in this Think Tank engaged in critical dialogue that focused on the obstacles and potential solutions necessary to mediate some of the challenges they continue to encounter with their teacher educator preparation programs.

At this gathering, CDSE Deans from the following universities were in attendance:

- Delaware State University
- Grambling State University
- Xavier University of Louisiana
- North Carolina A&T University
- Philander Smith College
- Langston University
- Mississippi Valley State University
- South Carolina State University

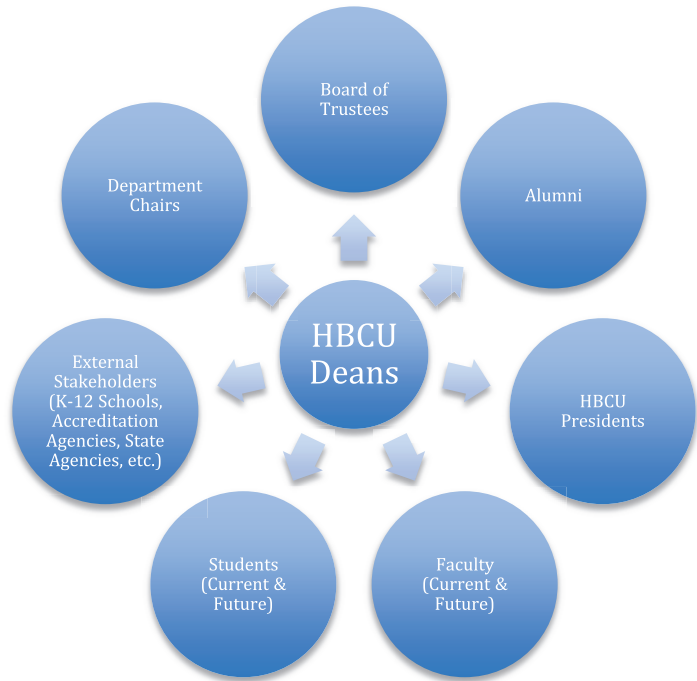
THE STATUS OF EDUCATOR PREPARATION IN HBCUs

Facilitator Dr. Chance W. Lewis (Carol Grotnes Belk Distinguished Professor of Urban Education at The University of North Carolina at Charlotte) was invited to lead this gathering of HBCU Schools, Colleges and Departments of Education (SCDE) Deans and national experts in the area of Black education and its resulting impact on the P-20 education pipeline. 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. A keen focus on divining solutions for the plethora of challenges that these postsecondary institutions charged with educating Black youth across the P-20 educational pipeline served as background to foreground the event conversations.

Conversations were initiated regarding the myriad contemporary attacks on education programs by constituent stakeholders. At the time of this convening, the National Council on Teacher Quality (NCTQ – <http://www.nctq.org>) issued a scathing report on many educator preparation programs in the United States, including many of the programs represented by the Think Tank participant's institutions. One major point raised in the report that was addressed by the SCDE Deans was that their respective programs were not preparing teacher education graduates for the realities of the current P-12 educational environment. Additionally, external pressures created by the pass rates of teacher education candidates on

state certification examinations were also major challenges for these programs. As a result, Dr. Lewis (facilitator) had the HBCU SCDE Deans to identify all of the primary stakeholders that they interfaced with when they contemplated key decisions related to how they positioned their HBCU SCDE programs for the future, especially when attempting to concomitantly meet the needs of their students and the broader teacher education field.

Figure 1: Key Stakeholders for Deans to consider when Positioning HBCU SCDE programs for Future Sustainability



According to Figure 1, the Deans noted that every decision they made had to be inclusive of the ideas shared by their constituent stakeholders. SCDE Deans noted that they were pleased to participate in this highly anticipated Think Tank with their counterparts to discuss and strategize fresh ideas of exactly how to position their respective programs for future success and to effectively engage their respective stakeholder communities.

After detailed conversations about the challenges and the roles that HBCU SCDE programs would have to play, Dr. Lewis informed the Deans about future funding formulas on the horizon for educator preparation programs--especially those generated across state legislatures. He advanced that these formulas would be composed of three (3) factors:

The Number of Graduates Who Take Teaching Jobs

- *The number of graduates who take teaching positions will be the first criteria in future funding formulas because in many states, 2/3 of certified university graduates do not take teaching jobs due to the job options placing them in challenging schools. In addition, this factor will be weighted by the number of graduates that do not take teaching jobs in schools serving students on free lunch.*

Whether Graduates of Educator Preparation Programs Teach for a Minimum of Three Years

- *For graduates who teach <3 years, \$0 will be added to the educator preparation program budget. For those that teach >3 years, an annual credit of \$1,000 will be added to the educator preparation program budget for every year they remain in the teaching field and provide evidence of student learning.*

Children's Learning in the Classes of Graduates of Each Educator Preparation Program

- *States will use student performance on standardized tests as a metric for evaluating teachers and their educator preparation programs.*
- *In school districts that do not have mandated tests at every grade level, teacher work samples, developed by state education agencies, will be used to assess teachers and their educator preparation programs in the future.*

Source: Hill-Jackson & Lewis (2011)

Finally, Dr. Lewis forewarned the HBCU SCDE Deans that future budget decisions would be based on a three-year budget cycle for all phases of the formula mentioned above.

KEY ISSUES TO ADDRESS FOR SUSTAINABILITY OF EDUCATOR PREPARATION PROGRAMS

HBCU SCDE Deans highlighted key issues that needed to be addressed for the sustainability of their respective programs. These issues included: (a) the Need for Additional Black

Teachers for P-12 Schools; (b) Recruitment into Educator Preparation Programs; (c) Retention and PRAXIS Preparation; and (d) Graduation Production at the Undergraduate and Master’s Levels.

THE NEED FOR ADDITIONAL BLACK TEACHERS

The participating HBCU SCDE Deans understood and were genuinely concerned that if the presence of Black teachers was to increase to meet the needs of Black students in the United States that it would be their institutions that would have to work diligently to increase these numbers of certified Black teachers for the teacher workforce. Many noted that for many Black students, they often navigated their entire K-12 careers without ever seeing a Black teacher. Given that each of the SCDE institutions were founded based on preparing Black teachers, their future efforts would need to reemphasize their stated missions of producing more Black teachers for the field.

Table 1: Student and Teacher Demographic Percentages in U.S. Public Schools

Race and Gender	Student %	Teacher %
Asian Males	2.17%	0.46%
Asian Females	2.09%	1.89%
Latino Males	10.19%	1.57%
Latino Females	10.32%	5.81%
Black Males	7.39%	1.81%
Black Females	7.04%	7.74%
White Males	29.15%	16.40%
White Females	27.38%	63.02%

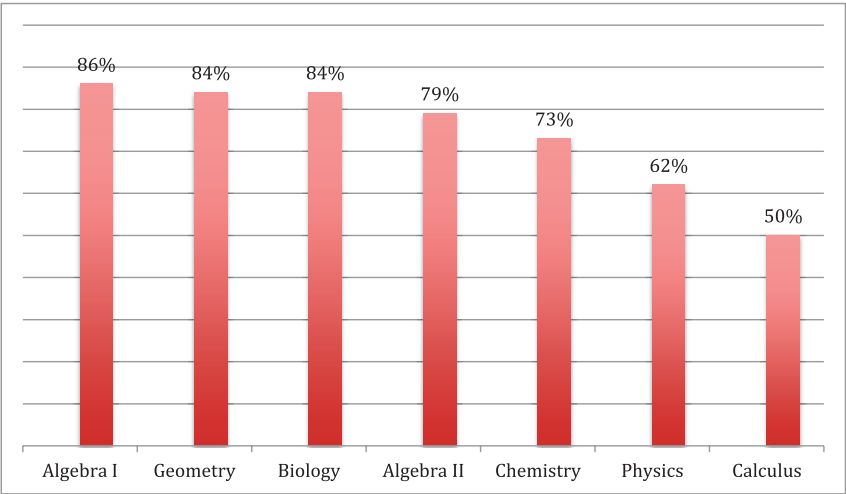
Source: U.S. Teacher Workforce in Comparison to U.S. Student Population by Race. U.S. Census, American Community Survey (2009) as cited in Toldson & Lewis (2012).

RECRUITMENT INTO TEACHER PREPARATION PROGRAMS

HBCU SCDE Deans noted that one of the main problems that they have grappled with is the lack of strong recruitment to their programs--this was mainly due to a lack of resources. Additionally, Dr. Lewis informed the group that as HBCUs have implemented more selective admissions criteria to maintain accreditation status, their student population base – especially Black students from urban communities – has diminished. Lewis cited the misalignment of

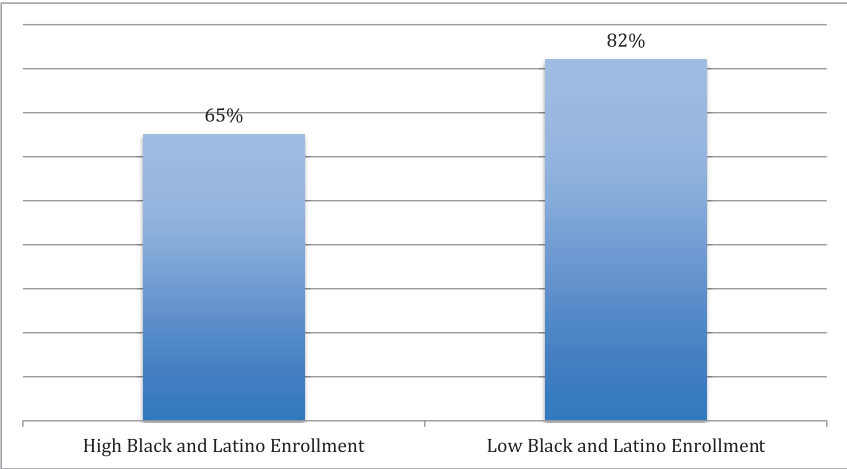
K-12 curriculum with the higher education admission criteria. For example, Table 2 highlights that not all schools in large urban communities offer the key courses in their respective curriculums needed for admission to HBCUs and other postsecondary institutions.

Table 2: High School Offerings in Urban Communities of Key Courses



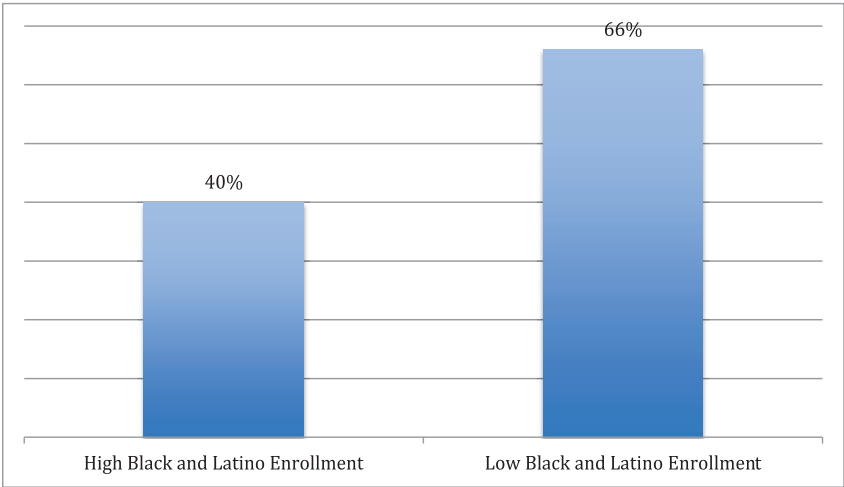
Source: U.S. Department of Education, Office of Civil Rights (2012) as cited in Toldson & Lewis, 2012.

Table 3: Algebra II Course Offerings



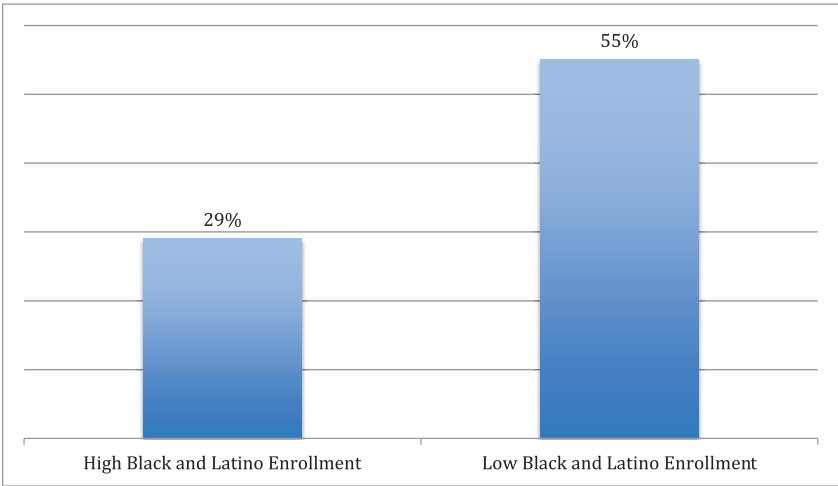
Source: U.S. Department of Education, Office of Civil Rights (2012) as cited in Toldson & Lewis, 2012.

Table 4: Physics Course Offerings



Source: U.S. Department of Education, Office of Civil Rights (2012) as cited in Toldson & Lewis, 2012.

Table 5: Calculus Course Offerings

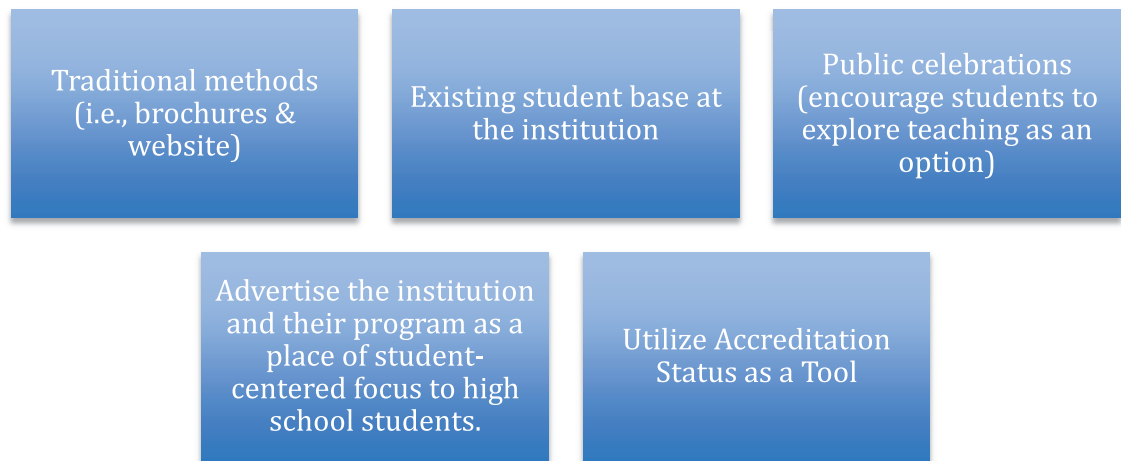


Source: U.S. Department of Education, Office of Civil Rights (2012) as cited in Toldson & Lewis, 2012.

Based on the previous tables, it is possible to discern how the curriculum and offerings across K-12 educational environments impacts the overall preparation and subsequent availability of a candidate pool for educator preparation programs.

However, HBCU SCDE Deans acknowledged that their respective programs played a role in the lack of student recruitment into their programs. Figure 2 highlights the current strategies used to recruit students to their educator preparation programs.

Figure 2: Current Strategies being used by HBCU SCDE Deans to Recruit Students into Educator Preparation Programs



Source: U.S. Department of Education, Office of Civil Rights (2012) as cited in Toldson & Lewis, 2012.

While Figure 2 highlights the current strategies being used to recruit students, many of the HBCU SCDE Deans noted that these approaches were not as effective as they once were in the past. Dr. Lewis (facilitator) introduced innovative (no-cost) strategies of recruiting utilizing social media platforms that could be used to reach a wider audience; he specifically highlighted the ways that these institutions could engage the millennial college student generation. After a thorough discussion of how to effectively utilize social media as a marketing tool, each SCDE Dean agreed that they would return to their respective institutions to implement many of the strategies.

Current Status of HBCU SCDE Enrollment Across All Institutions

Given the importance of recruitment for educator preparation programs, Table 6 below highlights the current pipeline into the teaching force particularly the national for SCDEs. Across all levels, we find White students (mostly female) dominate the pipeline into the teaching force. This data highlights the fact that teacher preparation programs will have to do a better job of diversifying the pool of teachers being produced--especially given the growing student diversity in U.S. schools.

Table 6: Pipeline into the Teaching Force via Educator Preparation Programs in Schools, Colleges and Departments of Education

	Non-Resident	Black	American Indian	Asian/Pacific Islander	Latino	White
FT Undergraduate	1,965	26,082	2,876	5,516	17,241	241,211
FT Graduate	6,251	15,279	991	4,012	8,310	78,264
PT Undergraduate	253	6,500	718	975	4,730	32,988
PT Graduate	2,294	23,859	1,384	2,772	13,144	151,168

Source: AACTEE, Public Education Data System

RETENTION AND PRAXIS PREPARATION

The HBCU SCDE Deans noted that a major challenge for them was retaining students, particularly at the more advanced stages of their programs--i.e. when they were required to pass state-certification examinations. Research from Nettles, Scatton, Steinberg, and Tyler (2011) highlights the test data that for individuals investigating issues associated with the shortage of Black teachers does raise a legitimate cause for concern. Table 7 below highlights the Black-White test score gap on the Praxis state teacher certification exam test that is most widely used across the United States.

Table 7: Pass Rates for Black and White Test-Takers on PRAXIS Exam on First Attempt

	Reading	Writing	Mathematics
% of 1 st Time Black Test-Takers Who Passed	40.7	44.2	36.8
% of 1 st Time White Test-Takers Who Passed	81.5	79.5	78.2

Source: Nettles, Scatton, Steinberg & Tyler (2011)

GRADUATION PRODUCTION AT THE UNDERGRADUATE AND MASTER’S LEVELS

After considerable dialogue, HBCU SCDE Deans wanted to specifically focus their time together strategizing ways that they could maintain or regain their historical legacy as the leading producers of Black certified teachers for the K-12 teacher workforce. While HBCUs have done a stellar job in producing Black teachers, Table 8 highlights that new strategies must be implemented if these institutions are to keep pace with their predominately White institution (PWI) counterparts in producing Black teachers. Based on the data, PWIs hold 12 of the top 20 slots in the graduation of Black teachers from their educator preparation programs--based on data from the 2011-2012 academic years.

According to these data, we also find that eight HBCUs (Jackson State University, Albany State University, Alabama State University, Virginia State University, Tennessee State University, Florida A&M University and Mississippi Valley State University) are in the top 20 producers of Black teachers that complete programs at the undergraduate level in education. Notably, the Dean from Mississippi Valley State University (one of the top 20 schools) was an active participant in the Think Tank. Given the trend of education graduates, it is important to note that a person with a degree in education is more likely to actually pursue a career in education, this mainly due to the fact that they are usually state-certified upon graduation. The new data reveals that some HBCUs have increased their production from 2010-2011 to 2011-2012, while others have decreased their production. These updated figures reveal important data to suggest that HBCUs must pay attention to their graduation rates when compared to their peers.

Table 8: Top 20 Undergraduate Education Programs by African American Graduation Production (2012)

Rank	Institution	State	Men	Women	2011-2012
1	Ashford University	IA	15	451	466
2	Jackson State University*	MS	39	106	145
3	Southern Illinois University	IL	82	63	145
4	Georgia State University	GA	26	97	123
5	Albany State University*	GA	39	69	108
6	Alabama State University*	AL	30	63	93
7	Mississippi State University	MS	39	53	92
8	University of Memphis	TN	3	77	80
9	Florida Atlantic University	FL	7	73	80
10	Virginia State University	VA	40	40	80
11	Tennessee State University*	TN	24	55	79
12	CUNY Brooklyn College	NY	10	68	78

13	University of Central Florida	FL	19	53	72
14	Florida A&M University*	FL	23	47	70
15	Mississippi Valley State University*#	MS	23	46	69
16	Mount Olive College	NC	3	64	67
17	Mercer University	GA	3	63	66
18	Old Dominion University	VA	26	39	65
19	University of Maryland – College Park	MD	10	55	65
20	Bethune-Cookman College*	FL	13	48	61

Source: U.S. Department of Education (2012)

*Indicates HBCU

#Participant in Cohort II of Think Tank

MASTER'S PROGRAM

Table 9 highlights the trend data at the Master's Level related to the production of education graduates who are most likely to become teachers. These data are highly important given that these trends highlight the overall viability and future sustainability and success of HBCUs. As reported in the 2010-2011 data in the first white paper report titled, Erasing the Scratch Line: Sustaining a Culture of Academic Readiness in Colleges, Departments and Schools of Education in Historically Black Colleges and Universities, we continue to see the decline in the production of Black graduates of master's programs at HBCUs. Historically, many HBCUs were leaders in this category. Based on current data, only two (2) HBCUs are in the top

20 producers of education graduates at the Master’s level. One (1) of these HBCUs was represented at the Think Tank--North Carolina A&T University. Additionally, we find that most Black students are continuing to matriculate at institutions that have educator preparation programs that are 100% on-line. This trend may be due to the fact that the conveniences of on-line options are more appealing to millennial students and working professionals.

Table 8: Top 20 Undergraduate Education Programs by African American Graduation Production (2012)

Rank	Institution	State	Men	Women	2011-2012
1	University of Phoenix-Online Campus	AZ	118	644	762
2	Grand Canyon University	AZ	92	506	598
3	Ashford University	IA	58	502	560
4	Cambridge College	MA	55	236	291
5	Nova Southeastern University	FL	47	239	286
6	University of West Alabama	AL	32	244	276
7	Capella University	MN	45	224	269
8	Walden University	MN	36	216	252
9	Lamar University	TX	49	137	186
10	Touro College	NY	23	138	161

11	Jackson State University*	MS	38	118	156
12	The University of Texas at Arlington	TX	22	132	154
13	Concordia University-Chicago	IL	36	113	149
14	CUNY Brooklyn College	NY	19	129	148
15	National Louis University	IL	30	116	146
16	Liberty University	VA	26	115	141
17	Troy University	AL	22	112	134
18	National University	CA	39	94	133
19	North Carolina A&T University*	NC	30	102	132
20	Central Michigan University	MI	35	96	131

Source: U.S. Department of Education (2012)

*Indicates HBCU

#Participant in Cohort II of Think Tank

THE WAY FORWARD: ON-LINE OPPORTUNITIES IN EDUCATOR PREPARATION

The HBCU SCDE Deans dialogued extensively about prioritizing and re-prioritizing their educator preparation programs, particularly given the many external and internal challenges they faced to remain viable players in the teacher education arena. After a series of discussions over the course of one day and a half, Deans identified THE WAY FORWARD as the establishment of a HBCU ON-LINE EDUCATOR PREPARATION CONSORTIUM. The primary aim of this consortium would be to offer on-line courses/programs in educator preparation. Their deliberations and subsequent decision was based on the fact that the extant data revealed that today's students were drawn to on-line options, even more so than their counterparts in previous years.

Key Issues with On-Line Programming

HBCU SCDE Deans noted that many of their programs did not have a significant on-line presence. Table 10 below outlines the key issues that the Deans noted were of importance to consider in on-line educator preparation.

Table 10: Key Issues in Considering On-Line Educator Preparation in HBCU SCDEs

Key Issues for Consideration in On-Line Educator Preparation Programs
Staying on the Cutting-Edge of Innovation
Continual Alignment with HBCU Mission
Knowing the Competition from For-Profit and Non-Profit Institutions
Generational Differences of Faculty and Millennial Students
Maintaining the Integrity of Current Programs

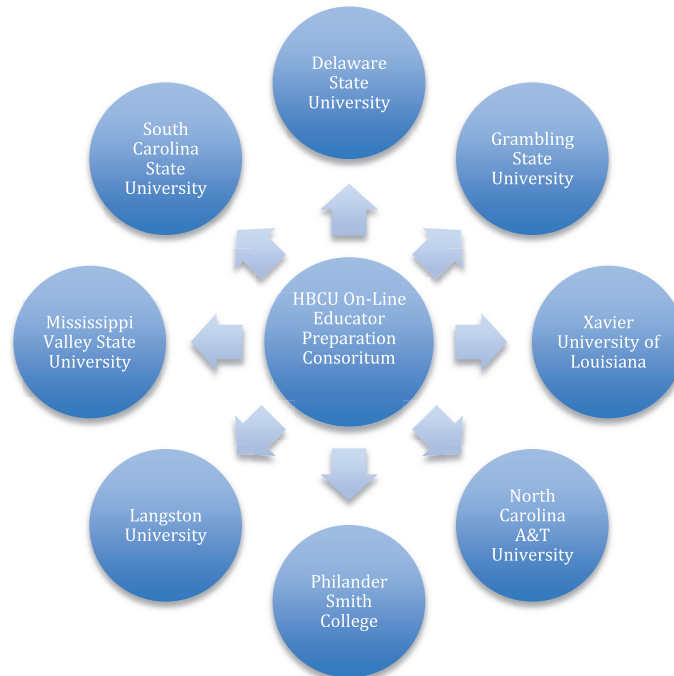
While these were all valid concerns, HBCU SCDE Deans strategized that having an on-line presence in addition to their on-campus offerings was a positive way to strategically remain competitive in the preparation of future teachers, particularly Black teachers.

INNOVATIVE MODELING

The HBCU SCDE Deans strategized that the best way to make a major impact in the on-line educator preparation market was to join forces given the limited financial resources at each of their respective institutions maintained. Based on this decision, each of the HBCU SCDE Deans made a commitment to fully explore the establishment of an HBCU ON-LINE EDUCATOR

PREPARATION CONSORTIUM. Figure 3 below highlights a visual overview of the institutions involved in the consortium.

Figure 3: A Conceptual Model of Participating Schools in the HBCU On-Line Education Consortium



Key Components Of The Hbcu On-Line Education Preparation Consortium

While this HBCU On-Line Educator Preparation Consortium is in the early stages of development, here are a few key components that will be included:

- *The consortium will be 100% on-line and offered nationally across the United States.*
- *Each institution will provide courses and/or specialty programs that are signature offerings at each of their institutions.*
- *External funding will be sought to fund the consortium in a central on-line portal for all institutions to access.*
- *Articulation agreements across institutions will be developed.*

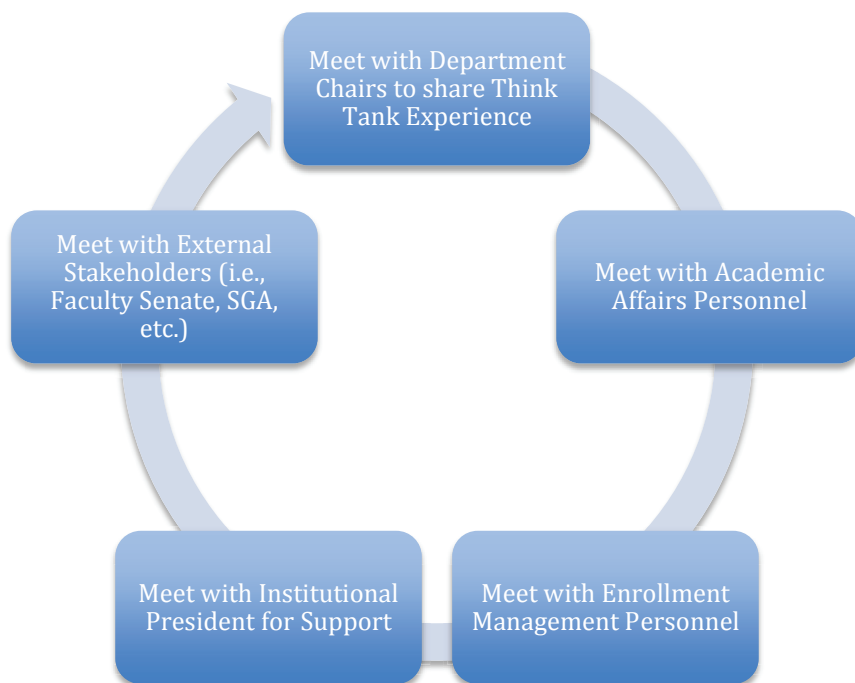
- *Each institution will recruit students across the United States to be part of consortium.*
- *Presidents, Deans and other key stakeholders will meet to work together to make this the premier on-line option for students preparing to be educators in high-need schools.*

While there are many details still to be explored, each institution is committed to work through the planning process to meet the needs of the education profession, particularly as it relates to the preparation of Black teachers.

NEXT STEPS

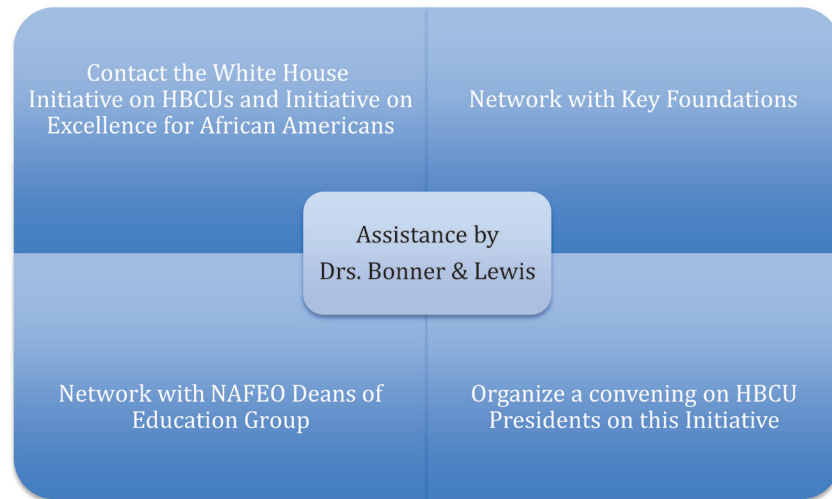
At the conclusion of the HBCU SCDE Deans Think Tank, each of the Deans agreed on the following Plan of Action:

Figure 4: Plan of Action after Rutgers Think Tank



Finally, HBCU SCDE Deans were asked how could Drs. Bonner and Lewis assist in promoting their vision for the HBCU On-Line Educator Preparation Consortium?

Figure 5: Key Assistance Needed to Move this Initiative Forward



CONCLUSION

The second convening of HBCU SCDE Deans (Delaware State University, Grambling State University, Xavier University of Louisiana, North Carolina A&T University, Philander Smith College, Langston University, Mississippi Valley State University and South Carolina State University) is the continuation of a series of ongoing discussions to build on the great legacy of HBCUs (since the 1800s) in the area of educator preparation. Given the vision of Dr. Fred A. Bonner, II (Samuel DeWitt Proctor Chair in Education at Rutgers, The State University of New Jersey) of Promoting Potential via Partnerships, this Think Tank was a huge success. It is clear that this gathering has galvanized this cohort to work collaboratively on the creation of the HBCU On-Line Education Preparation Consortium.

The feedback has also provided an opportunity for these Deans to truly explore issues that are of importance to the future of their respective universities, more specifically their teacher preparation programs. As a result of feedback, the following recommendations are offered:

- *Create partnerships with the Educational Testing Services (ETS), particularly in regards to teacher licensure exams*
- *Evaluate teacher preparation programs and identify areas in need of improvement*
- *Collaborate with other HBCUs to share best practices in regards to teacher preparation programs*
- *Research on-line program opportunities, specifically in regards to teacher preparation programs*

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: 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.

Jerome Kukor

Dean of the Graduate School - New Brunswick

Jerome J. ("Jerry") Kukor is the Dean of the Graduate School – New Brunswick at Rutgers University. He has a Ph.D. from the University of Michigan, and served on the research faculty at Michigan for 10 years prior to coming to Rutgers in 1997. He is a Professor in the Department of Environmental Sciences of the Rutgers School of Environmental and Biological Sciences, where he served for five years as Dean of Academic Programs.

Dr. Kukor's expertise is in environmental microbiology and microbial chemistry. His research, which has been funded by the National Institutes of Health for the past 25 years, focuses on analysis of the determinants of biodegradability of xenobiotic compounds by microorganisms. He has authored more than 80 journal articles and book chapters and has mentored two dozen doctoral and master's students, a dozen postdoctoral scholars, and nearly 30 undergraduate honors students.



Courtney O. McAnuff

Vice President for Enrollment Management

Courtney McAnuff joined Rutgers, The State University of New Jersey in June 2006 as Vice President for Enrollment Management. Courtney's area of scope and function covers Undergraduate Admissions, Student Financial Aid, Academic Records, Registration, Retention Programs, and Early Awareness Outreach.

He served at Eastern Michigan University, most recently as the Vice President for Enrollment Services, with an impacting career spanning from 1980 to 2005. Prior, he spent his formative years at the State University of New York at Farmingdale.

Courtney serves as a consultant and provides service activities to numerous prestigious Board of Directors, Advisory Boards, Universities and Colleges, also testifying before the US House of Representatives and the New Jersey Senate. He has been awarded Chancellor's Awards for Most Outstanding Administrator-State University of New York System; Administrator of the Year by Student Government at Eastern Michigan University, Gold Medallion Award-Eastern Michigan University, twice Administrator of the Year, Boss of the Year Award, Outstanding Achievement Award by Multicultural Center and many other distinguished awards.

V.P. McAnuff is an outstanding leader focused on bringing into Rutgers outstanding leadership and new programs such as his commitment to Rutgers Future Scholar Program. His continued goal is to make Rutgers foremost a quality leader in academic education and a diverse institution.



Think Tank Presenters

Stephen Lazer

Vice President of Student and Teacher Programs, ETS



As ETS's Vice President of Student and Teacher Programs, Stephen Lazer is responsible for a range of tests, products and services affecting American schools, students and teachers, including K–12 summative assessments, teacher licensure and effectiveness assessments, and the National Assessment of Educational Progress (NAEP). Lazer was appointed to this role in 2010. Between 2004 and 2010, Lazer served as Vice President of Assessment Development and was responsible for managing the nearly 600 individuals who developed all assessments and related materials at ETS. Before taking on this assignment, Lazer served as Group Executive Director of the ETS Government Research & Assessment Services unit. Between 1996 and 2004, he was the Executive Director of NAEP.

Lazer joined ETS in 1985 and worked as a test developer until he moved to the NAEP area in 1991. He has authored a range of publications, including papers on assessment design, NAEP reports, and studies of domestic and international large-scale assessments. Along with John Mazzeo and Michael Zieky of ETS, Lazer authored a chapter of the fourth edition of Educational Measurement. Lazer has expertise in large-scale assessment design and management, as well as instrument development. He is currently a member of the American Educational Research Association and the National Council for Measurement in Education.

Lazer earned a graduate degree in political science from Princeton University. He earned his bachelor's degree (a joint honors degree in English and political science) at McGill University. Before working at ETS, Lazer served as a policy analyst for the World Policy Institute, as well as a lecturer at Princeton University.

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.

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>

Think Tank Participants

Freddie Asinor

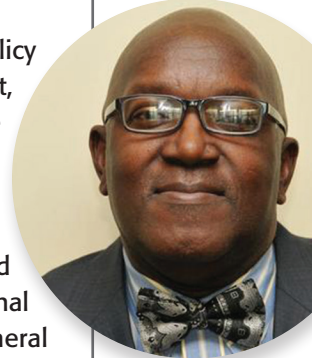
Delaware State University

Freddie Asinor, EdD, MS, MPH, is the Dean of the College of Education, Health and Public Policy at Delaware State University, Dover, DE. Previously Dr. Asinor served as Executive Vice President, One World Foundation, Inc., President of MASA Consulting & Training Services Senior Adviser. He was also a MASA Healthcare Board Member and served as the Chief Academic Officer of MASA. A visionary executive with over 25 years experience in medical education, public health promotion, education and prevention, Dr. Asinor also has extensive experience in healthcare organizational development and University leadership with a solid emphasis on public policy, advocacy and community development, coalition building planning and implementation, and institutional effectiveness and strategic change. He has a strong background in governance, and general educational management in both US and international context and he is a specialist in diversity issues and enfranchisement of minority and non-traditional populations.

He received his Bachelor of Arts from Morehouse College, Atlanta, Georgia, his Master of Science in Journalism from Northwestern University, Illinois, and his Doctor of Education in higher education administration and policy studies from Atlanta University (Clark Atlanta), Atlanta, Georgia. Dr. Asinor also has an MPH from the Robert W. Woodruff Health Science Center, Rollins School of Public Health of Emory University, Atlanta, Georgia (Public Health Policy and Management), a post graduate in Certificate, Public Health Leadership from the University of Alabama @ Birmingham MidSouth Program for Public Health Practice, Birmingham, Alabama (Public Health Leadership) and a post graduate Certificate in Non-Profit Studies from The Johns Hopkins University Institute for Policy Studies, Center for Civil Society, Baltimore MD (Non-Profit Management).

Dr. Asinor had held faculty positions at Morehouse School of Medicine in Atlanta, Georgia, Penn State University School of Medicine (adjunct), Sojourner-Douglass College in Baltimore, MD, Johns Hopkins University School of Bloomberg Public Health and Southeastern University, in Washington, DC. He has also directed professional development programs at the Institute for Physician Leadership at the Pennsylvania Medical Society and the 55,000 member American Public Health Association (APHA) where he was responsible for world-wide educational programming and directing the team to formulate and execute strategies supporting and promoting cutting-edge research, curriculum development, and teaching to non-practitioners and the Association's members.

Dr. Asinor has three daughters: Nicole (Supervisor, Video On Demand, CBS Television, New York); Celia, (a Litigation Paralegal at Fannie Mae, Washington D.C.); and Amanda (a College student) and reside in Dover, DE.



Larnell Flannagan

Grambling State University



Dr. Larnell Flannagan is a native of Charlottesville, Virginia. He obtained his BS degree in Elementary Education from Virginia State University in Petersburg, VA, as well as his MS degree and Certificate of Advanced Study in Educational Administration and Supervision from the State University of New York-College at Brockport, NY. He received the Doctor of Education degree in Curriculum Planning from the State University of New York at Buffalo.

His professional experiences consist of serving as Elementary and Middle School Teacher in Rochester and Buffalo, NY; Acting Elementary School Principal in Rochester, NY; Assistant Academic Dean at Erie Community College-City Campus in Buffalo, NY; Department Chair and Assistant Professor in the Department of Education at Hampton University in Virginia; as well as Professor, Teacher Education Department Head, and Director of Professional Education Programs at Clayton State University near Atlanta, GA. In addition, Dr. Flannagan worked at the State University of New York (SUNY) System Administration in Albany, New York as Associate for Research with the Vice Chancellor's Division of Student Affairs and Campus Liaison Associate for the Vice Chancellor's Division of Academic Affairs.

Prior to assuming the position of Dean for the College of Education at Grambling State University in Louisiana, he was Dean for the School of Education and Professional Studies at Cheyney University of Pennsylvania.

Dr. Flannagan has made several national and international conference presentations on topics dealing with middle level education, microcomputer integration within the curriculum, African-American student mentoring programs, collaborative team planning, and on other subjects in the field of education. In addition, he has worked as a consultant with school districts in Hampton and Williamsburg, Virginia and in Albany, New York.

Dr. Flannagan has received numerous professional and civic awards and honors; among them, Men of Achievement Certificate of Merit from the International Biographic Center of Cambridge, England; Who's Who in America for 2005 and 2008 with the Marquis Who's Who Publication Board; and the Urban League of Rochester, New York Distinguished Service Awards for eight consecutive years. In 1993, he was awarded the prestigious Fulbright-Hays Group Study Abroad Fellowship to research Mexican life and culture in six major central and southern cities and villages in Mexico. In 2004, Dr. Flannagan received a Fulbright-Hays Fellowship for studying life and culture in major cities and rural areas of Chile and Argentina. Then in 2012, he was a Fellow for the Second Executive Leadership Academy with the Center for Studies in Higher Education at the University of California - Berkeley Campus.

He is a member of several professional organizations such as, the National Association for Multicultural Education, the American Educational Research Association, Kappa Delta Pi International Honor Society in Education, Phi Delta Kappa Professional Honor Fraternity, and Alpha Phi Alpha Fraternity, Inc.

Rosalind Pijaux Hale

Xavier University of Louisiana

Dr. Rosalind Pijaux Hale is Chair and NCATE Coordinator for the Division of Education at Xavier University of Louisiana. Professor Hale teaches courses in educational leadership, secondary curriculum, multicultural education, and instructional technology. She earned a B.S. in mathematics with a minor in physics from Xavier University of La., the M.A. in secondary education with administration from the University of South Alabama, and the Ed.D. from Auburn University. She has completed advanced study at the University of South Carolina and received fellowships to attend two Salzburg Seminars in Salzburg, Austria. Dr. Hale has assisted with a technology in education workshop at the University of the Western Cape in Cape Town, South Africa and presented at the Oxford Round Table. She has made numerous presentations across the globe including Madrid, Spain, and Athens, Greece. Professor Hale has had articles published in journals such as Kappa Delta Pi Record, the High School Magazine, Schools in the Middle, and Advancing Women in Leadership.

Professor Hale received the Gender Equity Architect Award from AACTE in 2003 and the 2004 Region I Post Secondary Teacher of the Year Award from the Louisiana Association of Computer Users in Education (LACUE). She was recognized as one of the first NAFEO NOBLE Laureates in March 2012 for her continued work in education and received the 2013 Dr. Norman C. Francis Faculty Award for Excellence in Service. Dr. Hale is the PI or Co-PI for grants totaling over 2 million dollars. She has consistently secured grant funds to assist high school students interested in teacher education as well as pre-service and in-service educators. She is a member of the leadership team which created the proposal for the Confucius Institute at Xavier, the first at an HBCU and is assisting with the development of a proposal to partner with the University of Notre' Dame in Haiti. She works actively with community organizations and promotes teacher education in all her endeavors.



William B. Harvey

North Carolina A&T State University



William B. Harvey brings four decades of experience in the academic and non-profit sectors to his new position as Dean of the School of Education at North Carolina A&T State University. A distinguished researcher and administrator, Harvey's scholarly activity has been focused on the cultural and social factors that affect underserved populations, with particular emphasis on college and university settings. His extensive list of publications includes books, book chapters, refereed journal articles and professional and technical reviews. Among his recent scholarly contributions are a commissioned paper for the Kirwan Institute for the Study of Race and Ethnicity at Ohio State University entitled, *Higher Education and Diversity: Ethical and Practical Responsibility in the Academy*, and two co-edited volumes, *Footprints to Success in the Academy*, and *Perspectives on Change in the American System of Higher Education*, which were published in both English and Chinese by the Ocean University Press of China. Harvey serves as an Executive Editor of the *Negro Education Review*; Associate Editor of the *Journal of Multicultural Learning and Teaching*; and as an editorial board member for the *Journal of Diversity in Higher Education*; the *Journal of the Professoriate*; and *Effective Practices for Academic Leaders*.

Harvey's previous administrative positions include appointments as the Provost/Vice President for Academic and Student Affairs at Rosemont College; Vice President for Diversity and Equity at the University of Virginia, where he directed the Virginia-North Carolina Alliance for Minority Participation and secured a \$5 million grant from the National Science Foundation; Vice President and Director of the Center for Advance of Racial and Ethnic Equity at the American Council on Education; and Dean of the School of Education and Deputy Chancellor for Education Partnerships at the University of Wisconsin-Milwaukee. He has also held the position of Chief Executive Officer of the International Reading Association.

In addition to having served as chair of the Education Advisory Committee of the National Aeronautics and Space Administration, Harvey has been a Visiting Associate at the Smithsonian Institution, an American Council on Education Fellow; an Institute for Educational Leadership Fellow; and a Summer Research Fellow at the Center for Advance Study in the Behavioral Sciences at Stanford University. He is the founding President of the National Association for Diversity Officers in Higher Education and a member of the Board of the American Association for Blacks in Higher Education and the National Council for Research on Women. He has previously served on the board of the Yale-Howard Center on Health Disparities; the W.E.B. DuBois Scholars Program at Princeton University; the Study of New Scholars Project at Harvard University; the Site Support for Schools Project at Johns Hopkins University; the Martin Luther King Living History and Public Policy Center; and the Board of Visitors at the University of Pittsburgh School of Education.

Harvey received a bachelor's degree in English from West Chester University (PA), a master's degree in Social and Philosophical Foundations and doctoral degree in Anthropology of Education from Rutgers University.

Jesse James Hargrove

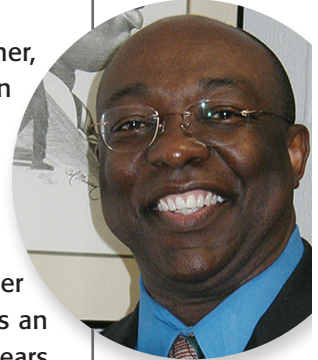
Philander Smith College

Dr. Jesse J. Hargrove is a noted author, neologist, and distinguished educator, poet, photographer, futurist, and scholar who says that public education has not kept pace with the new shifts in societal changes which have been prompted by national and global events. He encourages parents to play their role in educating children about the importance of going to school and getting a good education. His research focuses on a new generation of learners in America, whom he refers to as the Deuce Millennium Generation.

He uses ethnography as a research medium to capture a snapshot picture of the culture under study. He was born in rural Gough, Georgia where his great-grandmother Celia Adams was an ex-slave and a midwife who lived from March 12, 1856 - March 21, 1942. He was born 100 years after the birth of his great grandfather who was born on February 22, 1853. His great grandfather, Solomon Hargrove, was an educator who taught children to read and write, but was tragically lynched in 1893 for organizing his free school at Eden Baptist Church which his wife Celia helped to found in Louisville, Georgia in 1885.

His mother instilled within him a love for education. He developed a love for reading in fourth grade and graduated with honors and was ranked 9th in his Class of 1971 from Dillard High School. Hargrove graduated Magna Cum Laude from Dillard University in New Orleans in 1975 and majored in Spanish Education after earning scholarships to study at two schools in Guadalajara, Mexico during the summer and a junior year exchange program at the University of California at Berkeley. Arthur Jensen and William Shockley studied him and his peers from Historically Black Colleges and Universities on the IQ genetic inferiority issue of the era. He studied six languages at Cal Berkeley. In 1977, Hargrove was awarded the M.A. degree in Spanish and Spanish American Literature and received the Ph.D. degree in 1983 from the College of Education in Bilingual/Multicultural Education from the University of Illinois at Urbana, Illinois.

Hargrove has taught Spanish in public schools and higher education. He has worked at two colleges in the University of Wisconsin system, the University of Arizona in Tucson, Broward County Public Schools and Philander Smith College in Little Rock, Arkansas. Currently, he is Chair of the Division of Education and has served in administration as Associate Vice President for Academic Affairs, Associate Dean of Instruction, and Assistant Dean of Instruction at Philander Smith College where he has been employed for the past ten years. He is civic-minded and from 2004-2009, he served as Chair of the Arkansas Commission on Closing the Achievement Gap.





Joe N. Hornbeak, Jr.

Langston University

An Oklahoma native, Joe N. Hornbeak, Jr., earned a B.S. in Health, Physical Education, and Recreation from Langston University, a M.S. in Physical Education from The University of Missouri, and an Ed. D. in Higher Education Administration from The University of Oklahoma.

Dr. Hornbeak served for over twenty years in the public schools as an Assistant Superintendent for Instruction and principal at the elementary, middle and high school level. His experiences include coaching at Southern University of New Orleans, teaching, and coordinating student teaching at the collegiate level. Hornbeak has worked as a Field Consultant for a Desegregation Center and provided consultative services, technical assistance, and professional development activities for public school personnel in Arkansas, Louisiana, and Oklahoma. Additionally, he consulted with the Great Expectations movement in the states of Arkansas and Oklahoma.

His most rewarding experiences were designing and implementing the Middle School Concept and designing the instructional program for a charter school. His scholarly activities are focused on assessment tools and techniques for academic programs and other learning environments.

Dr. Hornbeak currently serves as the Director of the Health, Physical, Education and Recreation Department and the Interim Dean of the School of Education and Behavioral Sciences at Langston University in Langston, OK.



Mary Alice Jennings

Mississippi Valley State University

Mary Alice Jennings is a native of Greenville, Mississippi. She completed her undergraduate education at Memphis State University (University of Memphis) and received masters and doctoral degrees from Delta State University. Mary Alice worked in P-12 education for nineteen years as a classroom teacher, and lead teacher. She spent a year as administrator of Millcreek of Greenville, a school for students with severe behavior disorders. She has been employed at Mississippi Valley State University for the past 11 years - having served as dean, department chair, assistant director of student teaching, director of special education and is presently the chair of teacher education.

Mary Alice is involved in many local charities such as the American Cancer Society, Breast Cancer, Salvation Army, Special Olympics and the March of Dimes. She enjoys volunteering in community activities, church, cooking, reading, and traveling. She is a proud member of the Greenville (MS) Alumnae Chapter of Delta Sigma Theta Sorority, Inc. (the greatest sorority in the world)!

Mary Alice is the proud mother of an adult daughter, Erica and a son, Issac. She has one grandchild, Eric.

Leonard A. McIntyre

South Carolina State University

Dr. McIntyre is a native of New Orleans, Louisiana. He received his undergraduate degree in Spanish education from Loyola University. After graduation from college, he began his teaching career at a high school in Orleans Parish Schools. He received his Master's Degree from Tulane University in Spanish Literature and became certified as a Reading Specialist. He is a former language arts and foreign language teacher, and has worked as a reading specialist, a curriculum supervisor, and a college instructor. Upon receiving his doctorate in educational administration from Iowa State University, he became a school improvement specialist for the State Department of Education in Des Moines, IA.

After leaving the Iowa Department of Education, he accepted a position with the Burlington Community School District in southeast Iowa as the Director of Secondary Education. Dr. McIntyre later served as Assistant Superintendent for Instruction and Staff Development in Spartanburg School District #7 in South Carolina. While in this position, he completed post-doctoral work at both Harvard and Columbia Universities.

In 1996, Dr. McIntyre became Superintendent of Schools in Hampton District 2. From this position, he served as State Deputy Superintendent of Education in South Carolina. In January 2005 he began his tenure as Dean of the College of Education, Humanities and Social Sciences at South Carolina State University where he has been eager to meet the challenges associated with promoting and enhancing student achievement.

From December 2007 thru July 15, 2008, Dr. McIntyre was appointed as Interim President of South Carolina State University, until a permanent president was named.

He served as Interim Vice President for Research and Economic Development/Executive Director of 1890 Research and Extension and Special Assistant to the President for Transitional Strategies.

Dr. McIntyre served as the Program Director for a \$18.5 million grant awarded to South Carolina State University entitled "Textbooks and Learning Materials Program (TLMP)," secured through the United States Agency for International Development (USAID). The TLMP was an agreement between SC State and USAID to develop, produce, publish and distribute 3.25 million high quality, culturally relevant, and research-based textbooks and other educational materials in Biology, Chemistry, Physics, and Mathematics at the secondary level for the United Republic of Tanzania (Mainland Tanzania and Zanzibar). Under his leadership over 2.8 textbooks and supplementary materials that are fully aligned with the Tanzania curriculum were developed, published and distributed to 2100 secondary schools in the United Republic of Tanzania. He currently serves as Interim Dean of the College of Education, Humanities, and Social Sciences.



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. At present the School is ranked #39 in the US News & World Report survey.

Please explore our website gse.rutgers.edu to learn more about the Graduate School of Education.