

DARNELL COLE, Ph.D.

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EDUCATION

Ph.D. in Higher Education Administration & Education Psychology
Indiana University
Bloomington, Indiana

Masters in Higher Education Administration
Indiana University
Bloomington, Indiana

Bachelor of Arts in Philosophy
University of North Carolina at Charlotte
Charlotte, North Carolina

Bachelor of Science in Business Administration and Finance
University of North Carolina at Charlotte
Charlotte, North Carolina

REFEREED JOURNAL ARTICLES (~co-author with students & post-docs)

~ Rivera, G., **Cole, D.** & Kitchen, J. (2022). Comprehensive College Transition Program Staffs' Impact on Students' Academic Self-Efficacy, Academic Behavioral Change, and Achievement. *Journal of Student Affairs Research and Practice*.

~ Swanson, E. & **Cole, D.** (2022). The Role of Academic Validation in Developing Mattering and Academic Success. *Research in Higher Education*, 1-26.

~ Culver, K.C., Perez, R. J., Kitchen, J.A. & **Cole, D.** (2022). Fostering Equitable Engagement: A Mixed-Methods Exploration of the Engagement of Racially Diverse Students in a Comprehensive College Transition Program. *Journal of Diversity in Higher Education*. Advance online publication.
<https://doi.org/10.1037/dhe0000408>

Orsuwan, M. & **Cole, D.** (2022). Moderating role of race/ethnicity in the relationship between college students' self-concept and diverse social interaction. *Kasetsart Journal of Social Sciences*, 43, 231–237.

~ Swanson, E., Culver, K.C., **Cole, D.**, & Rivera, G. (2021). Promoting At-Promise Student Success in Four-Year Universities: Recommendations from the Thompson Scholars Learning Communities. *Journal of Diversity in Higher Education*, 14(4), 457–462.

Cole, D. (2021). Understanding Muslim College Students' Belonging and Mattering at HBCUs. *Journal of College and Character*, 22(2), 163-170.

REFEREED JOURNAL ARTICLES continued

- ~ **Cole, D.**, Ahmadi, S., & Sanchez, M.E. (2020). Examining Muslim Student Experiences with Campus Insensitivity, Coercion, and Negative Interworldview Engagement. *Journal of College and Character*, 21(4), 301-314.
- ~ Kitchen, J. A., **Cole, D.**, Rivera, G., & Hallett, R. (2020). The Impact of a College Transition Program Proactive Advising Intervention on Self-Efficacy. *Journal of Student Affairs Research and Practice*, 58:1, 29-43, DOI:10.1080/19496591.2020.1717963
- ~ Sanchez, M. E., Hypolite, L. I., Newman, C. B., & **Cole, D.** (2020). Black Women in STEM: The Need for Intersectional Supports in Professional Conference Spaces. *The Journal of Negro Education*, 88(3), 297-310.
- ~ **Cole, D.**, Newman, C. B., & Hypolite, L. I. (2020). Sense of Belonging and Mattering Among Two Cohorts of First-Year Students Participating in a Comprehensive College Transition Program. *American Behavioral Scientist*, 64(3), 276-297.
- ~ **Cole, D.**, Kitchen, J. A., & Kezar, A. (2019). Examining a Comprehensive College Transition Program: An Account of Iterative Mixed Methods Longitudinal Survey Design. *Research in Higher Education*, 1-22.
- ~ Gehrke, S., & **Cole, D.** (2017). A Multi-Level Examination of the Relationship Between Student-Centered Faculty Teaching Culture and Spiritual Development in College. *Journal of College and Character*, 18(4), 225-245.
- ~Zhou, J., & **Cole, D.** (2017). Comparing international and American students: involvement in college life and overall satisfaction. *Higher Education*, 73(5), 655-672.
- ~Zhou, J., & **Cole, D.** (2016). Learning and Academic Self-Concept: Comparing International and American Students. *Campus Support Services, Programs, and Policies for International Students*, 77-98.
- ~Castellanos, M., & **Cole, D.** (2015). Disentangling the Impact of Diversity Courses: Examining the Influence of Diversity Course Content on Students' Civic Engagement. *Journal of College Student Development*, 56(8), 794-811.
- ~**Cole, D.**, & Zhou, J. (2014). Diversity and Collegiate Experiences Affecting Self-Perceived Gains in Critical Thinking. *The Journal of General Education*, 63(1), 15-34.
- ~**Cole, D.**, & Zhou, J. (2014). Do diversity experiences help college students become more civically minded? Applying Banks' multicultural education framework. *Innovative Higher Education*, 39(2), 109-121.
- Cole, D.**, & Griffin, K. A. (2013). Advancing the Study of Student-Faculty Interaction: A Focus on Diverse Students and Faculty. In *Higher Education: Handbook of Theory and Research* (pp. 561-611). Springer Netherlands.
- Cole, D.** (2011). Debunking Anti-intellectualism: An examination of African American Students' Intellectual Self-Concept. *Review of Higher Education*, 34(2), 259-282.
- ~Scholly, K., Katz, A., **Cole, D.**, & Heck, R. (2010). Examining the Antecedents and Consequences of College Students' High-Risk Sexual Health Behaviors. *Journal of American College Health*, 25(4), 176-185.
- Cole, D.** (2010). The Role of Faculty Contact on Minority Students' Educational Gains. *Journal of the Professoriate*, <http://jotp.icbche.org/>.

Cole, D. (2010). The Effects of Student-Faculty Interactions on Minority Students' College Grades: Differences between Aggregated and Disaggregated Data. *Journal of the Professoriate*, <http://jotp.icbche.org/>.

Cole, D. & Ahmadi, S. (2010). Reconsidering Campus Diversity: An Examination of Muslim Students' Experiences. *Journal of Higher Education*, 81(2), 121-139.

~**Cole, D.** & Espinoza, A. (2009). When Gender is Considered: Racial ethnic minority students in STEM majors. *Journal of Women and Minorities in Science and Engineering*, 15, 263-277.

Cole, D. (2008). Constructive Criticism: The Role of Faculty Feedback on African American and Hispanic Students' Educational Gains. *Journal of College Student Development*, 49(6), 587-605.

~**Cole, D.** & Espinoza, A. (2008). Improving the Academic Performance of Latinos in STEM Majors. *Journal of College Student Development*, 49(4), 285-300.

Cole, D. (2007). Do Interracial Interactions Matter?: An examination of Student Faculty Contact and Intellectual Self-concept. *Journal of Higher Education*, 78(3), 248-272.

~Orsuwan, M. & **Cole, D.** (2007). The moderating effects of race/ethnicity on the experience of Asian American and Pacific Islander community college students. *Asian American Policy Review*, 16, 61-86.

Burkard, A., **Cole, D.**, Ott, M., & Stoflet, T. (2005). Entry-level competencies of new student affairs professionals: A delphi study. *NASPA Journal*, 42(3), <http://publications.naspa.org/naspajournal/vol42/iss3/art2>.

Cole, D., Bennett, C., & Thompson, J. (2003). Teacher education in a collaborative multicultural classroom: Implications for critical-mass-minority and all-minority classes at a predominantly White University. *Journal of Classroom Interaction*, 38(1), 17-28.

Cole, D., & Ahmadi, S. (2003). Perceptions and experiences of Muslim women who veil on college campuses. *Journal of College Student Development*, 44(1), 47-66.

Jones, L., Castellanos, J., & **Cole, D.** (2002). Examining the Ethnic/Minority Student Experience at Predominantly White Institutions: A Case Study. *Journal of Hispanic Higher Education*, 1(1), 19-39. [Note: The orders of names are incorrectly listed and actually should have been Castellanos, J., Cole, D., & Jones, L.].

Anaya, G., & **Cole, D.** (2001). Latina/o student achievement: Exploring the influence of student-faculty interaction on college grades. *Journal of College Student Development*, 42(1), 3-14.

Bennett, C., **Cole D.**, & Thompson, J. (2000). Preparing teachers of color at a predominantly White university: A case study of project TEAM. *Teaching and Teacher Education*, 16(4), 445-64.

Cole, D., Sugioka, H., & Yamagata-Lynch, L. (1999). Supportive classroom environments for creativity in higher education. *Journal of Creative Behavior*, 33(4), 277-293.

Cole, D. (1995). Cost and quality in higher education: Finding the balance. *Journal of the Indiana University Student Personnel Association*, 2, 11-14.

REFEREED JOURNAL ARTICLES (In Review and In Preparation)

~ Cole, D., Newman, C., Hypolite, L. & Park, E. (In Preparation). Comprehensive College Transition Program, Mattering and Sense of Belonging: SEM from Two Years of a Longitudinal Study. *Journal of College Student Development*.

~ Newman, C., Hypolite, L. & Cole, D. (In Preparation). Examining Social Self-Efficacy Among Two Cohorts of First-Year Students Participating in a Comprehensive College Transition Program (CCTP). *Journal of College Student Development*.

BOOKS / EDITED JOURNALS (SPECIAL ISSUES)

Ahmadi, S. & Cole, D. (Revise and Resubmit). *Muslim College Students in America: The Experience, Stereotypes and Identity of Muslims in Higher Education*. University of Michigan Press.

Cole, D. & Ahmadi, S. (Eds.) (2020-2021). A four-part series on the diversity experiences of student faith groups on predominantly White campuses. **Special Series Issue:** *Journal of College and Character*.

Ahmadi, S., & Cole, D. (Eds.). (2020). *Islamophobia in Higher Education: Combating Discrimination and Creating Understanding*. Stylus Publishing.

Goodman, K. & Cole, D. (Eds.) (2017). Supporting Students through Data-Driven Decision Making: Considerations for Student Affairs Practitioners. **Special Issue:** *New Directions for Student Services: Supporting Students through Data-Driven Decision Making: Considerations for Student Affairs Practitioners*. San Francisco: Jossey-Bass.

Cole, D. & DeAngelo, L (Ed.) (2010). Students of Color and their Interactions with Faculty. **Special Issue:** *Journal of the Professoriate*.

BOOK CHAPTERS (co-author with students~)

~Ahmadi, S., Sanchez, M., & Cole, D. (2019). Protecting Muslim Students Speech and Expression and Resisting Islamophobia. In Charles Davis III & Demetri Morgan (Ed.). *Student Activism, Politics and Campus Climate in Higher Education*.

Ahmadi, S., Cole, D., & Lee, B. (2019). Engaging religious minority students. In Quayle, S. J., Harper, S. R., & Pendakur, S. L. (Eds.). (2019). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. Routledge.

~ Ahmadi, S., Cole, D., & Prado, M. (2018). Understanding Islamophobia on College Campuses. *In Contemporary Issues in Higher Education (pp. 135-152)*. Routledge.

Sundt, M. A., Cole, D., & Wheaton, M. (2017). *Using Data to Guide Diversity Work and Enhance Student Learning. Using Data-Informed Decision Making to Improve Student Affairs Practice: New Directions for Student Services, Number 159*, 93.

~Ahmadi, S., Cole, D., Castellanos, M., Manson, S., & Zhou, J. (2017). Hate Speech and Hate Crimes on Campus: Anti-Muslim Speech and Cyberbullying. *The Applied Scholarship of Melvin C. Terrell*. Information Age Publishing Incorporated.

Ahmadi, S. & **Cole, D.** (2014). Religious Minority Students: Constructing an Inclusive Campus Environment. In Shaun R. Harper and Stephen John Quaye (Eds.), *Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations*.

~**Cole, D.** and Espinoza, A. (2012). From a man's perspective: Latino men's outlook on the campus community. In B. Gastic & R.R. Verdugo (Eds.), *The education of the Hispanic population: Selected essays*. Charlotte, NC: Information Age Publishing.

~Espinoza, A. & **Cole, D.** (2012). Engineering the Academic Success of Racial Ethnic Minority Students at Minority Serving Institutions via Mentoring and Research. In Robert T. Palmer, Dina C. Maramba, & Marybeth Gasman (eds). *Fostering success of ethnic and racial minorities in STEM: The role of minority serving institutions*. New York: Routledge, 2012.

~**Cole, D.**, & Espinoza, A. (2011). The post-baccalaureate goals of college women in STEM. In J.G. Gayles (Ed.), *Attracting and retaining women in STEM*. *New Directions for Institutional Research* (no. 152, pp. 51-58). San Francisco: Jossey-Bass.

~**Cole, D.**, Orsuwan, M., & Ah Sam, A. (2007). Violence and Hate Crimes on Campus against International Students and Students of Color: Uncovering the Mystique. In Terrell, M. C., & Jackson, J. (Vol. Ed), *Creating and Maintaining Safe College Campuses: A Sourcebook for Enhancing and Evaluating Safety Programs*. Sterling, VA: Stylus Publishing, LLC.

Cole, D., & Jackson, J. (2005). Racial Integration in Higher Education and Students' Educational Satisfaction 50 Years Beyond Brown. In Byrne, Dara N. (Eds). *Brown v. Board of Education: Its' Impact on Public Education 1954-2004*. (pp. 249-270). New York: NY, The Thurgood Marshall Scholarship Fund.

Anaya, G., & **Cole, D.** (2003). Active involvement in Latina/o student achievement. In Jones, L. & Castellanos, J. (Ed.), *The majority in the minority: Retaining Latino/a faculty, administrators, staff, and students in the 21st century* (pp. 95-108). Sterling, VA: Stylus Publishing.

MEDIA, BOOK REVIEWS, CASE STUDIES AND OTHER SCHOLARLY WORKS

Quoted in article titled, "College life isn't always Ramadan-friendly. Some schools want to change that" By Yusra Farzan, April 23, 2022. (<https://www.npr.org/2022/04/23/1093720451/college-ramadan-muslim-inclusion>).

Quoted in article titled, "Doctors, researchers push academia's ivory tower to start rewarding diversity work in promotion decisions" By Andrew Joseph, February 19, 2021. (<https://www.statnews.com/2021/02/19/doctors-push-academiareward-diversity-work-in-promotion-decisions/>).

Quoted in article titled, "Students Accused of Breaking College COVID-19 Rules Fight Their Punishments" By Tovia Smith, October 16, 2020. (<https://www.npr.org/2020/09/17/914046958/students-accused-of-breaking-college-covid-19-rules-fight-their-punishments>).

Quoted in article titled, "How Colleges Can Cultivate Students' Sense of Belonging" By Beckie Supiano April 14, 2018. (<https://www.chronicle.com/article/How-Colleges-Can-Cultivate/243123>).

Not Black Enough Beauty Queen (On-Air Interview, Evening News, May 5, 2017). Fox News 11. <http://www.foxla.com/news/253018192-video> .

Quoted in article titled, “Diversity remains unclear in GW’s pool of presidential candidates” By [Andrew Goudsward](https://www.gwhatchet.com/2017/01/30/diversity-remains-unclear-in-gws-pool-of-presidential-candidates/) Jan 30, 2017.(<https://www.gwhatchet.com/2017/01/30/diversity-remains-unclear-in-gws-pool-of-presidential-candidates/>).

Quoted in article titled, “Officials Hire New Leader with University-Wide Focus on Diversity” By Sera Royal May 15, 2016. (<https://www.gwhatchet.com/2016/05/15/officials-hire-new-leader-with-university-wide-focus-on-diversity/>).

Cole, D. & Associates. TSLC Baseline Survey (Cohort 2016). (n=1201, 80.1% response rate).

Cole, D. & Associates. TSLC 1st Year Follow-up Survey (Cohort 2016). (n=951, 73.3% response rate).

Cole, D. & Associates. TSLC 2nd Psychometric Pilot Survey (Cohort 2016). (n= 352, 21.3% response rate).

Owens, L., Jones, T., & Cole, D. (2015). The Cost of Academic Freedom: How Ghosts of Racism’s Past Haunt College Campuses. *Diverse Issues in Higher Education*. DOI: <http://diverseeducation.com/article/78637/>

Cole, D. & Associates. TSLC Baseline Survey (Cohort 2015). (n=1074, 80% response rate).

Cole, D. & Associates. TSLC Psychometric Pilot Survey (Cohort 2015). Adaptive Online survey (n=350, 36% response rate).

Cole, D. (2010, Fall). Reflections on mentoring junior faculty and graduate students of color. *The PEN (Division J, AERA)*, 6.

Cole, D. (2007). Hazing at Blue Diamond University. In Howard-Hamilton, M., Brown, O. & Hinton, K. (Eds). *Unleashing Suppressed Voices on College Campuses: Diversity Issues in Higher Education*. New York: NY, Peter Land Publishing, Inc.

Cole, D. (2003). Increasing Access to College: Extending Possibilities for All Students (book review). *Journal of General Education*, 52(3), 226-232.

Cole, D. & Ahmadi, S. (2002, April). *For the sake of modesty: Veiling on today’s college campus*. Educational Video.

Cole, D. (2001, January 18, reprint). Balancing two worlds: Issues facing Black faculty in higher education, *Black Issues in Higher Education*, back cover.

Cole, D. (2000). Balancing two worlds: Issues facing Black faculty in higher education, *Challenge*, 11(3), 1-2.

GRANTS (Awarded Approx. \$12.897M)

January 2022 Department of Education. LA Promise Fund, South LA Black Student Programming. USC Evaluation and Assessment Plan, University of Southern California (Evaluators: Darnell Cole, Christopher Newman & Shafiqah Ahmadi, **Awarded, \$1.5M of \$4M**)

- January 2022 LAUSD (Los Angeles Unified School District) Black Student Achievement Plan (BSAP) Evaluation and Assessment, RAND and University of Southern California (Principal Investigators: Darnell Cole, Shafiqah Ahmadi, & Alice Huguet, **Awarded, \$1.5M**)
- September 2021 John Randolph Haynes and Dora Haynes Foundation (**\$228,373**) in collaborations with Los Angeles Mayor's Office of Youth Development Department, City of Los Angeles (**\$72,000; \$72,00-pending 2022 budget approval**), University of Southern California (Principal Investigator: Darnell Cole, Shafiqah Ahmadi, & Christopher Newman, **Awarded, \$372,373**)
- June 2021 Neighborhood Academic Initiative (NAI), University of Southern California (Principal Investigator: Darnell Cole, Co-Principal: Shafiqah Ahmadi, **Awarded, \$150,000**)
- May 2021 Accelerated Schools, DEI Teacher Training (Principal Investigator: Shafiqah Ahmadi, Co-Principal: Darnell Cole, **Awarded, \$75,000**)
- February 2021 National Science Foundation (NSF): Increasing Retention and Graduation of STEM Undergraduates through Scholarships and a Learning Community Combined with Academics, Social, Professional, and Family Supports. James Hsi-Jen Yeh (PI), Bradley McCoy (Co-PI), Christopher B. Newman (Co-PI), Theodore Szeto (Co-PI), Louise Ko Huang (Co-PI), Darnell Cole (Evaluator): **Awarded, \$649,987**
- November 2020 National Science Foundation (NSF): National Society of Black Physicists Annual Conference Evaluation. (Sub-Award: Darnell Cole and Christopher Newman, Evaluators, **Awarded, \$20,500**)
- June 2020 (COVID Delay) Fulbright Specialist Grant Award. Distinguished Visiting Scholar at University of Technology Sydney in Australia (UTS); **Award, Fulbright**)
- November 2019 National Science Foundation (NSF): National Society of Black Physicists Annual Conference Evaluation. (Sub-Award: Darnell Cole and Christopher Newman, Evaluators, **Awarded, \$28,693**)
- September 2018 Spencer Small Research Grant: Understanding Muslim College Student Experiences and Sense of Belonging at Historically Black Colleges and Universities. (Principal Investigator: Darnell Cole, Co-Principal: Shafiqah Ahmadi, **Awarded, \$50,000**).
- November 2018 National Science Foundation (NSF): African American Workforce Development in the Physical Sciences. (Sub-Award: Darnell Cole and Christopher Newman, Evaluators, **Awarded, \$20,719**)
- May & November 2018
November 2017 National Science Foundation (NSF): African American Workforce Development in the Physical Sciences. (Principal Investigator: Darnell Cole, Co-Principal Investigator: John Slaughter, **Awarded, \$99,944, Plus Supplemental Award, \$20,000**)
- May 2018 Zumberge Research Award: Understanding Muslim College Students and Sense of Belonging. Center for Education, Identity and Social Justice. (Principal Investigator: Shafiqah Ahmadi, Co-Principal Investigator: Darnell Cole. **Awarded, \$29,994**)
- September 2017 IDEALS Research Award: Muslim College Students. Center for

- Education, Identity and Social Justice. (Principal Investigator: Shafiqah Ahmadi, Co-Principal Investigator: Darnell Cole. **Awarded, \$7500**)
- February 2017 Mary and Daniel James: USC Hybrid High School Longitudinal Study. Center for Education, Identity and Social Justice. (Principal Investigator: Shafiqah Ahmadi, Co-Principal Investigator and Darnell Cole, Co-Principal Investigator. **Awarded, \$500,000**)
- February 2017 USC RSOE: 100 Muslim College Student Experience Project in California. Center for Education, Identity and Social Justice. (Principal Investigator: Shafiqah Ahmadi, Co-Principal Investigator and Darnell Cole, Co-Principal Investigator. **Awarded, \$50,000**)
- July 2015 A multi-faceted approach for the study of Thompson Scholars Learning Community. (Principal Investigator: Adrianna Kezar, Co-Principal Investigators: Darnell Cole, Tatiana Melguizo and Kristan Venegas., **Awarded, \$6,281, 377.00 Million**)
- January 2015 Planning Grant: A multi-faceted approach for the study of Thompson Scholars Learning Community. (Principal Investigator: Adrianna Kezar, Co-Principal Investigators: Darnell Cole, Tatiana Melguizo and Kristan Venegas., **Awarded, \$500,000**)
- October 2014 Health Outreach through Mobile Education plus Student-Teaching Engagement Model: (H.O.M.E.)² + (S.T.E.M) solution. California Health Benefit Exchange (PI: Cole, D., **Awarded, \$100,000**)
- Summer 2013 Health Outreach through Mobile Education plus Student-Teaching Engagement Model: (H.O.M.E.) + (S.T.E.M) solution. California Health Benefit Exchange (PI: Cole, D., **Awarded, \$500,000**)
- Spring 2012 USC Innovations Grant: Rejecting the vision of “the Well Frog”: tapping, developing, and rewarding innovative capacities through master’s education, Education Ph.D. candidates Ji Zhou, Michelle Castellanos, and Sable Manson (**Awarded: \$5000**)
- Fall 2010 Project – Muslim Student Experience Project. USC – Center for Religion and Civic Culture (Co-P.I.: Ahmadi, S. & Cole, D, **Awarded: \$2,000**).
- Spring 2009 Project - A Jihad in American Higher Education: The Experience, Stereotypes and Identity of Muslim College Students. USC – Advancing Scholarship in the Humanities and Social Sciences Grant (Co-P.I.: Cole, D. & Ahmadi, S., **Awarded: \$15,000**).
- Spring 2009 Center on Nano-Second Pulse and Field (nPF) STC. USC- Zumberg Research and Innovation Grant (Co-P.I.: Gundersen, M. & Cole, D., **Awarded: \$50,000**)
- Spring 2008 Assessing the Impact of Diversity Courses on Student Learning and Skill Development. Teagle Foundation (Co-PI: Cole, D. & Sundt, M., **Awarded: \$299,912, 3-year term**)
- Summer 2007 Assessing the Impact of Diversity Courses on Student Learning and Skill Development. Teagle Foundation (Co-PI: Cole, D. & Sundt, M., **Awarded: \$25,000**)
- Fall 2004 University of Hawai’i Diversity Office: Research and Graduate student support (**Awarded: \$10,000**)

Summer 2001 Inquiry into contemporary educational issues: Developing a knowledge base for teaching in a diverse society. A grant support for the development of a new course applying technology to social justice issues. (**Awarded: \$3,000**)

REPORTS

Kezar, A., Cole, D., Melguizo, T., Hallett, R. & Associates (2021). Final Report - TSLC Scholars: A mixed methods examination of a comprehensive college transition and success program for low-income students. Final report to Susan Thompson Buffett Foundation, April 1, 2021.

Ahmadi, S., Cole, D., Atashi, S.A., Salazar, M., & Liu, Y. (2020). Comprehensive Report: Evaluating College Readiness and Institutional Support for College Preparatory High School (CPHS) Graduates. Los Angeles: University of Southern California, Center for Education, Identity and Social Justice.

Cole, D., Ahmadi, S., Hypolite, L., Atashi, S. A., & Lee, B. (2019). First Year Report: A Study of College-Prep High School Graduates. Los Angeles: University of Southern California, Center for Education, Identity and Social Justice, March 5, 2019.

Ahmadi, S., Cole, D., Atashi, S. A., & Lee, B. (2018). A Report from the Law and Policies for Colleges and Universities. Los Angeles: University of Southern California, Center for Education, Identity and Social Justice, October 26, 2018.

Cole, D., Newman, C. & Associates (2018). Harnessing the Power of Black Excellence in Physics and Astronomy: A Report from the African American Workforce Development in Physics and Astronomy Workshop. Conference report, July 31, 2018.

Kezar, A., Cole, D., Melguizo, T., Reason, B. & Associates (2018). Executive Summary - TSLC Scholars: A mixed methods examination of a comprehensive college transition and success program for low-income students. Second Annual report to Susan Thompson Buffett Foundation, June 1, 2018.

Kezar, A., Cole, D., Melguizo, T., Reason, B. & Associates (2017). TSLC Scholars: A mixed methods examination of a comprehensive college transition and success program for low-income students. Second Annual report to Susan Thompson Buffett Foundation, June 1, 2017.

Kezar, A., Cole, D., Melguizo, T., Reason, B. & Associates (2016). TSLC Scholars: A mixed methods examination of a comprehensive college transition and success program for low-income students. Annual report to Susan Thompson Buffett Foundation, July 1, 2016.

Cole, D. & Sundt, M. (2011). Assessing the Impact of Diversity Courses on Students' Higher Order Thinking Skills (Year 3 of 3). Final Project Report to Teagle Foundation, December 16, 2011.

Cole, D. & Sundt, M. (2010). Assessing the Impact of Diversity Courses on Students' Higher Order Thinking Skills (Year 2 of 3). Annual Progress Report to Teagle Foundation, June 15, 2010.

Cole, D. & Sundt, M. (2009). Assessing the Impact of Diversity Courses on Students' Higher Order Thinking Skills (Year 1 of 3). Annual Progress Report to Teagle Foundation, June 20, 2009.

Cole, D., Lewis, C. & Orsuwan, M. (2006). Disaggregating Hawaii's Asian American Student Test Performance: An Analysis of the SAT and Hawaii State Assessment (HSA). Report to Hawaii's State GEAR-UP Program September 09, 2006.

Cole, D. (2003, March). A new Ingersoll in transition: A mini report. Submitted to Judge Philip G. Reinhard of the Northern District of Illinois Western Division per CONSENT DECREE for INGERSOLL INTERNATIONAL, INC., ET. AL. Case No. 98 C 50042, Case No. 99 C 50362, & Case No. 00 C 50260.

Cole, D. (2003, January). A new Ingersoll: The third of four biannual reports. Submitted to Judge Philip G. Reinhard of the Northern District of Illinois Western Division per CONSENT DECREE for INGERSOLL INTERNATIONAL, INC., ET. AL. Case No. 98 C 50042, Case No. 99 C 50362, & Case No. 00 C 50260.

Cole, D. (2002, August). Hanging on through tough times: The second of four biannual reports. Submitted to Judge Philip G. Reinhard of the Northern District of Illinois Western Division per CONSENT DECREE for INGERSOLL INTERNATIONAL, INC., ET. AL. Case No. 98 C 50042, Case No. 99 C 50362, & Case No. 00 C 50260.

Cole, D. (2002, February). Gaining perspective & depth: The first of four biannual reports. Submitted to Judge Philip G. Reinhard of the Northern District of Illinois Western Division per CONSENT DECREE for INGERSOLL INTERNATIONAL, INC., ET. AL. Case No. 98 C 50042, Case No. 99 C 50362, & Case No. 00 C 50260.

PRESENTATIONS (* Invited)

Cole, D., Ahmadi, S., & Majumder, M. (2022). *Racialized Experiences of Muslim Students Attending Historically Black Colleges and Universities*. American Educational Research Association, San Diego, CA.

Rivera, G., Alvarez, K., & Cole, D. (2022). *Not Just Money: The Impact of Financial and Holistic Support on Financial Concern & Achievement*. American Educational Research Association, San Diego, CA.

*Cole, D. (2021). *Ethnoracial Diversity and Inclusion: Expert Panel*. Snowmass Virtual Town Hall Invitation: Professional and Academic Progression for Members of Underrepresented Groups in the Particle Physics Community. Oak Ridge Institute for Science and Education, <https://orise.orau.gov/>

Culver, KC., Perez, R., Kitchen, J. & Cole, D. (2021). *Promoting Equitable Engagement for Students of Color: Mixed-Methods Exploration of a Comprehensive Transition Program*. American Educational Research Association online.

Kezar, A., Hallett, R., Melguizo, T., Cole, D., Pickett, K. & Fritz, S. (2021). *High-Quality Mixed-Methods Studies for Research-Practitioner-Policy-Foundation Partnerships*. American Educational Research Association online.

Rivera, G., Kitchen, J. & Cole, D. (2021). *Comprehensive College Transition Program's Staff Impact on Students' Academic Self-Efficacy, Behavioral Change, and Achievement*. American Educational Research Association online.

Swanson, E., & Cole, D. (2021). *The Role of Academic Validation in Developing Mattering and Academic Success*. American Educational Research Association online.

* Ahmadi, S. & Cole, D. (2021, January 28th). A Workshop on Islamophobia in Higher Education. Professional Development Workshop for Princeton University via Zoom.

* Rivera, G., & Cole, D. (2020, October 15th). *Comprehensive College Transition Program's Peer Collaboration Effects on First-year Educational Outcomes*. 27th National Conference on Students in Transition via Zoom.

* Cole, D., & Ahmadi, S. (2020, October 2nd). Ground Rules & Safe/Brave Spaces: Facilitating Difficult Conversations. Professional Development for USC Marshall School of Business, Data Sciences and Operations Department, Los Angeles, California via Zoom.

* Cole, D. (2020, October 1st). Ground Rules & Safe/Brave Spaces (Part I): Facilitating Difficult Conversations. Professional Development for USC Rossier School of Education, Ph.D. Program, Los Angeles, California via Zoom.

Kezar, Cole, Melguizo, Swanson, & Hallett (2020, August 6th). *Susan Thompson Buffett Foundation Research Meeting: A mixed methods examination of a comprehensive college transition and success program*. Susan Thompson Buffet Foundation (STBF). Omaha, Nebraska via Zoom.

*Cole, D., Smith, B., & Turner, M. (2020, July 14th). *Removing racism from our campus communities*. Panelist for Leadership Month, USC Rossier School of Education. Los Angeles, California via Zoom.

Melguizo, Cole, Hallett, & Swanson (2020, July 1st). *Increasing Student Success: Applying Lessons from an Evaluation of a Comprehensive College Transition Program*. Susan Thompson Buffet Foundation (STBF). Lincoln, Nebraska (UNL) via Zoom.

Melguizo, Cole, Hallett, & Swanson (2020, June 24th). *Increasing Student Success: Applying Lessons from an Evaluation of a Comprehensive College Transition Program*. Susan Thompson Buffet Foundation (STBF). Kearney, Nebraska (UNK) via Zoom.

Rivera, G., Kitchen, J. & Cole, D. G. (2020, Apr 17 - 21) *College Transition Program Proactive Advising, Academic Self-Efficacy, and College GPA: A Structural Equation Model* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/uut7yf6> (Conference Canceled)

Cole, D., Newman, C., & Hypolite, L. (2018). *Sense of Belonging and Mattering Among Two Cohorts of First Year Students Participating in a Comprehensive College Transition Program (CCTP)*. Paper presented at the Association for the Study of Higher Education (ASHE), Tampa, FL.

Rivera, G., Cole, D., & Kitchen, J (2018). *Linking College Success Program Proactive Advising and Student Academic Self-Efficacy and Grade Point Average*. Poster presented at the Association for the Study of Higher Education (ASHE), Tampa, FL.

*Ahmadi, S., Cole, D. & Sanchez, M. (2018). Muslim Student Experiences with Campus Insensitivity and Negative Interworldview Engagement: Variation by Race, Citizenship, and Campus Environments IDEALS Research Award Symposium. Atlanta, GA.

*Cole, D., Reason, R. & Chi, E. (2018). Susan Thompson Buffett Foundation Research Update: A mixed methods examination of a comprehensive college transition and success program. Susan Thompson Buffet Foundation. Omaha, Nebraska.

Cole, D., Newman, C., Park, E., & Hypolite, L. (2018). *Learning Communities, Mattering, and Sense of Belonging: Structural Equation Modeling From Year 1 of a Longitudinal Study*. Paper presented at the American Educational Research Association (AERA), New York, NY.

Cole, D., Newman, C., Hypolite, L., & Wheaton, M. (2018). *Learning Communities and Students' Social Self-Efficacy to Their University: First-Year Results From a Longitudinal Study*. Round table presented at the American Educational Research Association (AERA), New York, NY.

Nooshin, V. & Cole, D. (2018). *Examining the Science Identity of Traditionally Underserved STEM Students in Public and Private Settings*. Poster presented at the American Educational Research Association (AERA), New York, NY.

*Reason, R. & Cole, D. (2017). TSLC Scholars: A mixed methods examination of a comprehensive college transition and success program. Susan Thompson Buffet Foundation. Omaha, Nebraska.

Kitchen, J., Cole, D., & Rivera, G. (2017). *Mid-Semester Grade Checks: The Impact of a College Success Program Intervention on Student Academic Self-Efficacy and GPA*. Paper presented at the Association for the Study of Higher Education (ASHE), Houston, TX.

Cole, D., Newman, C., Slaughter, J., (2017). Increasing the Access of African American in Physics and Astronomy. Pre-conference Convening. National Society of Black Physicist. Morehouse College. Atlanta, GA.

*Jenkins, H., Cole, D., Clark, G., & Munro, A. (2017). *Panel: Teaching by 2030*. Moderator (Tambascia, T). USC Faculty Senate Retreat, Los Angeles, California.

*Cole, D. & Reason, R. (2017). TSLC Scholars: A mixed methods examination of a comprehensive college transition and success program for low-income students. Susan Thompson Buffet Foundation. Omaha, Nebraska.

*Cole, D. (2017). *Disentangling the Impact of Diversity Courses in the US and Abroad*. Keynote presented to the Multiethnic/ Multicultural SIG at the American Educational Research Association (AERA), San Antonio, Texas.

Cole, D., Newman, C. & Wheaton, M. (2017). *Mattering, Sense of Belonging and Learning communities: An underexplored area for traditionally marginalized students in Higher Education*. Paper presented at the American Educational Research Association (AERA), San Antonio, Texas.

*Cole, D. (2017). *The Messy Truth in Higher Education*. Keynote presented to the Rossier School of Education Graduation Student End of the Year Celebration. Los Angeles, California.

*Cole, D. (2017). *The Future of Education and Your Role as a Professional*. Keynote presented to the Rossier School of Education Educational Counseling and Postsecondary Administration End of the Year Celebration. Los Angeles, California.

Slaughter, J. & Cole, D. (2017). *How safe do our campuses feel? And for whom?* Co-Facilitators for the Pullias Center, Rossier School of Education, Los Angeles, California.

Cole, D. (2017). *Beyond the PhD*. Moderator and Facilitator for the USC Career Center Conference, Los Angeles, California.

*Cole, D. (2017). *Understanding Your History*. Panelist for the USC Black Student Assembly, Los Angeles, California.

Ahmadi, S., Cole, D., Frensen, N., Mayer, O., & Pascarella, J. (2017). *Faculty Panel on Cultural Competency*. Panelist for the USC Division of Student Affairs Cultural Competency, Los Angeles, California.

Berry, S., Cole, D., & Polikoff, M. (2017). *Social Media Workshop*. Panelist for the RSOE Workshop, Los Angeles, California.

Cole, D., & Melguizo, T. (2017). *Thompson Scholars Learning Community (TSLC): A Mixed Methods Examination of a Comprehensive College Transition and Success Program for Low-income Students*. Summary presentation at the RSOE Faculty Meeting, Los Angeles, California.

Cole, D., Kitchen, J., Kezar, A., Masterton, M., Soldner, M. & Levinson, R. (2016). *Pilot Surveys, Cognitive Interviews, and Focus Groups - Oh My! A Mixed Method Approach toward Designing a Longitudinal Survey to Examine Learning Communities and Students' Educational Outcomes*. Paper presented at the Association for the Study of Higher Education (ASHE), Columbus, Ohio.

Avilez, A. A., DePaola, T., Wheaton, M. & Cole, D. (2016). *Using Theory of Possible Selves to Examine the Contexts of Postsecondary Success*. Poster presented at the Association for the Study of Higher Education (ASHE), Columbus, Ohio.

Kezar, A., Cole, D., Soldner, M., Melguizo, T., Perez, R., Espinoza-Wade, A. (2016). *Thompson Scholars Learning Community (TSLC): A Mixed Methods Examination of a Comprehensive College Transition and Success Program for Low-income Students*. Symposium presented at the Association for the Study of Higher Education (ASHE), Columbus, Ohio.

Orsuwan, M. & Cole, D. (2016). Diversity and self-concept: The role of diversity practices in promoting college students' self-concept. Paper presented at the 3rd Prachachuen Research Network National and International Conference. Bangkok, Thailand.

Cole, D., Kutty, F. & Lanford, M. (2016). *Examining the Impact of Diversity Courses and Diversity Related Experiences on College Students' Critical Thinking in Malaysia*. Paper presented at Roundtable at the American Educational Research Association in Washington, DC.

Walsh JP, Cole D. *ROOT: An Online In-Class Platform for Enriching Science Education Using Primary Sources*. AAAS Envisioning the Future of Undergraduate STEM Education: Research and Practice Symposium, Washington, DC, April 27-29, 2016.

*Cole, D. (February, 2016). Examining the Impact of Diversity Courses on Polytechnic Students in Singapore. Invited Talk, Centre for Transcultural Studies, Temasek Polytechnic. Tampines, Singapore.

*Cole, D. (February, 2016). College Access Day: Faculty Panel. Invited Panelist, University of Southern California Office of Residential Education. Los Angeles, CA.

Cole, D., Keith, E. & Lanford, M. (2016). *Examining the Impact of Diversity Courses on College Students in Singapore: Self-perceptions on Critical Thinking, Cultural Competency and Coping with Cultural Challenges*. Hawaii International Conference on Education, Hawaii.

Cole, D. (January, 2016). The power of mentoring and mentorship: The lessons I've learned. Invited Keynote, Steve Harvey Mentoring Camp for Young Men. Los Angeles, CA.

*Cole, D. (2015). *Understanding Issues of Diversity in Singapore's Higher Education!* Invited talk for the Centre of Transcultural Studies at Temasek Polytechnic, Singapore.

*Cole, D. (2014, October). *The Power of Diversity and Your Role in it!* Invited talk for Diversity-Inclusion-You (DIY). Centre of Transcultural Studies at Temasek Polytechnic, Singapore.

*Cole, D. (2014, July). *From Research to Publication: How to Publish Using Your Data*. Invited talk for Diversity-Inclusion-You (DIY). Centre of Transcultural Studies at Temasek Polytechnic, Singapore.

*Cole, D. (2014, June). *How to Construct a Questionnaire: A Focus on Diversity?* Invited talk for Diversity-Inclusion-You (DIY). Centre of Transcultural Studies at Temasek Polytechnic, Singapore.

*Cole, D. (2014, June). *Inferential Statistics: Applying T-test, ANOVAs, and Regressions to Diversity Data*. Invited talk for Diversity-Inclusion-You (DIY). Centre of Transcultural Studies at Temasek Polytechnic, Singapore.

*Cole, D. (2014, June). *Descriptive and Inferential Statistics: The Data Sense-Making*. Invited talk for Diversity-Inclusion-You (DIY). Centre of Transcultural Studies at Temasek Polytechnic, Singapore.

*Cole, D. (2014, May). *Assessing your knowledge in applied research*. Invited talk for Centre of Transcultural Studies at Temasek Polytechnic, Singapore.

*Cole, D. (2014, February). *Cultural Challenges in Educating Global Students: Learning Styles, Acculturation, Integrity*. Invited panelist for University of Southern California, Provost-Academic Senate Retreat, Santa Monica, California.

*Cole, D. (2013, October). *The Future of Teaching and Learning in the 21st Century*. Invited panelist for Pepperdine University Faculty Retreat, Westlake Village, California.

*Cole, D. (2013, August). *The Future of Teaching and Learning: Disrupting Norms*. Invited panelist for University of Southern California (USC) Faculty Senate Retreat, Los Angeles, California.

*Cole, D. (2013, November). *Diversity Research Overview in the U.S.* Invited presentation at the Center of TransCultural Studies at Temasek Polytechnic Institute, Singapore.

Gehrke, S. & Cole, D. (2013, November). *An Empirical Examination of the Relationship between Faculty Teaching Culture and Spiritual Development in College*. Symposium, Faculty and Spirituality in Higher Education: Their Journeys and Their Influence on Students presented at the Association for the Study of Higher Education, St. Louis, Missouri.

Zhou, Ji. & Cole, D. (2013, April). Learning and Academic Achievement: Distinctions between International and American Students. Paper presented at the American Educational Research Association in San Francisco, CA.

Cole, D. (2012, November). *Analyzing Beginning Postsecondary Students (BPS) and CIRP data*. Symposium, Utilizing Large Data Sets for Studying URMs in STEM: Implications for Future Research and Policy presented at the Association for the Study of Higher Education, Las Vegas, Nevada.

Zhou, Ji. & Cole, D. (2012, November). Which College Experiences Make Students Satisfied? A Comparison between International and American Students. Round Table presented at the Association for the Study of Higher Education, Las Vegas, Nevada.

Cole, D., Manson, S., Castellanos, M. & Zhou, J. (2012, November). Exploring the impact of Diversity Courses and Service Learning on Students' Critical Thinking Skills Key Words: Service Learning, Diversity

courses, Critical thinking. Paper presented at the Association for the Study of Higher Education, Las Vegas, Nevada.

Castellanos, M., Cole, D., Manson, S. (2012, November). Disentangling the Impact of Diversity Courses: Examining the Effect of Diversity Course Content on Students' Civic Engagement. Paper presented at the Association for the Study of Higher Education, Las Vegas, Nevada.

*Cole, D. (November, 2012). **Panelist** - Los Angeles premiere screening of Hoodwinked: A Doculouge by Janks Morton. The University of Southern California.

*Cole, D. (July, 2012). **PART I** – Theorizing and Measuring Student-Faculty Interactions. Keynote at Azusa Pacific University's Scholar Seminar.

*Cole, D. (July, 2012). **PART II** - What is the Impact of Students' Interactions with Faculty and Implications for Policy and Practice. Keynote at Azusa Pacific University's Scholar Seminar.

*Cole, D. (2012, April). GSC Division J Fireside Chat: Research, Teaching, Service, and Life: Achieving Balance as Doctoral Students and Faculty. Invited panel presentation at the American Educational Research Association, Vancouver, British Columbia.

*Cole, D. (2012, April). Race/ Ethnicity and the College Student Experience. Discussant at the American Educational Research Association, Vancouver, British Columbia.

Cole, D. (2012, November). *What's Religion got to do with it?* Symposium "Radicalized, Fundamentalist, and Terrorist: Muslim College Students and their Ascribed Identities" presented at the American Educational Research Association, Vancouver, British Columbia.

Cole, D. & Castellanos, M. (2012, April). Examining the impact of diversity courses on college students: Which courses, which outcome? Round Table presented at the American Educational Research Association, Vancouver, British Columbia.

Zhou, J., Cole, D., Castellanos, M. & Manson, S. (2012, April). The impact of global, social issue, and diversity on students' critical thinking skills. Paper presented at the American Educational Research Association, Vancouver, British Columbia.

Cole, D. & Espinoza., A. (2011, November). Engineering a Psychosociocultural Approach to the Academic Performance of First-Generation College Students in STEM. Paper presented at the Association for the Study of Higher Education, Charlotte, North Carolina.

Cole, D. & Espinoza., A. (2011, November). The Intersections Between Sex, Race/Ethnicity and Generational Status: First-Generation College Women in STEM. Paper presented at the Association for the Study of Higher Education, Charlotte, North Carolina.

Cole, D. & Espinoza., A. (2011, November). *The Post-Baccalaureate Goals of College Women in STEM*. Symposium, Attracting and Retaining Women along the STEM Pipeline: Addressing Critical Gaps in the 21st Century presented at the Association for the Study of Higher Education, Charlotte, North Carolina.

Zhou, J., Cole, D., Castellanos, M. & Manson, S. (2011, November). Beyond Domestic Diversity: The Impact of Global Diversity Courses on Students' Disposition to Critical Thinking. Paper presented at the Association for the Study of Higher Education, Charlotte, North Carolina.

*Cole, D. (2011, November). The Power of Interracial Interactions and their Impact on Student Growth and Engagement. Keynote for the Wisconsin's Equity & Inclusion Laboratory (Weilab), Wisconsin's Center for Educational Research (WCER), UW-Madison's Letters and Science Center for Academic Excellence, UW-Madison's Office of Diversity and Climate, and The Greater Urban League, Madison, Wisconsin.

*Cole, D. (2011, November). Violence and Hate Crimes on Today's College Campus. Keynote for the Wisconsin's Equity & Inclusion Laboratory (Weilab), Wisconsin's Center for Educational Research (WCER), UW-Madison's Letters and Science Center for Academic Excellence, UW-Madison's Office of Diversity and Climate, and The Greater Urban League, Madison, Wisconsin.

*Cole, D. (2011, November). Assessing the Impact of Diversity on Students' Educational Gains in College. Keynote for the Wisconsin's Equity & Inclusion Laboratory (Weilab), Wisconsin's Center for Educational Research (WCER), UW-Madison's Letters and Science Center for Academic Excellence, UW-Madison's Office of Diversity and Climate, and The Greater Urban League, Madison, Wisconsin.

*Cole, D. (2011, November). How Service Learning and Community Engagement Enhances Campus Related Diversity Goals. Keynote for the Wisconsin's Equity & Inclusion Laboratory (Weilab), Wisconsin's Center for Educational Research (WCER), UW-Madison's Letters and Science Center for Academic Excellence, UW-Madison's Office of Diversity and Climate, and The Greater Urban League, Madison, Wisconsin.

*Cole, D. (2011, July). Thinking about your future and how to get there. Keynote for the Neighborhood Academic Initiative (NAI) Program. University of Southern California, Los Angeles, California

*Cole, D. (2011, June). Your role in college students' development. Keynote for the Wooden Floor's organizational leadership. Santa Ana, California

Cole, D. & Espinoza., A. (2011, April). From a Man's Perspective: African American and Latino Males' Outlook on the Campus Community. Roundtable presented at the American Educational Research Association, New Orleans, Louisiana.

Cole, D. & Jones., T. (2011, April). Assessing the Influence of Precollege Diversity and Diversity Course Experiences on Openness to Diversity. Paper presented at the American Educational Research Association, New Orleans, Louisiana.

Cole, D. & Orsuwan., M. (2011, April). The Moderating Effects of Race/Ethnicity on the Relationship Between Interracial Interactions and Students' Four Domains of Self-Confidence: Four Years Later. Paper presented at the American Educational Research Association, New Orleans, Louisiana.

Espinoza., A. & Cole, D. (2011, April). A Psychosociocultural Approach to the Academic Performance of African American and Latino Males. Paper presented at the American Educational Research Association, New Orleans, Louisiana.

Esqueda., M. & Cole, D. (2011, April). The Relationship Between Military Service and Associate's Degree Attainment. Poster presented at the American Educational Research Association, New Orleans, Louisiana.

Cole, D. & Espinoza, A. (2010, November). The Post-baccalaureate goals of women in STEM. Poster to be presented at the Association for the Study of Higher Education, Indianapolis, Indiana.

Cole, D. (2010, April). Teaching and Learning Diversity in the Classroom: The Assessment of Diversity Courses in Higher Education. Symposium to be presented at the American Educational Research Association, Denver, Colorado.

Cole, D. & Espinoza, A. (2010, April). College experiences of students in marginalized and/or disadvantaged groups. Roundtable to be presented at the American Educational Research Association, Denver, Colorado.

Cole, D. & Espinoza, A. (2010, April). Understanding the experiences of STEM students of color to and through graduate education. Symposium to be presented at the American Educational Research Association, Denver, Colorado.

Cole, D. (2009, November). Symposium: A Jihad in American Education: The Experience, Stereotypes and Identity of Muslims in Higher Education. Two papers presented at the Association for the Study of Higher Education, Vancouver, Canada.

Cole, D. & Espinoza, A. (2009, November). After the Baccalaureate: The Career Expectations of College Women in Science and Engineering. Paper presented at the Association for the Study of Higher Education, Vancouver, Canada.

Cole, D. & Sundt, M. (2009, April). Assessing the Impact of Diversity Courses on Students' Higher Order Thinking Skills: A Methodological Design. Paper presented at the American Educational Research Association, San Diego, California.

Cole, D. & Espinoza, A. (2009, April). Examining the Academic Success and Educational Satisfaction of African American Students in STEM Majors at HBCUs and PWIs. Paper presented at the American Educational Research Association, San Diego, California.

Cole, D. & Espinoza, A. (2008, November). Examining the Academic Success and Educational Satisfaction of Female and Male Minority Students in STEM Majors. Paper presented at the meeting of the Association for the Study of Higher Education, Jacksonville, Florida.

Cole, D. (2008, April). Invited Talk: The Impact of Diversity on Students' Intellectual Self-Concept Across Race: A Focus on African American Students. University of Iowa, Iowa City, Iowa.

Cole, D. (2008, April). Invited Talk: Career Development for Future Faculty. Pre-conference Session: Division J (Higher Education) at the American Educational Research Association, New York, New York.

Cole, D. (2008, April). Symposium: Informing the Public Agenda for Higher Education: The Role of Diversity Research in Understanding Institutional Desegregation, Balkanization, and Integration. Paper presented at the American Educational Research Association, New York, New York.

Cole, D., Tobes, J., Espinoza, A. (2008, April). Managing and Leading New Professionals in the Millennial Generation: A Delphi Study. Paper presented at the meeting of the American Educational Research Association, New York, New York.

Cole, D. & Rolle, A. (2007, November). Examining the Relationship between Student Characteristics and Self-Concept on Modes of Interpersonal Interactions in Higher Education Institutions. Paper presented at the meeting of the Association for the Study of Higher Education, Louisville, Kentucky.

Cole, D. (2007, November). A Policy Based Perspective on the Changing Climate of Fiscal Support for TCUs, HBCUs, and HSIs. (Organizer, Chair, & Discussant) Invited Presidential Session at the meeting of the Association for the Study of Higher Education, Louisville, Kentucky.

Cole, D. (2007, April). Eroding African American Students' Intellectual Self-Concept: An Examination of Interracial Interactions and Student-Faculty Interactions. Paper presented at the meeting of the American Educational Research Association, Chicago, Illinois.

Cole, D. (2007, April). Constructive Criticism: The Role of Faculty Feedback on Minority Students' Educational Gains. Paper presented at the meeting of the American Educational Research Association, Chicago, Illinois.

Cole, D. (2006, November). The impact on interracial interactions and student-faculty contact on minority students. Symposium: Student-Faculty Interactions: Educational Outcomes for Students of Color. Paper presented at the Association for the Study of Higher Education, Anaheim, California.

Cole, D. (2006, November). The Impact of Interracial Interactions on Students' Intellectual Self-Concept: An Examination Across Racial/ Ethnic Groups. Paper presented at the Association for the Study of Higher Education, Anaheim, California.

Cole, D. (2005, November). Harassment and Discrimination at a Minority-Serving Institution and Their Impact on Students. Paper presented at the Association for the Study of Higher Education, Philadelphia, Pennsylvania.

Cole, D. (2005, April). The impact on interracial interactions and student-faculty contact on African American men. Symposium: The Theory of Reasoned Action: Examining Sociological Factors that Influence Education for African American Males. Paper presented at the meeting of the American Educational Research Association, Montreal, Canada.

Libarios, N, Cole, D. & Banaria, J. S. (2005, April). Student Transfer Decisions and Factors That Support Transfer by Ethnicity: Filipinos in Higher Education. Paper presented at the meeting of the American Educational Research Association, Montreal, Canada.

Cole, D. (2004, November). The Differing Types of Asian American, African American, and Latino/as Students Faculty-Student Contact and Its Impact on Student GPA. Paper presented at the Association for the Study of Higher Education, Kansas City, Kansas.

Cole, D. & Jackson, J. (2004, November). Racial Integration and the 50th Anniversary of *Brown*: Interracial Interactions on Students' Educational Satisfaction in Higher Education. Paper presented at the Association for the Study of Higher Education, Kansas City, Kansas.

Cole, D. & Jackson, J. (2004, September). Racial Integration and the 50th Anniversary of *Brown*: The Impact of Interracial Interactions and Campus-Based Diversity Functions on Students' Educational Satisfaction in Higher Education. Paper presented at the Patterson-UNCF Conference in Washington, D.C.

Cole, D., & Anaya, G. (2004, April). Types of faculty-student interactions: Differences and similarities between Asian American, African-American, Latino/a students. Paper presented at the meeting of the American Educational Research Association, San Diego, California.

Cole, D., Aichele, C., Ott, M. & Ahmadi, S. (2003, November). Muslim student in higher education. Paper presented at the meeting of the Association for the Study of Higher Education, Portland, Oregon.

Cole, D. (2003, November). Differing student-faculty interactions for majority and minority students: A sociocultural perspective. Paper presented at the meeting of the Association for the Study of Higher Education, Portland, Oregon.

Cole, D. & Ahmadi, S. (2002, April). For the sake of modesty: Veiling on today's college campus. Video demonstration presented at the meeting of the American Educational Research Association, New Orleans, Louisiana.

Joseph, R., Thomas, M., & Cole, D. (2001, November). Equity and African-American Student Use of Educational Technology. Paper presented at the meeting of the Association for Educational Communications and Technology, Atlanta, Georgia.

Castellanos, J., & Cole, D. (2001, April). Latinos and Latinas social gains in academia: a student involvement perspective. Paper presented at the meeting of the American Educational Research Association, Seattle, Washington.

Castellanos, J., Cole, D. & Jones, L. (2001, April). Students of color in the academy: Hearing their voices. Paper presented at the meeting of the American Educational Research Association, Seattle, Washington.

Cole, D. & Anaya, G. (2001, April). Exploring distinctions in faculty-student interaction of African American, Latino/a, and White college students. Paper presented at the meeting of the American Educational Research Association, Seattle, Washington.

Cole, D., & Castellanos, J. (1999, November). Latino/a's social gains in academia: a student involvement perspective. Paper presented at the meeting of the Association for the Study of Higher Education, San Antonio, Texas.

Ahmadi, S., & Cole, D. (1999, April). Veiling on Today's College Campus: Who's behind the veil? Paper presented at the meeting of the American Educational Research Association, Montreal, Canada.

Anaya, G., & Cole, D. (1999, April). The influence of faculty-student interactions of Latino students on grades. Paper presented at the meeting of the American Educational Research Association, Montreal, Canada.

Bennett, C., Cole, D. & Thompson, J. (1999, April). Teacher education in a collaborative multicultural classroom: Implications for critical-mass-minority and all-minority classes at a predominantly White University. In C. Bennett (Chair), Project TEAM. Symposium conducted at the meeting of the American Educational Research Association, Montreal, Canada.

Bennett, C., Cole, D., & Thompson, J. (1998, October). Pre-service teachers of color on a predominantly white campus: A case study of an all minority seminar. Panel presented at the meeting of the National Association for Multicultural Education, St. Louis, MO.

Baskin, C., & Cole, D. (1998, April). Student activism: Can administrators cope?. Paper presented at the meeting of the Association of College Personnel Administrators, St. Louis, MI.

Bennett, C., Cole, D., & Thompson, J. (1998, April). Project TEAM: The importance of an all minority seminar on a predominantly white campus. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

Cole, D., Sugioka, H., & Yamagata-Lynch, L. (1998, April). Teacher-student relationships within a creative classroom environment. Poster Session at the meeting of the American Educational Research Association, San Diego, CA.

Bennett, C., Cole, D. & Thompson, J. (1997, April). Project TEAM: A collaborative initiative to recruit students of color into teaching. In C. Bennett (Chair), Rethinking multicultural teacher education through collaborative inquiry. Symposium conducted at the meeting of the American Educational Research Association, Chicago, IL.

RELEVANT PROFESSIONAL AND ADMINISTRATIVE EXPERIENCE

- June 2020-Present *Fulbright* - Distinguished Visiting Scholar at University of Technology Sydney in Australia.
(COVID Delay)
- 2022 – Present *Professor*
- 2021 – Present *Rossier Faculty Chair, University of Southern California (USC)*
Primary responsibility is to lead Rossier Faculty Council, School-wide Faculty Meetings, and Serve as Faculty Senator to USC Faculty Senate.
- 2017 – Present *Co-Founder & Co-Director, Research Center for Education, Identity and Social Justice*
- 2006 – 2021 *Associate Professor (Tenured, 2009)*
- 2008 – 2011 *Ph.D. Program Chair, University of Southern California (USC)*
Primary responsibility is research, teaching, and service.
- 2011 (Fall) Western Association of Schools and Colleges (WASC) Accreditation Team for Capacity Program Review (CPR).
- 2003 – 2006 *Associate Professor (Tenured, 2006), University of Hawai'i at Mānoa (UHM)*
Primary responsibility is teaching, research, and service.
- 2002 – 2003 *Designer and Co-director of the College Student Personnel Program*
Department of Educational Policy and Leadership, School of Education, Marquette University (MU)
- 2001 – 2002 *Coordinator of Educational Leadership's Program Redesign*
Department of Educational Policy and Leadership, School of Education, Marquette University (MU)
- 2001 – 2002 *Coordinator of Graduate Programs in Educational Leadership*
Department of Educational Policy and Leadership, School of Education, Marquette University (MU)
- 1999 – 2003 *Assistant Professor, Marquette University (MU)*
Department of Educational Policy and Leadership, School of Education

TEACHING EXPERIENCE

Professor, University of Southern California, Los Angeles, California

EDUC 560, "Identity and Diversity"

- Spring 2022, 22 graduate students

Associate Professor, University of Southern California, Los Angeles, California

ED.D. – Thematic Group, "Diversity in Education"

- Summer 2012-2014, 9 graduate students; Spring 2018, 5 graduate students

EDUC 683, "Proseminar in Urban Education Policy"

- Fall, Spring & Summer 2019-2021, 12 graduate students, 9 graduate students, 6 graduate students.

EDUC 523, "Diversity"

- Fall 2012, 22 graduate students; Spring 2016, 16 graduate students in Singapore (hybrid course).
Spring 2017, 23 graduate students; Spring 2020, 20 graduate students in Singapore (online course).

EDHP 503, "Politics of Difference"

- Spring 2012, 16 graduate students.

EDUC 657, "Social Foundation of Research"

- Fall 2011, 14 graduate (Ph.D.) students; Fall 2012, 13 graduate (Ph.D.) students; Fall 2015, 10 graduate (Ph.D.) students; Fall 2016, 8 graduate (Ph.D.) students; Fall 2017, 10 graduate (Ph.D.) students.

ED.D. – Thematic Group, "Assessing the Impact of Diversity"

- Summer 2009-2011, 8 graduate students.

EDUC 708, "Advanced Student Development Theory"

- Fall 2009, 17 graduate (Ed.D. & Ph.D.) students; Fall 2010, 46 graduate (Ed.D. & Ph.D.) students.
Fall 2011, 17 graduate (Ed.D. & Ph.D.) students; Fall 2012, 32 graduate (Ed.D.) students; Fall 2016, 15 graduate (Ed.D.) students

EDUC 792, "Critique of Research in Education"

- Spring 2009, 16 graduate students (2 sections; Los Angeles & Hawaii).

EDHP 657, "Management of Student Services in Higher Education"

- Spring 2007, 27 graduate students; Spring 2008, 20 graduate students; Spring 2010, 18 graduate students; Spring 2011, 23 graduate students; Spring 2012, 22 students.

EDHP 687, "Student Development in Higher Education"

- Spring 2007, 23 graduate students; Spring 2008, 10 graduate students.

EDUC 599, "Advanced Student Development Theory"

- Fall 2006, 29 graduate (Ed.D.) students; Fall 2007, 28 graduate (MA, Ed.D. & Ph.D.) students.

EDUC 503, "Curriculum, Teaching and Learning in Higher Education"

- Spring 2010, 16 graduate students; Spring 2011, 13 graduate students; Fall 2019, 25 graduate students; Fall 2020, 29 graduate students; Fall 2021, 23 graduate students

Associate Professor, University of Hawai`i at Mānoa, Honolulu, Hawai`i

EDEA 620, “Financing Higher Education”

- Summer 2006, 8 graduate students.

EDEA 646, “The American College Student”

- Fall 2005, 14 graduate students; Fall 2004, 15 graduate students; Fall 2003, 24 graduate students.

EDEA 660, “Management and Leadership in Education”

- Fall 2005, 10 graduate students; Fall 2004, 17 graduate students.

EDEA 661, “Student Affairs Administration”

- Spring 2006, 18 graduate students; Spring 2005, 15 graduate students; Spring 2004, 14 graduate students.

EDEA/ EDEP/ NURS 745, “Creative Strategies for Adult Learners”

- Summer Extension: 2006 (2 sections – *Online*), 30 graduate students; 2005, 9 graduate students; 2004, 16 graduate students.

EDEA 780H, “Student Affairs: The Impact of College on Students”

- Fall 2005, 7 graduate students; Spring 2004, 5 graduate students.

EDEA 780I, “Racial and Ethnic Diversity in Higher Education”

- Spring 2005, 8 graduate students; Fall 2003, 5 graduate students.

EDEA780K, “Increasing Access to College”

- Spring 2006, 7 graduate students; Fall 2004, 13 graduate students.

Assistant Professor, Marquette University, Milwaukee, Wisconsin

EDPL 048, “Critical Issues in Education”

- Spring 2003, 32 students; Spring 2002, 30 students; Fall 2002, 35 students.

EDPL 048, “Knowledge & Teaching in a Multicultural Society”

- Fall 2001, 38 students; Summer 2001, 4 students; Spring 2001, 80 students; Fall 2000, 48 students; Summer 2000, 12 students; Spring 2000, 94 students; Fall 1999, 70 students.

EDPL 200/300, “Theory and Practice in Educational Leadership”

- Fall 2002, 21 graduate students; Fall 2001, 17 graduate students; Fall 2000, 12 graduate students; Summer 2000, 27 graduate students; Fall 1999, 12 graduate students.

EDPL 201/301, “Motivation and Human Relations in Education”

- Spring 2003, 17 graduate students; Spring 2002, 17 graduate students; Spring 2001, 43 graduate students; Spring 2000, 9 graduate students.

EDPL 208, “Practicum in Educational Leadership”

- Fall 2002, 18 graduate students.

EDPL 234, “Foundations of Curriculum”

- Summer 2002, 25 graduate students.

EDPL 298, “Adult Learning and Student Development”

- Summer 2002, 7 graduate students.

EDPL 298, “Introduction to Student Affairs Administration”

- Summer 2001, 7 graduate students.

Instructor, Indiana University, Bloomington, Indiana

EDUC U212, “Leadership Development for Students of Color”

- Spring 1996, 23 students.

EDUC X150, “Managing Your Resources for Learning”

- Spring 1997, 4 sections, 17-25 students in each section.

Associate Instructor, Indiana University, Bloomington, Indiana

EDUC U580, “Issues and Problems in Student Affairs Administration”

- Spring 1997, 35 students.

EDUC U548, “Student Development Theory”

- Spring 1996, 32 students.

EDUC M300, “Teaching in a Pluralistic Society”

- Fall 1996-1998, 25-30 students.

EDUC F400, “Project TEAM Honors Seminar”

- Fall & Spring 1996-1998, 20 – 30 students.

EDUC U546, “Diverse College Student Populations”

- Spring 1995, 32 students.

Discussant, Indiana University, Bloomington, Indiana

EDUC U550, “Practicum Discussion”

- Spring 1996, 6 students.

CONSULTING

2015	<i>Living-Learning Community Assessment & Evaluation Consultant</i> (Susan Thompson Buffett Foundation)
2010	<i>Institutional Assessment & Campus Diversity Consultant</i> (Elon University)
2007-2010	<i>Teagle Assessment Scholar</i> , the focus of this work is as a member of specialized assessment teams formed out of the Wabash National study who assist Liberal Arts Institutions in need of assessing the impact of their general education curriculum on students’ educational outcomes.
2008-2009	<i>Institutional Assessment & WASC Accreditation Consultant</i> (Whittier College/ St. Lawrence University)
2001– 2002	<i>Ingersoll International Inc.</i> , the focus of this work is confidential, held under client consultant privilege (Legal Consent Decree). Beloit, Wisconsin.

- 2001 *Consultant for the Law Office of Lee, Smart, Cook, Martin, & Patterson P.S., Inc.* in the Federal District Court (Western District) defense case -Thomas v. Puyallup School Dist. No. 3. Seattle, WA.
- 2001 *Project TEAM Consultant* for the ‘Summer Middle School Camp’, an outreach program designed to create collegiate interest among minority middle school children. Indiana University, School of Education & Eisenhower Federal Grant.
- 2000– 2001 *Online Course Developer for Educational Administration*, a course primarily designed for Milwaukee Public School (MPS) Teachers, entitled “Teachers as Leaders”. School of Education, Marquette University and MPS grant.
- 1997– 2001 *Teaching Consultant*, College of Arts and Sciences, “Teaching and Learning Workshop”, 15-20 McNair and MEDIC-B Research Scholars Federal Grant.

HONORS AND AWARDS

- 2019 – *Present Fulbright Specialist*, U.S. Department of State’s Bureau of Educational and Cultural Affairs and World Learning. University of Technology in Sydney, Australia.
- 2019 *Faculty Scholarly Recognition*, University Club, Amy King Dundon-Berchtold University Club of USC at Stoops Hall
- 2017 (Spring) *Mentoring Award*, USC Rossier School of Education
- 2016 (Fall) *Outstanding Service*, Cherished Hands Foundation
- 2014 – 2016 *Scholar of Research in Residence*, Centre for TransCultural Studies, Temasek Polytechnic Institute in Singapore
- 2011 (Fall) *Visiting Scholar Award* for the Wisconsin's Equity & Inclusion Laboratory (Weilab), Wisconsin's Center for Educational Research (WCER), UW-Madison's Letters and Science Center for Academic Excellence, UW-Madison's Office of Diversity and Climate, and The Greater Urban League, University of Wisconsin, Madison.
- 2002 *Outstanding Service* to the School of Education, *Dean’s award* of a one-year extension to the tenure calendar.
- 2000 *Best Teacher Award* – Summer 2000, Marquette University
- 1998 *Holmstedt Dissertation Award*, Indiana University
Dissertation: *Faculty-Student Interactions of African American and White College Students: A Sociocultural Examination*
- 1998 Fellowship recipient for the American Educational Research Association (AERA) Conference and Pre-Conference attendance entitled - “Embracing the Minority Scholar”.

SERVICE

- National and International Professional (as Honored Participant, Reviewer, and Program Co-Chair)
2019-2022 *Fulbright Specialist*, U.S. Department of State’s Bureau of Educational and Cultural Affairs and World Learning.

2007-Present Reviewer for *American Educational Research Journal*, *Asia-Pacific Education Researcher*, *Educational Researcher*, *Educational Evaluation and Policy Analysis*, *Frontiers of Education in China-Review*, *IEEE*, *Innovative Higher Education*, *The Journal of Women and Minorities in Science and Engineering*, *Journal of Higher Education*, *Review of Higher Education*, and *Sociology of Education*

2017-21 National Science Foundation (NSF), Division of Human Resource Development (HRD), Reviewer.

2017-19 **SIG (Special Interest Group) Chair** of Multicultural/ Multiethnic Education: Theory, Research and Practice, American Education Research Association (AERA).

2007-2017 Editorial Board, *Journal of College Student Development*

2014-2016 Advised Junior Faculty at the *Universiti Kebangsaan, Malaysia* and *Bangkok University, Thailand*

2014-2015 Cross-cultural Research Symposiums for Staff and Professionals, *Temasek Polytechnic, Singapore*.

2014 Editorial Board, *American Educational Research Journal- Teaching, Learning and Human Development*

2013 Reviewer, Qatar National Research Fund (7th Cycle)

2013 Reviewer, Research Grant Council, Hong Kong, China <<http://www.ugc.edu.hk/rgc/>>

2012 American Education Research Association (AERA), Division J: Section 6 - Program Co-chair for 'Society, Culture and Change'.

2011-2012 Western Association of Schools and Colleges (WASC) Accreditation Team Member

2006-2009 Editorial Board, *Educational Foundations*

2006-2009 Association for the Study of Higher Education (ASHE), Membership Chair

2005-2006 Association for the Study of Higher Education (ASHE), Program Co-chair for 'Open' and 'Methods' Section

2003-2004 *Teachers' College Record*, National Journal

2001-2002 *Urban Education*, National Journal

2000-2006 American Educational Research Association (AERA), National Research Conference, Division J & Division K (2001 only).

1996-1997 *Educational Foundations*, National Journal

1996-1997 Association of College Personnel Administrators (ACPA), National Conference, Standing Committee for New Professionals & Graduate Students

University

USC 2021-23 USC's *Rossier Faculty Senator*. University of Southern California, Los Angeles, California.

USC 2020-21 USC's *Research Committee Member*. University of Southern California, Los Angeles, California.

USC 2019-21 *University Club Board Member*. University of Southern California, Los Angeles, California.

USC 2019-21 *WSCUC (WASC Senior College and University Commission) Accreditation Committee*. University of Southern California, Los Angeles, California.

USC 2017-21 *Spoken Justice* (Spoken Word Series) Sponsored by the ***Center for Education, Identity and Social Justice***

USC 2017 USC *Black Graduation Ceremony*. Masters of Ceremony at the University of Southern California, Los Angeles, California.

USC 2017 Graduate School Fellowship Review Committee

USC 2017 Faculty in Residence Subcommittee for: FR Reappointment committee, Fill-in on new faculty hires & Global Theme residential mission/ objectives

USC 2011 –Pres Faculty in Residence (Master), Annenberg House (188 students, 3 RAs, 1 RC)

USC 2015 Cole, D. (2015, March). Forum on Diversity. Panel Moderator, USC Faculty Senate, Los Angeles, CA.
 USC 2015 Cole, D. (2015, November). "Straight Out of Compton". Panel Member, USC Residence Life, Los Angeles, CA.
 USC 2008 -Pres Committee Member, Provost's Arts and Humanities Initiative
 USC 2006 -Pres USC Ambassadors
 USC 2012-2014 Posse Foundation Mentor, USC Cohort 2 (10 UG students from NYC)
 USC 2012 Invited Panelist - Hoodwinked: A Doculouge by Janks Morton. USC.
 USC 2011 Keynote Speaker, USC Neighborhood Academic Initiatives (NAI), July, 2011.
 USC 2010 -2012 Senate Curriculum Sub-Committee on Diversity Required Core, Member
 UHM 2003-2004 Member, President's Commission on Diversity Committee
 UHM 2003-2004 Member, UHM Faculty of African Descent
 MU 2003 Participated in the Unveiling the AIDS quilt ceremony, January, 27, 2003
 MU 2002-2005 Faculty Senate
 MU 2001-2002 Faculty Mentor for the McNair Scholars Program
 MU 2001 Teach-In, Culture and Inter-religious sub-group
 MU 2000 President's Special Task Force,

School

USC 2021-23 RSOE Faculty Chair. University of Southern California, Los Angeles, California.
 USC 2016-Pres. Ph.D. Program Committee Member
 USC 2017-18 RSOE Magazine Committee
 USC 2017 RSOE Defining Urban Education Committee
 USC 2016 RSOE Kick-Off – 'Diversity Panel'
 USC 2010-Pres. Curriculum Coordinator – Advanced Student Development
 USC 2008-11 Ph.D. Program Committee Chair
 USC 2008 Ed.D. Admissions Committee: Higher Education Concentration
 USC 2006-2007 Online EDPT 550 Curriculum Development Committee, RSOE
 USC 2006-2007 Rossier School of Education - Faculty Search Committee (4 tenure-track positions)
 UHM 2005-2006 Vice-Chair of Faculty Senate, School of Education
 UHM 2004-2005 Chair, Senate Sub-Committee on Diversity, School of Education
 UHM 2003-2004 Member, Senate Sub-Committee on Diversity, School of Education
 MU 2002 Chair - Appeals Committee, (member 1999-2000)
 MU 2000-2001 Teacher Education Redesign Committee
 MU 1999-2000 Compton Masters Program Committee
 MU 1999-2000 Faculty Scholarship Committee
 MU 1999 Teacher Education Task-Force

Department

USC 2012-13 Chair for Higher Education Concentration
 USC 2006-pres. Dissertation Chair (25 students), Dissertation Committee Member (27 students)
 UHM 2005-2006 Member, Faculty Senate in the College of Education
 UHM 2004-2005 Member, Faculty Senate in the College of Education
 UHM 2004-2005 Doctoral Dissertation Chair
 UHM 2004-2005 Doctoral Dissertation Committee
 MU 2002-2003 Co-director – College Student Personnel program
 MU 2002 Coordinator – Educational Leadership Program Redesign
 MU 2000-2001 Chair - Educational Leadership Masters & Doctoral Committee
 MU 1999 Educational Leadership Masters & Doctoral Committee
 MU Doctoral Dissertation Co-Chair (3 students) & Dissertation Committee (3 students)

Community

- USC 2016 The power of mentoring and mentorship: The lessons I've learned. Invited Keynote, Steve Harvey Mentoring Camp for Young Men. Los Angeles, CA.
- USC 2015-pres Cherished Hand, Sponsored bi-monthly tutoring session with foster youth
- USC 2011 Keynote Speaker, The Wooden Floor, June, 2011.
- USC 2010 Guest Speaker, Asian Pacific American Student Services, October 6, 2010.
- USC 2007 Guest Speaker, Postsecondary Administration and Student Affairs Program, Diversity in Higher Education, October 10, 2007.
- USC 2007 Keynote Speaker, Residential Education: Spring Training, January 4, 2007
- USC 2006 Guest Speaker, Postsecondary Administration and Student Affairs Program, Diversity in Higher Education, October 9, 2006.
- MU 2002 Counseling and Education Psychology Graduate Student Organization, Guest Speaker for the Annual Minority Scholarship Fundraiser, "Diversity Gala", April 12, 2002.
- MU 2000-2002 National Youth Sports Program, Speaker, MU, July 25, 2000 & July 9, 2002.
- MU 1999 Milwaukee Leadership Dialogue, "Community Discussion on Race", September, 14, 1999.

PROFESSIONAL ASSOCIATIONS

American Educational Research Association (AERA)

Chair, Multicultural/Multiethnic Education: Theory, Research, and Practice (SIG 162), 2017-2019

Association of College Personnel Administrators (ACPA)

Association for the Study of Higher Education (ASHE)

Chair, Membership Committee – 2006-2009

Program Committee Member – 2004 - 2005

National Association of Student Personnel Administrators (NASPA)

REFERENCES

Jerlando Jackson, Ph.D.

Educational Leadership & Policy Analysis (ELPA)

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