

PROMOTION, TENURE, AND ADVANCEMENT THROUGH THE LENS OF 2020: THE NEXT NORMAL FOR LEADERSHIP AND CULTURE

SPEAKER BIOGRAPHIES

Todd Benson served as a student affairs administrator for over ten years before pursuing a doctorate in Higher Education Leadership and Policy. Making the leap from student affairs to academic affairs began with work in service-learning and civic engagement at East Stroudsburg University where he collaborated with faculty and staff on a host of classroom based and co-curricular projects. During his doctoral program, Todd studied the experiences of doctoral students and the factors that contributed to their acculturation into their respective disciplines. This work expanded as Todd assumed roles in both the Office of the Associate Dean of Graduate Education for Peabody College of Education and Human Development and the Vanderbilt Institutional Research Group. Currently, Todd began his work at the Collaborative on Academic Careers in Higher Education as the Assistant Director of Surveys and Analysis. Managing the day-to-day operations at COACHE for over a decade before taking on his newest role as Executive Director.

Monica F. Cox, Ph.D., is a Professor of Engineering Education at The Ohio State University and is a 2020 American Society for Engineering Education (ASEE) Fellow. She holds degrees in Mathematics (B.S., Spelman College), Industrial Engineering (M.S., University of Alabama), and Leadership and Policy Studies (Ph.D., Peabody College at Vanderbilt University, 2005). She began her academic career in the School of Engineering Education at Purdue University, where she earned a Presidential Career Award for Scientists and Engineers (PECASE), becoming the first African American woman to earn tenure in Purdue's College of Engineering.

In 2016, she became the Inaugural Chair in the Department of Engineering Education at The Ohio State University. She is the Founder and CEO of STEMinent LLC, which houses educational assessment, professional development, and media offerings. Her research focuses on the use of mixed methodologies to explore questions across the education continuum, particularly why engineering women faculty persist. Dr. Cox has led and collaborated on multidisciplinary projects totaling approximately \$16 million and has authored over 130 publications.

Lars U. Johnson is an Assistant Professor Industrial-Organizational Psychology at Wayne State University. He earned a B.A. in Psychology from Tougaloo College, an M.Ed. in Educational Administration from Lamar University, and a M.A. and Ph.D. in Industrial-Organizational Psychology from the University of Houston. His research focuses on leadership, stressor-strain relationships, and diversity, equity, and inclusion. He is currently a research fellow with the

Department of Defense's Defense Equal Opportunity Management Institute (DEOMI). His DEOMI research focuses on race- and gender-related inequity and harassment. His research has been published in the *Journal of Leadership and Organizational Studies*, *Small Group Research*, and the *Journal of Research in Personality*. He is currently working on two NSF-funded grant projects. The most recent NSF (RAPID) award is co-led by Dr. Alison V. Hall and focuses on differential policing practices and outcomes across the United States. Dr. Johnson also provides private consulting services for a number of organizations.

Amal Kumar is a Postdoctoral Research Fellow at COACHE. His research, at the intersection of higher education governance and organizational theory, studies how academic and public policy leaders make sense of and resolve competing goals, values, and organizational identities within the normative, structural, and political constraints of higher education governance.

Norma López is a postdoctoral fellow at the Institute for Democracy and Higher Education at Tufts University. She completed a PhD in Higher Education at Loyola University Chicago in 2020 and taught in higher education administration at Northern Illinois University for a year and a half during the pandemic. Prior to entering the doctoral program, López worked for over 20 years in higher education, ranging from admissions and orientation at a small liberal arts college to residential life and academic advising at a private research university. Her research agenda is focused on examining the academic trajectory, experience, and success of Latinx/a/o students. López is specifically interested in narrating the role of critical consciousness in the academic identity development of Latinx college students, as well as discerning how critical consciousness impacts thriving and resilience in that population, if at all. In a similar vein, another research strain follows the Latinx/a/o graduate student trajectory to understand goal setting as part of students' academic empowerment, as well as graduate student socialization and entry into academia

Kiernan R. Mathews, Ed.D. is the inaugural Executive Director of the Ivy Plus Faculty Advancement Network, a new university consortium to advance diversity and inclusion in the American professoriate. Kiernan was formerly the Executive Director and Principal Investigator of the Collaborative on Academic Careers in Higher Education at the Harvard Graduate School of Education and the Educational Chair of the Seminars on Leadership of the Faculty at the Harvard Institutes for Higher Education. Kiernan holds two Menges Awards for Outstanding Research in Educational Development from the Professional and Organizational Development Network in Higher Education. He currently a board member at the Association for Collaboration Leadership (ACL). Prior to his work in the academy, he launched new technology and education projects at Routledge and LEGO. Kiernan holds a doctorate from the University of Pennsylvania, a master's from Harvard, and a bachelor of arts from the University of Houston.

Demetri L. Morgan, Ph.D., is an Assistant Professor and Program Chair of the Higher Education Program at Loyola University Chicago. Dr. Morgan's research explores the relationship between the constituents of postsecondary education institutions (i.e., students, faculty, administrators, and the broader public) and shifting socio-political realities and outcomes for minoritized groups. Accordingly, Dr. Morgan centers the anti-deficit pursuit of educational equity in all his projects, ranging from student political engagement and activism to governance and boards of trustees to STEM education. As a critical structuralist, Dr. Morgan leverages organizational and management theories along with qualitative or multiple-method research designs to produce research that illuminates how people experience and navigate through macro-systems, policies, and organizational cultures. This approach manifests as a commitment to research and practice that promotes realizing enhanced democratic engagement and political learning opportunities that support a dynamic and inclusive society