

**Adrean Askerneese**, Ed.D., is a husband, father, and first-generation college student. As such, he is committed to serving and equipping students with the resources and information they need as learners. As a counselor at MiraCosta College, he operates from a learner-centered framework and it is his goal to collaboratively support students' career, academic, and personal goals by listening, being culturally responsive, and building a meaningful and holistic relationship. He believes students and their legacy matter and it is his goal to help nurture their growth.

He holds a bachelor's degree in Sociology from Point Loma Nazarene University, a Master's degree in Counseling from San Diego State University, a Master's degree in Marriage and Family Therapy from the University of Southern California (USC), and received a doctorate in Educational Leadership with an emphasis in k-12/higher education from USC. He is also a former student-athlete and community college student.

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**Sarah Bergfeld**, Ph.D. is the national director of eTutoringOnline.org and the coordinator of the Western eTutoring Consortium. She rose from within the ranks of eTutoring back when it first came to the west coast in 2005. Bergfeld started out as a writing tutor and became a quality assurance coordinator before graduating from Washington State University with a Ph.D. in American Studies in 2009 and moving into the western consortium coordinator position. On July 1, 2019, The Washington State Board for Community and Technical colleges adopted eTutoring from the Connecticut Distance Learning Consortium and asked Bergfeld to manage eTutoring nationally. Bergfeld has been with eTutoring for 15 years, including a decade of continuous growth in the western US, where the tutors she oversees have helped millions of students.

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**Kamau Bobb**, Ph.D., is the Global Lead for Diversity Strategy and Research at Google and the founding Senior Director of the Constellations Center for Equity in Computing at Georgia Tech. He is an engineer and science and technology policy scholar whose work focuses on the STEM enterprise, large educational systems, and the structural conditions that influence contemporary American life.

He brings to his current position a wealth of experience as a former Program Officer at the National Science Foundation (NSF). At NSF he was responsible for \$30 million annually of investments targeted on improving computing and STEM education. In that role Bobb worked to help shape the national research agenda for effective means of delivering equitable and quality computational education to all students. He has worked with members of the Office and Science and Technology Policy in the Obama Administration to set the national strategy for STEM education at both post-secondary and secondary school levels. He was selected as a member of President Obama's *My Brother's Keeper* STEM + Entrepreneurship Taskforce to help U.S. cities craft strategies to engage young men and boys of color in the STEM landscape. Prior to his federal appointment, Bobb was the Director of the STEM Initiative for the University System of

Georgia, a collaborative effort with the governor's office to improve STEM education across the 30 public institutions serving approximately 325,000 students in the state.

Bobb holds a Ph.D. in Science and Technology Policy from Georgia Tech and M.S. and B.S. degrees in Mechanical Engineering from the University of California, Berkeley.

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**Sheryl Burgstahler**, Ph.D., founded and directs the DO-IT (Disabilities, Opportunities, Internetworking, and Technology) Center and the Access Technology Center (ATC). These two centers promote (1) the use of mainstream and assistive technology and other interventions to support the success of students with disabilities in postsecondary education and careers and (2) the development of facilities, computer labs, academic and administrative software, websites, multimedia, and distance learning programs that are welcoming and accessible to individuals with disabilities. The ATC focuses efforts at the University of Washington; the DO-IT Center reaches national and international audiences with the support of federal, state, corporate, foundation, and private funds. Burgstahler is an affiliate professor in the College of Education at the University of Washington in Seattle. Her teaching and research focus on the successful transition of students with disabilities to college and careers and on the application of universal design to technology, learning activities, physical spaces, and student services. Her current projects include the Alliance for Students with Disabilities in Science, Technology, Engineering, and Mathematics (AccessSTEM), the Alliance for Access to Computing Careers (AccessComputing), AccessCS10K: Including Students with Disabilities in Computing Education for the Twenty-First Century, and the Center for Universal Design in Education. Burgstahler has published articles and delivered presentations at national and international conferences that focus on universal design of distance learning, websites and multimedia, computer labs, instruction, student services, and other applications in education; and the management of electronic communities, work-based learning activities and transition programs for youth with disabilities. She is the author or co-author of eight books on using the Internet with pre-college students and directing e-mentoring and transition programs and lead editor of the book *Universal Design in Higher Education: From Principles to Practice*. Burgstahler has degrees in mathematics, education, and administration of higher education. She has taught precollege and postsecondary mathematics, computer programming, assistive and accessible technology, and preservice/in-service courses for teachers on mathematics instruction and technology applications.

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**Laureen Campana**, M.P.H., has been the Nurse Practitioner Coordinator for the Columbia College Student Health Services Program in California for the past twenty years. Besides providing clinical care, she has promoted health and wellness across the campus. In addition, by bringing together a team of state level collaborators, including the California Virtual Campus Online Education Initiative, the California Community College Chancellor's Office, The

Foundation for California Community Colleges, and the Health Services Association of California Community Colleges (HSACCC) she realized a vision of providing the 2.1 million students in this system with a health and mental health resource portal through the online teaching platform, Canvas. She is a past President of HSACCC and has served on the organization board for six years. This year she received the HSACCC Exemplary Service Award for her work.

Campana has a B.S.N. from California State University, Sacramento, an M.P.H. from the University of California, Berkeley and completed a two-year fellowship in Integrative Medicine from the University of Arizona. She is an Advanced Practice Holistic Nurse – Board Certified. She has been a speaker or panel participant for the following organizations: Health Services Association of California Community Colleges, Community College League of California, Academic Senate of California Community Colleges, and the California Community College Chancellor's Office. She has also advocated for student health by providing testimony to the California State Legislature.

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**Mark Canada**, Ph.D., is Executive Vice Chancellor for Academic Affairs and Professor of English at Indiana University Kokomo. A longtime champion of student success, he was a leading participant in the national Re-Imagining the First Year project, sponsored by the American Association of State Colleges and Universities. At his home institution, he leads the KEY, an experiential-learning initiative that provides all IU Kokomo students with opportunities to learn through internships, retreats, research, community projects, and educational trips to businesses, museums, and natural and historic settings in Chicago, Louisville, Detroit, New York, Yellowstone National Park, Disney World, Silicon Valley, and other destinations.

A professor of American literature, he spent many years in the classroom at the University of North Carolina at Pembroke, where he was a recipient of the University of North Carolina Board of Governors Award for Excellence in Teaching. His six books include *Edgar Allan Poe: Master of Horror* (forthcoming from Audible), *Thomas Wolfe Remembered* (University of Alabama Press, 2018), *Introduction to Information Literacy for Students* (Wiley, 2017), and *Literature and Journalism in Antebellum America* (Palgrave Macmillan, 2011). His articles on student success, truth in the media, Henry David Thoreau, Rebecca Harding Davis, Theodore Dreiser, Edgar Allan Poe, and other subjects have appeared in *The Chronicle of Higher Education*, *Change*, *The Academic Minute*, *The Conversation*, *Southern Cultures*, *American Literary Realism*, *Edgar Allan Poe in Context*, and other outlets.

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**Luis Dominguez** is a Computer Science student at the University of Houston-Downtown (UHD) graduating this December. This past summer he interned as a software engineer at Verizon. He is a member of the Computing Alliance of Hispanic Serving Institutions (CAHSI) Club at UHD

and he currently serves as the Vice President of the University of Houston-Downtown Association for Computing Machinery (ACM) Student Chapter, one of the largest student organizations at UHD.

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Megan Eberhardt-Alstot, M.A., is the Learning Design Lead for Faculty and Innovation California State University Channel Islands (CSUCI). She earned her Master's in Educational Leadership from CSUCI. Prior to joining CI, Eberhardt-Alstot spent ten years as a K-12 Educator. She is also a lecturer in the School of Education. Eberhardt-Alstot oversees faculty development specific to online teaching including programs such as The Online Teaching Preparation Program (OTPP), Online and Blended Course Review, and most recently CSUCI's T.H.R.I.V.E. Online Teaching and Learning Program. Eberhardt-Alstot also co-created Learning Online 101, an online course to help students prepare for success in online learning environments. Eberhardt-Alstot is interested in learning innovation, learning science, and the intersection of pedagogy and technology to create empathetic, equitable and responsive learning environments.

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**Sara Goldrick-Rab**, Ph.D., is Professor of Sociology & Medicine at Temple University, and Founding Director of the Hope Center for College, Community, and Justice in Philadelphia. She is also the Chief Strategy Officer for Emergency Aid at Edquity, a student financial success and emergency aid company, and founded Believe in Students, a nonprofit distributing emergency aid.

Goldrick-Rab is best known for her innovative research on food and housing insecurity in higher education, having led the five largest national studies on the subject, and for her work on making public higher education free. She is the recipient of the William T. Grant Foundation's Faculty Scholars Award, the American Educational Research Association's Early Career Award, and the Carnegie Fellowship. In 2016 *POLITICO* magazine named her one of the top 50 people shaping American politics and she is ranked 7th in the nation among education scholars according to Education Week. Her latest book, *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream*, won the 2018 Grawemeyer Award, and was featured on The Daily Show with Trevor Noah. *The Chronicle of Higher Education* calls Goldrick-Rab "a defender of impoverished students and a scholar of their struggles," an accurate description of her life's work.

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**Lev Gonick**, Ph.D., is an educator, technologist, and smart city architect. He has been teaching, working, and living on the Net for more than 25 years.

Currently, Gonick is the Chief Information Officer at Arizona State University. He leads the ASU University Technology Office that provides technology services to all students, faculty,

and staff. He is also cofounder of DigitalC, previously OneCommunity, the award-winning non-profit organization enabling and celebrating innovation, collaboration, and productivity through next-generation broadband networks, big open data solutions, and IoT for public benefit. From 2001 to 2013, Gonick was CIO at Case Western Reserve University. He and his colleagues were internationally recognized for technology innovations in community engagement, learning spaces, next-generation network projects, and organizational development.

Inside Business Magazine named Gonick one of their Power 100 in 2015. In 2011, Government Technology awarded Gonick one of their "Top 25 Doers, Dreamers & Drivers in Public-Sector Innovation. In 2010, he received recognition as "Visionary of the Year" from NATOA. Gonick has been recognized by ComputerWorld as a Premier 100 IT leader and honored by CIO magazine with a CIO 100 Award.

Gonick's specialties include Smart City Solutions, Smart City Architecture, The Future of Education, Broadband, Social Networking and Network Economy, Fiber to the Home, Innovation and Technology, Smart and Connected Communities, Internet of Things, Programmable City, City as an Operating System, Political Economy, and Information Technology.

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**Shereada Harrell** joined the staff of the Career and Professional Development (CPD) Center, formerly known as the Career Center at Florida Agricultural and Mechanical University, in 2017. She serves as the director and leads the centralized career services office. The CPD Center team provides events, programs, and services that are designed to meet the career and workforce development needs of over 10,000 enrolled college students, along with alumni, employers, faculty, and administration. Shereada previously served as Associate Director of Employer Relations at the University Texas at Dallas Career Center. She has over ten years of tenure in career services, also includes work at Troy University in Alabama, Arkansas State University, and University of Central Arkansas. Shereada received a bachelor's degree in mass communication from the University of Arkansas at Pine Bluff and a master's degree in College Student Personnel Services and Administration from the University of Central Arkansas. She has served as Director of Membership and Retention board of directors for the Southern Association of Colleges and Employers (SoACE) and chair of the Sponsorships and Exhibits on the Conference Committee for SoACE. She also is a member of the National Association of Colleges and Employers (NACE) and the National Career Development Association (NCDA). In her spare time, she can be found traveling or spending time with family.

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**Wilson Lozano**, M.S., earned a Bachelor of Computer Systems Engineering from the Universidad Industrial de Santander in Bucaramanga, Colombia, and a Master of Science in Computer Engineering from the University of Puerto Rico in Mayagüez. He is a Computer Engineering Faculty at the Electrical and Computer Engineering Department of the Inter

American University of Puerto Rico. There he founded the Computing Research and Engineering Lab (CoRE Lab).

Currently Wilson is enjoying a study leave to complete a Computer Science and Engineering Ph.D. at The University of South Florida. His research interest includes the integration of machine learning, data science and mobile computing applied to smart cities solutions.

As a Graduate Research Assistant at the Center for Urban Transportation Research, Wilson will be doing research on activity recognition based on travel behavior data. Wilson likes puzzles, he also enjoys playing soccer and outdoor activities.

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**Melissa McDaniels**, Ph.D., is Associate Executive Director and Associate Scientist at the Center for the Improvement of Mentored Experiences in Research (CIMER) at the University of Wisconsin-Madison. She is a co-investigator and community advancement manager for the NIH-supported National Research Mentoring Network (NRMN). She is also leading a project as a part of the American Physical Society's NSF INCLUDES Inclusive Graduate Education Network (IGEN). From 2013-2020, in her role as member of the Michigan State University Graduate School leadership team, McDaniels worked to support graduate students and postdocs at Michigan State as they develop their capacities as postsecondary instructors and mentors.

From 2008-2012, McDaniels served as Director of Michigan State University's NSF ADVANCE Grant where she spearheaded the institution's efforts to diversify the faculty in Science, Technology, Engineering, and Mathematics (STEM) fields. In this role she was responsible for the development and implementation of MSU's new faculty mentoring policy. Prior to working at MSU, she held full time positions at Northeastern University, Boston College, and National Geographic Society. McDaniels has over twenty years of experience in graduate student and faculty development, undergraduate and graduate teaching and learning and organizational change. She has had the pleasure of doing research and consulting domestically and internationally. McDaniels holds degrees from Michigan State University (Ph.D.), Boston College (M.A.), and University of Michigan (B.A.).

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**Bonnie Peters**, M.S., M.A., is the Chief Student Services Officer and Director of Student Experience for the California Virtual Campus- Online Education Initiative (CVC-OEI). She is a highly skilled student-centered college administrator, with a collective twenty-one (21) years of on campus and online student services experience. For the last six and a half years Peters has been providing administrative and programmatic leadership for the CVC-OEI Online Student Experience Division. Additionally, she has authored articles and chapters on the need for viable and sustainable online student services at colleges and universities. She designed the concept of the online student support hub for the 116 California community college system, which focuses on creating equity in the online learning environment. On a daily basis she works with any

number of the California community colleges to help them implement action and task oriented online student services for its diverse student population. The eventual goal, to ensure that all students and the “whole student” have the support they need as they pursue academic success in the online learning environment.

Peters is a trained career counselor and a trained distance-counseling professional. Prior to 2014, she spent 15 years at San Diego City College, where she counseled and taught students both on campus and online. Throughout her career she has provided leadership in a variety of student services areas such as Department Chair of Counseling, Interim Director of Transfer and Career Services, and Program Manager of First Year Services at San Diego City College. In 2005 she developed the college’s online counseling program, a first among Community colleges both regionally and nationally. She holds an M.S. in Counseling, but it was her interest in online education which prompted her pursuit of a second M.A. in Teaching and Learning with Technology in 2011.

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**Enrico Pontelli**, Ph.D., is currently a Regents Professor of Computer Science and the Dean of the College of Arts & Sciences at New Mexico State University. He received his Ph.D. in Computer Science in 1997, a Master’s of Science in Computer Science from the University of Houston and a Laurea in Computer Science from the University of Udine (Italy). He serves in the leadership team of the Computing Alliance of Hispanic Serving Institutions (CAHSI) and he is the founder of the Young Women in Computing program. His research interests are in the areas of broadening participation in computing, knowledge representation and reasoning, assistive technologies, and computational logic. He has published over 270 peer-reviewed papers and he leads several externally funded initiatives, such as the iCREDITS Center of Research Excellence in Smartgrid Technologies.

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**Adriana Salerno**, Ph.D., is originally from Caracas, Venezuela, where she received her undergraduate degree in mathematics from the Universidad Simon Bolivar in 2001. She then went on to earn her Ph.D. at the University of Texas. While completing her doctorate in mathematics, Salerno was also selected as the American Mathematical Society – American Association for the Advancement of Science (AMS-AAAS) Mass Media Fellow in the summer of 2007; as such, she wrote articles for the *Voice of America*. Salerno’s main research area is Number Theory, in particular the intersections of number theory with geometry, physics, and cryptography. She is also very interested in the communication and teaching of mathematics to create a more inclusive and equitable science, technology, engineering and mathematics workforce. She is an alum of the Linton-Poodry Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) Summer Leadership Institute, and the SACNAS – Howard Hughes Medical Institute Advanced Leadership Institute, and is committed to increasing the representation of minorities and women in the mathematical

sciences. She is a proud member of Association for Women in Mathematics, SACNAS, Mathematical Association of America (MAA), and AMS. Salerno was visiting mathematician at the MAA's headquarters in Washington, D.C., from September to November 2016.

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**Courtney E. Williams**, Ed.D., serves as the Director for the Center for Student Engagement and Leadership and an adjunct professor in the University College at Dillard University. Williams provides administrative oversight for the student union, student organizations, student government, royal court, student leadership development initiatives, fraternity and sorority life, student programming, community service, global education initiatives, and campus recreation. In this role, Williams enjoys the opportunity of collaborating with multiples stakeholders both on and off-campus to enhance the quality of student life. Williams takes pride in his daily work of inspiring students to succeed and developing the next cadre of social justice scholars and activists.

Prior to joining Dillard University, Williams served as the Associate Director of Student Involvement and Danna Student Center at Loyola University New Orleans where he led programs designed to enhance retention, develop leaders, and support academic success. Under his leadership, the department grew its robust program offerings, reorganized to include campus programming and wellness promotion programs, and launched a Black Male Initiative – Brothers for Progress. Williams also served as an Area Director in Residential Life at Loyola.

Williams is a two-time graduate of Vanderbilt University where he received a BA in French and Medicine, Health, & Society and an M.Ed. in Community Development and Action from the Peabody College of Education and Human Development. Williams earned an educational doctorate in Organizational Change and Leadership at the University of Southern California's Rossier School of Education. where his research focused on factors which influence the recruitment and retention of African American males in Student Affairs.

Williams is involved in a host of professional organizations including serving as the Louisiana State Director for the NASPA, a member of the ACUI Membership Recruitment and Retention Team, Circle Advisor for Omicron Delta Kappa at Dillard University, and former private institution representative for LACUSPA (Louisiana Association of College and University Student Personnel Administrators). Williams is an alumnus of the 34<sup>th</sup> Cohort of the Social Justice Training Institute as well as the Donna M. Bourassa Mid-level Manager Institute and also serves as a Co-Lead facilitator for the LeaderShape's Institute for African American males. Additionally, Williams is a certified Gallup Strengths Coach and contributor to the Melaninated and Educated blog.