

PROMOTION, TENURE, AND ADVANCEMENT THROUGH THE LENS OF 2020: THE NEXT NORMAL FOR ADVANCEMENT OF TENURE AND NON-TENURE TRACK FACULTY

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.

Brendan Cantwell, PhD, is an Associate Professor in the Department of Educational Administration at Michigan State University and Coordinator of the Higher, Adult, and Lifelong Education (HALE) unit. He is also Joint Editor-in-Chief of the journal *Higher Education*. Brendan's research addresses politics, policy, and organizational change in higher education in the United States and comparatively. He is co-author of *Unequal Higher Education: Wealth, Status, and Student Opportunity* (Rutgers University Press) and co-editor of *High Participation Systems of Higher Education* (Oxford University Press).

KC Culver is a senior postdoctoral research associate in the Pullias Center for Higher Education at the University of Southern California. KC's research focuses on improving equity in the academic mission of higher education, with a focus on faculty careers, teaching practices, and the impact of students' academic experiences on their outcomes. In the past five years, KC has published more than 25 peer-reviewed journal articles, book chapters, and national reports on these topics. Her work is informed by her previous experiences in academia, including spending more than a decade as a non-tenure-track faculty member and administrator in the English department at the University of Miami.

Jennifer M. Gómez, Ph.D., Board Member and Chair of the Research Advisory Committee at the Center for Institutional Courage, is a 2021-22 Fellow at the Stanford University Center for

Advanced Study in the Behavioral Sciences (CASBS). She is also an Assistant Professor at Wayne State University and the lead co-editor of the 2021 special issue of *Journal of Trauma & Dissociation- Discrimination, Violence, & Healing in Marginalized Communities*. She is currently writing her first academic book, *Cultural Betrayal, Sexual Abuse, & Healing for Black Women & Girls: From Black Lives Matter to MeToo* (Publisher: APA Books). In this book, she will synthesize her research on cultural betrayal trauma theory with transdisciplinary scholarship on Crenshaw's structural intersectionality, racism, and trauma, ultimately providing implications for culturally competent therapy, radical healing, and institutional courage. As a Black woman faculty member whose work centralizes marginalized populations, Dr. Gómez is honored to contribute her scholarly perspectives and lived experiences to our discussions of creating the next normal in equitable faculty advancement. Website: <http://jmgomez.org>; Twitter: @JenniferMGmez1

Leslie D. Gonzales is an associate professor in the Higher, Adult, and Lifelong Learning unit at Michigan State University. She also serves as an affiliate faculty member in the Center for Gender in a Global Context and Chicano/Latinx studies. Since February 2020, Gonzales has served as the Faculty Excellence Advocate for her College—a role in which she brings research, theory, and practice together to advocate for a more just and inclusive academic culture.

As a working-class-Latina-first-generation-college-student-turned academic, who earned all three of her academic degrees from Hispanic Serving Institutions, Gonzales is committed to building an academic profession that honors the contributions that scholars of Color bring to the academy. Thus, Gonzales studies the interplay of evaluation practices at the disciplinary, departmental, and organizational level. More specifically, Gonzales is concerned with the evaluation of scholars' knowledge production and investigates how scholars of Color, especially scholars of Color educated in historically under-resourced institutions (e.g., community colleges, Minority Serving Institutions), historically marginalized disciplines, or historically marginalized appointment types fare in peer review processes. Gonzales has published work in several venues, and in recent years, has moved her research into action, often working with individual faculty members and academic leaders who are striving to unsettle exclusionary practices and norms to foster more inclusive workplace settings. Much of this work underpins Gonzales's research in [Aspire](#), a multi-million-dollar project sponsored by the National Science Foundation.

Christine Grant is a Professor of Chemical and Biomolecular Engineering at NC State and served for 12 years as the inaugural Associate Dean of Faculty Advancement, responsible for faculty development, promotion and tenure (and post tenure review) in the College of Engineering. In this role, she has developed and implemented initiatives for faculty at all ranks (including professional and tenure-track faculty) in the engineering academy. Under her leadership, the College of Engineering engaged in faculty/administrator led strategic faculty career development, creating a portfolio of programs for early-career, mid-career, and senior level engineering faculty. Her early inclusive faculty development work was conducted as a

National Academy of Engineering Boeing Senior Fellow in the Center for Advancing Scholarship in Engineering Education (CASEE). Grant is a Fellow, Life Member and 2021 President-elect of the American Institute of Chemical Engineers (AIChE); she's also a Life Member of SWE, NSBE, AAUW and AISES. She's conducted research in surface/interfacial science and developed a green chemical engineering curriculum.

Grant's been recognized for broadening the participation, promotion and retention of underrepresented minorities and women in STEM receiving the: 2015 AAAS Mentor Award, 2003 NSF Presidential Award for Excellence in Science, Math and Engineering Mentoring (PAESMEM); 2019 AIChE Grimes Award for Excellence in Chemical Engineering; 2017 Women in Engineering Pro-Active Network (WEPAN) Beville A. Watford Inclusive Excellence Award, 2012 American Chemical Society Stan Israel Award for Diversity and the 2009 Council for Chemical Research (CCR) National Diversity Award.

She's been a Visiting Senior Scholar at AAAS, Grant Expert and Program Director at NSF. She's also been active as a PI on multiple NSF ADVANCE grants and consulted (i.e., served on advisory boards, conducted workshops, delivered keynotes) for several ADVANCE schools, promoting institutional transformation in STEM fields. She co-edited the book, "Success Strategies from Women in STEM: A Portable Mentor" by Elsevier/ Academic Press and contributed chapters to "Growing Diverse STEM Communities: Methodologies, Impact and Evidence" (2019) and the ACS Book "Overcoming Barriers for Women of Color in STEM Fields" (2020).

Adrianna Kezar is Dean's Professor of Leadership, Wilbur-Kieffer Professor of Higher Education, at the University of Southern California and Director of the Pullias Center for Higher Education within the Rossier School of Education. Dr. Kezar is a national expert of student success, equity and diversity, the changing faculty, change, governance and leadership in higher education. Kezar is well published with 20 books/monographs, over 100 journal articles, and over a hundred book chapters and reports. Recent books include: *The Gig Academy* (2019) (Johns Hopkins Press), *Administration for social justice and equity* (2019) (Routledge), *The Faculty for the 21st century: Moving to a mission-oriented and learner-centered faculty model* (2016) (Rutgers Press), and *How Colleges Change* (2018) (2nd ed) (Routledge Press).

Amal Kumar is a Postdoctoral Research Fellow at the Collaborative on Academic Careers in Higher Education (COACHE) and a Research Associate at the Center for Studies in Higher Education at UC Berkeley. His research focuses on 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. Current projects explore how organizational identities of universities and higher education intermediaries can explain frictions in state governance of higher education, and the work of diversity, equity, inclusion, and justice in the academy. Amal holds a Ph.D. in Education from Harvard University, a master's degree in

education from the Harvard Graduate School of Education, and a bachelor's degree in Economics and Spanish from Georgetown University.

Martinque "Marti" Jones, PhD is a licensed psychologist and assistant professor in the Department of Psychology's Counseling Psychology Program at the University of North Texas. She earned her PhD in counseling psychology at the University of Houston and completed research postdoctoral fellowships at the University of Michigan and Teachers College, Columbia University. She has expertise in racial and gender identity and counseling processes specific to Black women. And, her research examines how Black women self-define their Black womanhood (referred to as gendered racial identity), the implications of self-defined and stereotypical portrayals (e.g., strong Black woman) of Black womanhood on Black women's mental health, and best practices in working with Black women in counseling.

Jennifer MacKinnon, professor and physical oceanographer, was appointed as the Associate Dean for Faculty Equity at Scripps in February 2019. This newly created role is part of the institution's commitment to instill equitable practices for recruitment, retention, and evaluation of professors and researchers, leading to diverse and inclusive faculty and researchers. In this role, MacKinnon works collaboratively on recruitment to ensure that Scripps maintains the ability to recruit and retain excellent faculty, and evaluate them in a fair and equitable way. This includes providing implicit bias training for hiring committees, advising on fair and equitable hiring practices, reviewing candidates' contributions to diversity statements, and more. The position also involves working closely with Scripps' Director of Diversity Initiatives Keiara Auzenne to coordinate on institutional initiatives that involve faculty. MacKinnon was also the recipient of a UC San Diego Inclusive Excellence Award in 2018, which recognized her extraordinary mentorship to underrepresented scientists through her participation in the program Mentoring Physical Oceanography Women to Increase Retention.

Isis Settles is Professor of Psychology, Afroamerican and African Studies, and Women's Studies at the University of Michigan (UM). She received her BA from Harvard College and her PhD in Psychology from UM. She is currently Associate Director of the UM ADVANCE Program where she works to increase faculty diversity, equity, and inclusion. Using an interdisciplinary, intersectional framework, Dr. Settles' research focuses on two related processes: 1) the experiences, perceptions, and consequences of unfair treatment directed at individuals from marginalized groups, especially Black people and women; and 2) protective factors and coping strategies used by members of marginalized groups to counteract experiences of mistreatment, especially those protective factors related to group identity (e.g., racial identity). Dr. Settles is a fellow of the Society for the Psychology of Women, Society for the Psychological Study of Social Issues, and Society for the Psychological Study of Culture, Ethnicity, and Race. She has received numerous awards including the 2021 Sarah Goddard Power Award from the University of Michigan, the 2020 Distinguished Leadership Award from the APA Committee on Women in

Psychology, and the 2014 Excellence in Diversity Award from Michigan State University. Her research has been funded by the National Institutes Health and the National Science Foundation.