

## Reference List of Educational Developers of Color

This is a database gathering the names and specialties of developers of color.  
For additions, updates, and corrections, please reach out to Jamiella at [brooksdj@law.upenn.edu](mailto:brooksdj@law.upenn.edu)

(Alphabetized by last name)

Name Title	Contact: e-mail / personal or professional website	Areas of Specialization	Top 3 publications
<b>A</b>			
Tracie Addy	<a href="mailto:addyt@lafayette.edu">addyt@lafayette.edu</a>	Educational development (broad), inclusive teaching, active learning, scholarship of teaching and learning	<p>Addy, T. M., Younas, H., Cetin, P., Rizk, M., Cham, F., Nwankpa, C., and Borzone, M. (2023). The development of the protocol for advancing inclusive teaching efforts (PAITE). <i>Journal of Educational Research and Practice</i>, 12(0), 1-2. <a href="https://doi.org/10.5590/JERAP.2022.12.0.05">https://doi.org/10.5590/JERAP.2022.12.0.05</a></p> <p>Addy, T.M. &amp; Frederick, J. (2023). Educational Developers as Conveners, Brokers, and Expansionists: How Networks Enhance Our Work. <i>Journal of Faculty Development</i>, 37(1), 35- 40(6).</p> <p>Addy, T.M., Dube, D., SoRelle, M., Mitchell, K.A. (2021). <i>What Inclusive Instructors Do: Principles and Practices for Excellence in College Teaching</i>. Stylus Publishing. <a href="https://styluspub.presswarehouse.com/browse/book/9781642671933/What-Inclusive-Instructors-Do">https://styluspub.presswarehouse.com/browse/book/9781642671933/What-Inclusive-Instructors-Do</a></p>

Isis Artze-Vega	<a href="mailto:iartzevega@valenciacollege.edu">iartzevega@valenciacollege.edu</a>		
<b>B</b>			
John Bannister	<a href="mailto:jbannister@jcsu.edu">jbannister@jcsu.edu</a>	Collaboration, Educational Technology	
Shihua Brazill	<a href="mailto:shihuabrazill@montana.edu">shihuabrazill@montana.edu</a>	Scholarship, Diversity, equity, diversity, justice, and belonging	
Ruby Broadway	<a href="mailto:rbroadway@dillard.edu">rbroadway@dillard.edu</a>	Developmental, Molecular and environmental Biology	
Jamiella Brooks <b>Director, Student Equity &amp; Inclusion Initiatives</b>	<a href="mailto:brooksdj@law.upenn.edu">brooksdj@law.upenn.edu</a> <a href="https://www.anticolonialpedagogy.com/">https://www.anticolonialpedagogy.com/</a>	Inclusive teaching; equity, diversity, justice; decolonizing/decolonial/anti-colonial education and pedagogy; linguistic justice	<p><a href="#"><i><u>A Call to Interrogate Educational Development for Racism and Colonization</u></i></a>. Faculty Focus. (Brooks, J. Dwyer, H. &amp; Rodriguez, M. 2022).</p> <p>How Colonial Continuities Underlie Algorithmic Injustices in Education, RESPECT Conference (Karumbaiah, S. &amp; Brooks, J. 2021)</p> <p>“A PhD is Violence: Generatives from a first-generation, low-income PhD of color.” Presumed Incompetent II: Race, Class, Power, and Resistance of Women in Academia. (2020)</p>

Devshikha Bose	<a href="mailto:devshikhabose@boisestate.edu">devshikhabose@boisestate.edu</a> <a href="mailto:devshikhabose@isu.edu">devshikhabose@isu.edu</a>	Student success, integration of technology in teaching & learning, inclusive pedagogy, scholarship of teaching & learning (SoTL), SoED	<p><b>Bose, D. &amp; Nyland, R. (2021).</b> Are faculty prepared to teach flexibly?: Results from an evaluation study. <i>Journal on Centers for Teaching and Learning</i>, 13, 60-91.</p> <p><b>Bose, D., Pakala, K., &amp; Grover, L. (2020).</b> A mobile learning community in a living learning community: Perceived impact on digital fluency and communication. <i>The Online Journal of New Horizons in Education</i>, 10(1), 1-16. Retrieved January 24, 2020 from <a href="https://www.tojned.net/journals/tojned/articles/v10i01/v10i01-01.pdf">https://www.tojned.net/journals/tojned/articles/v10i01/v10i01-01.pdf</a></p> <p><a href="#">A Renewed Case for Student Success: Using Transparency in Assignment Design When Teaching Remotely</a> (<i>Faculty Focus</i>, 2020)</p>
<b>C</b>			
Arcadia Le Vias Chukwudifu <b>eLearning Specialist/Curriculum Developer, Center for Teaching and Learning</b>	<a href="mailto:alevias2@calstatela.edu">alevias2@calstatela.edu</a>	Inclusive teaching, curriculum development, culturally relevant and responsive teaching, Pan-African Studies	
<b>D</b>			

Tazin Daniels	<a href="mailto:tazdan@umich.edu">tazdan@umich.edu</a>		
Phyllis Worthy Dawkins	<a href="mailto:pwdawkins@aol.com">pwdawkins@aol.com</a>	Faculty development, academic program evaluation, assessment and evaluation, grant writing, fundraising, accreditation, learning communities	<p>Peer Reviewed:</p> <p>Yancy, D. C., Sutton-Haywood, M., Hermitte, E., Dawkins, P.W., Rainey, K. &amp; Parker, F. (2008). The impact of the Freshman Academy/Learning Communities program on student progression and engagement. <i>Journal of Negro Education</i>, 77 (3), 250-263.</p> <p>Beach, A., Dawkins, P.W., Rozman, S. &amp; Grant, J. (2008). Faculty development at historically black colleges and universities (HBCUs): Current priorities and future directions. In M. Gasman (Ed.), <i>Interdisciplinary Approaches to Understanding Minority Serving Institutions</i>. Albany, NY: State University of New York Press.</p> <p>Butler, K. &amp; Dawkins, P.W. (2007). Developing learning communities in health and human performance. <i>American Journal of Health Education</i>, 38 (4), 230-236.</p> <p>Dawkins, P. W., Froneberger, B., Sutton-Haywood, M., Jeter, P. (2007). Engaging faculty in a freshman academy learning community. <i>Journal of Learning Communities</i>, 2, (1), 1-119.</p> <p>Dawkins, P. (2006). Faculty development opportunities and learning communities. In N. Simpson &amp; J. Layne (Eds.), <i>Learning communities</i>. Stillwater, OK: New Forums Press.</p>

Heather Dwyer	heather.dwyer@tufts.edu		<p><a href="#"><i>A Call to Interrogate Educational Development for Racism and Colonization</i></a>. Faculty Focus. (Brooks, J. Dwyer, H. &amp; Rodriguez, M. 2022).</p> <p>Dwyer, H. and J. Smith. (2020). A mandatory diversity workshop for faculty: Does it work? <i>To Improve the Academy</i>, 39(2), 183-212.</p> <p>Dwyer, H. &amp; M. Rosenberg. (2022, March). Finding connection in identity ambiguity. <i>ASBMB Today</i>, 21(3), 49.</p>
<b>E</b>			
<b>Chinasa Elue</b>	<a href="mailto:celue@kennesaw.edu">celue@kennesaw.edu</a> <a href="mailto:info@drchinasaeline.com">info@drchinasaeline.com</a> <a href="http://www.drchinasaeline.com">www.drchinasaeline.com</a>	Faculty success coaching; coaching in higher ed; mutual mentoring groups; Grief, trauma-informed practices in organizational settings, the health and well-being of historically marginalized and underrepresented populations	<p><b>Elue, C.</b> (2022, November). <i>Educational developers as grief leaders: Reimagining programming during uncertain times</i>. POD talk session presented at the Annual Professional and Organizational Development (POD) Network Conference in Seattle, WA.</p> <p><b>Elue, C.,</b> Jordan, E., &amp; Howard, L. (2022, November). <i>Restarting our focus: Examining resiliency narratives in educational development work</i>. Virtual research session presented at the Annual Professional and Organizational Development (POD) Network Conference in Seattle, WA.</p> <p>Guillaume, R., Martinez, E., &amp; <b>Elue, C.</b> (2020).</p>

			Experiences of student affairs professionals of color turned faculty: A collaborative autoethnography. <i>Journal of Student Affairs Research and Practice</i> , 57(1), 42-54. DOI: 10.1080/19496591.2019.1644114
<b>F</b>			
<a href="#">John C. Foo</a>	<a href="mailto:john.foo@columbia.edu">john.foo@columbia.edu</a>	STEM faculty development	
Laurette Blakey Foster	<a href="mailto:lbfooster@pvamu.edu">lbfooster@pvamu.edu</a>	Faculty development / Curriculum Reform of College Algebra / Learning Communities/ Program Review	
<b>G</b>			
Rodney Gammons Asst. Director, Instructional Design for the Center of Instructional Technology and Training  University of Florida	<a href="mailto:profgamm@ufl.edu">profgamm@ufl.edu</a>	Instructional Design Project Management	
<b>H</b>			

<p>Linda Hasunuma</p> <p>Asst. Director Center for the Advancement of Teaching</p> <p>Temple University</p>	<p><a href="mailto:linda.hasunuma@temple.edu">linda.hasunuma@temple.edu</a></p>	<p>Inclusive teaching, new instructors, difficult discussions and hot moments, teaching and diversity statements, and supporting faculty of color</p>	<p>Forthcoming: “Through the Lens: Perspectives of Educational Developers of Color” (edited volume for Stylus Publishing now Taylor &amp; Francis) with Derina Samuel, Amanda Valespino, and Sara Mazrouei (contract received in February 2023)</p> <p>“Teaching the Pandemic: Contextualizing Current Events and Asian Pacific American Experiences in the Political Science Curriculum” in a special issue on <i>Teaching College Students about Asian and Asian Pacific American Politics from Multiple Perspectives</i>,” <b><i>Journal of Political Science Education</i></b>, April 25, 2022. John Ishiyama and James Lai, editors. <a href="https://doi.org/10.1080/15512169.2022.2062371">https://doi.org/10.1080/15512169.2022.2062371</a></p> <p>“Teaching Race, Ethnicity, and Politics: Asian American and Pacific Islanders Resources” <a href="#">Introducing Our APSA AAPI Resources</a></p>
<p>Carol Hernandez</p> <p><b>Senior Instructional Designer</b></p> <p><b>Center for Excellence in Learning and Teaching</b></p>	<p><a href="mailto:carol.hernandez@stonybrook.edu">carol.hernandez@stonybrook.edu</a></p>		
<p>Dawn Hinton</p>	<p><a href="mailto:hinton@svsu.edu">hinton@svsu.edu</a></p>		
<p>I</p>			

Jeanine A. Irons	jairons@syr.edu	Dialogue as a tool for peace Belongingness and First-person narratives	
<b>J</b>			
Jalisha Jenifer Associate Director, Faculty Development	jbj2120@columbia.edu	STEM motivation, faculty development	Jenifer, J.B., Levine, S.C. & Beilock, S.L. Studying while anxious: mathematics anxiety and the avoidance of solving practice problems during exam preparation in college calculus. <i>ZDM Mathematics Education</i> 55, 359–369 (2023). <a href="https://doi.org/10.1007/s11858-022-01456-1">https://doi.org/10.1007/s11858-022-01456-1</a>
China Jenkins	<a href="mailto:china.jenkins@tsu.edu">china.jenkins@tsu.edu</a>	Faculty development, culturally responsive teaching,	<p>Jenkins, C., &amp; Alfred, M. (2018). Understanding the motivation and transformation of White culturally responsive professors. <i>Journal of Adult and Continuing Education</i>, 24(1), 81-99. <a href="https://doi.org/10.1177/1477971417738793">https://doi.org/10.1177/1477971417738793</a></p> <p>Jenkins, C. (2018). Intersectional considerations in teaching diversity. In Carter, N &amp; Vavrus, M. (Eds.), <i>Intersectionalities of Race, Class, and Gender with Teaching and Teacher Education: Movement Toward Equity in Education</i>. Leiden. The Netherlands: Brill/Sense. DOI: <a href="https://doi.org/10.1163/9789004365209_003">https://doi.org/10.1163/9789004365209_003</a></p> <p>Jenkins, C. M. (2018). Educators, question your level of cultural responsiveness. <i>Journal on Empowering Teaching Excellence</i>, 2(2), 15-23. <a href="https://digitalcommons.usu.edu/jete/vol2/iss2/4">https://digitalcommons.usu.edu/jete/vol2/iss2/4</a></p>



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<b>K</b>			
<b>Heeyoung Kim</b>	hekim@rider.edu		
<b>L</b>			
<b>Stacey Lawrence</b> Senior Associate Director, STEM	stacey_lawrence@brown.edu	STEM faculty development; grad and postdoc development	
<b>Denise Leonard</b>	dleonard23@wustl.edu	Faculty and future faculty development; DEI	<p>Mutambuki, J., Frey, R., &amp; <b>Leonard, D.</b> (2020). Features of an Effective Future-Faculty Teaching-Development Program. <i>Journal of College Science Teaching</i>, 49(4).</p> <p>Frey, R. F., Fisher, B. A., Solomon, E. D., <b>Leonard, D. A.</b>, Mutambuki, J. M., Cohen, C. A., ... &amp; Pondugula, S. (2016). A visual approach to helping instructors integrate, document, and refine active learning. <i>Journal of College Science Teaching</i>, 45(5), 20.</p> <p>Solomon, E. D., Repice, M. D., Mutambuki, J. M., <b>Leonard, D. A.</b>, Cohen, C. A., Luo, J., &amp; Frey, R. F. (2018). A mixed-methods investigation of clicker implementation styles in STEM. <i>CBE—Life Sciences Education</i>, 17(2), ar30.</p>

<b>Laina Lockett</b> Educational Developer: STEM Education Specialist	lloket@gmu.edu	STEM faculty professional development	
<b>M</b>			
Paula Marcelle	paulamarcelle2@hotmail.com	Instructional design, micro-credentials, assessments	
Imad Mays	<a href="mailto:mimad@pima.edu">mimad@pima.edu</a>	Trauma-informed pedagogy	
Tammy M. McCoy	<a href="mailto:tammy.mccoy@gatech.edu">tammy.mccoy@gatech.edu</a>	Faculty Development, mainly preparing future faculty	
Sara Mazrouei			
<b>N</b>			
<b>Mayuko Nakamura</b> Assistant Director for Assessment and Equitable Pedagogy	<a href="mailto:mnakamu@ilstu.edu">mnakamu@ilstu.edu</a>	Faculty Development, Inclusive teaching, equitable pedagogy, Student Success	Nakamura, M. (2019). Working with Faculty of Color at a Predominantly White Institution: Challenging Whiteness and Model Minority Stereotypes. <i>New Directions for Teaching and Learning</i> , 158, 49-58.
<b>O</b>			

<b>P</b>			
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Tershia Pinder-Grover	tpinder@umich.edu	Inclusive & Equitable Teaching, especially in the STEM context	
Harry Price	hprice@stetson.edu	Faculty development, leadership coaching and mentoring	
<b>Q</b>			
<b>R</b>			
Martina Rosenberg	Martina.rosenberg@Uconn.edu	Academic development, Assessment, Dialogue as event strategy,	
<b>Ryan Rideau</b>	ryan.rideau@tufts.edu	Faculty development, Inclusive and Equitable Pedagogy, Experiences of faculty of color at PWIs	<p>Rideau, R. (2021). "We're just not acknowledged": An examination of the identity taxation of full-time non-tenure-track Women of Color faculty members. <i>Journal of Diversity in Higher Education</i>, 14(2), 161.</p> <p>Rideau, R., &amp; Robbins, C. K. (2020). The</p>

			<p>Experiences of Non-Tenure-Track Faculty Members of Color with Racism in the Classroom. <i>To Improve the Academy: A Journal of Educational Development</i>, 39(2).</p> <p>Apprey, M., Preston-Grimes, P., Bassett, K. C., Lewis, D. W., &amp; Rideau, R. M. (2014). From crisis management to academic achievement: A university cluster-mentoring model for Black undergraduates. <i>Peabody Journal of Education</i>, 89(3), 318-335.</p>
<p><b>JoAnn S. Roberts</b> Associate Director for Justice, Equity, Diversity, and Inclusion in Teaching (UCLA)</p>	<p><a href="mailto:jroberts@ceils.ucla.edu">jroberts@ceils.ucla.edu</a></p>	<p>Self-regulated learning and Metacognition; Inclusive/Equitable /Antiracist Pedagogy in STEM Classrooms; Inclusive Mentoring Practices; Equitable Summer Research Program Development; Molecular Biology</p>	<p>Roberts JS. Integrating Metacognitive Regulation into the Online Classroom Using Student-Developed Learning Plans. <i>J Microbiol Biol Educ</i>. 2021 Mar 31;22(1):22.1.39. doi: 10.1128/jmbe.v22i1.2409. PMID: 33884055; PMCID: PMC8011874.</p>
<p>Marisella Rodriguez <b>Inclusive Teaching Lead</b></p>	<p><a href="mailto:marisella@berkeley.edu">marisella@berkeley.edu</a></p>	<p>equitable and inclusive teaching; assessment design; antiracist pedagogy</p>	<p>Brooks, J., Dwyer, H. &amp; Rodriguez, M. 2022. "<a href="#">A Call to Interrogate Educational Development for Racism and Colonization</a>." <i>Faculty Focus</i>.</p> <p>Hershock, C., Pottmeyer, L. O., Harrell, J., le Blanc, S., <b>Rodriguez, M.</b>...&amp; Weiss, E. D. 2022. "Data-driven iterative refinements to educational development services: directly measuring the impacts of consultations on course and syllabus design." <i>To Improve the Academy</i>, 41(2): 9. doi: <a href="https://doi.org/10.3998/tia.926">https://doi.org/10.3998/tia.926</a></p>
<p><b>Theresa Ronquillo</b></p>	<p><a href="mailto:tronquillo@amherst.edu">tronquillo@amherst.edu</a></p>	<p>Embodied teaching and</p>	

Associate Director & Humanities, Arts, and Social Sciences Specialist at Amherst College's Center for Teaching & Learning	<a href="http://www.embody-change.com">www.embody-change.com</a>	learning; applied, interactive theater as pedagogy and educational development; arts-based and creative course design and assignments	
<b>S</b>			
<b>Kem Saichaie</b> Director of Learning, Teaching, and Assessment (interim lead for Educational Analytics)	kemsaichaie@ucdavis.edu	educational/faculty development; First-Generation students/scholars; learning spaces;	<p>Saichaie, K. (2020). Blended, flipped, and hybrid learning: definitions, developments, and directions. In T. Trolan and K.C. Culver (Eds.). <i>Effective Instruction in College Classrooms: Research-Based Approaches to College and University Teaching</i> (pp. 95-104). <i>New Directions for Teaching and Learning</i>. San Francisco, CA: Jossey-Bass.  <a href="https://doi.org/10.1002/tl.20428">https://doi.org/10.1002/tl.20428</a></p> <p>Baepler, P., Walker, J.D., Brooks, D.C., Saichaie, K., &amp; Peterson, C.I. (2016). <i>A guide to teaching in active learning classrooms: History, research, and practice</i>. Sterling, VA: Stylus Publishing.</p> <p>Saichaie, K., &amp; Morpew, C. C. (2014). What college and university websites reveal about the purposes of higher education. <i>Journal of Higher Education</i> 85(4), 499-530</p>
<b>Derina S. Samuel</b> Associate Director, Graduate Development	dss279@cornell.edu	Graduate TA programs, future faculty programs and inclusive and equitable teaching	

Programs			
<b>Jeremiah E. Shipp</b> Sr. Faculty Development Specialist, Winston-Salem State University	<a href="mailto:shippje@wssu.edu">shippje@wssu.edu</a>  <a href="#">Committed to Excellence Portfolio</a>	Online Education, Faculty Development, Inclusive Teaching, Leadership	<p>Shipp, J. E. (2022). Faculty Development for Online Teaching: The Excellence in Online Instruction Initiative. <i>Quarterly Review of Distance Education</i>, 24(1).</p> <p>Shipp, J. E. (2020). <a href="#">Leading from the margins: The little maid in Syria</a>. <i>Journal of Biblical Perspectives in Leadership</i>, 10(1), 66–80.</p> <p>Shipp, J. E. (2020, August). <a href="#">Back to the Basics: Revisiting the ABCs of Teaching Online Courses</a>, Faculty Focus.</p>
<b>K. Supriya</b> Associate Director, CEILS, UCLA	<a href="mailto:ksupriya@ceils.ucla.edu">ksupriya@ceils.ucla.edu</a>	STEM education research, institutional data, equity and inclusion	<p>Busch, C. A., <b>Supriya, K.</b>, Cooper, K. M., &amp; Brownell, S. E. (2022). Unveiling Concealable Stigmatized Identities in Class: The Impact of an Instructor Revealing Her LGBTQ+ Identity to Students in a Large-Enrollment Biology Course. <i>CBE—Life Sciences Education</i>, 21(2), ar37.</p> <p>Supriya, K., Mead, C., Anbar, A. D., Caulkins, J. L., Collins, J. P., Cooper, K. M., ... &amp; Brownell, S. E. (2021). Undergraduate Biology Students Received Higher Grades During COVID-19 but Perceived Negative Effects on Learning. In <i>Frontiers in Education</i> (p. 428).</p> <p>Barnes, M.E., Supriya, K., Dunlop, Hayley M., Hendrix, T.M., Sinatra, G.M., Brownell, S.B. 2020 The religious backgrounds and evolution acceptance of Black and Hispanic Biology Students. <i>CBE- Life Sciences Education</i>. 19 (4),</p>

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Z			
Zia, Rukhsana	<a href="mailto:rukhsanazia@fccollege.edu.pk">rukhsanazia@fccollege.edu.pk</a>  CLT Resources for Remote & In-Person Teaching: <a href="https://www.spring2020teaching.online/">https://www.spring2020teaching.online/</a>	Assessing CLTs and Planning for their restructuring  Organising Communities of Practice and promote SoTL	