AUTHOR BIOGRAPHIES

Catherine E. Brawner, PhD, is President and Principal Evaluator of Research Triangle Educational Consultants. She evaluates programs with a STEM focus in higher education. Dr. Brawner has evaluated numerous engineering and computer science projects in higher education, teacher preparation projects related to technology use, and teacher professional development related to diversifying computer science in high schools. Since 2008, Cathy has been an Extension Services Consultant with the National Center for Women and Information Technology (NCWIT), providing consulting services to computer science and engineering departments to help them increase their diversity of women and other underrepresented groups.

Le Shorn Benjamin, PhD, is an American Society of Engineering Education Engineering Postdoctoral Fellow and former New York City Teaching Fellow. She has amassed over a decade of experience in the field of education and has been bestowed the honor of “Outstanding Research,” “Diversity Efforts,” and “Faculty Endowed Recognition” awards. During this time, her career has spanned international borders and included roles in educational research, program administration, higher education accreditation, and K-12 teaching. Dr. Benjamin’s research agenda explores minoritized student experiences, doctoral education, and, presently, issues related to broadening participation among underrepresented groups in engineering education.

Karis Boyd-Sinkler, PhD, is the Director of Diversity, Equity, & Inclusion and Adjunct Assistant Professor at Duke University’s Pratt School of Engineering. She plays a key role in providing strategies to strengthen Pratt’s efforts to create and sustain an equitable environment for all members of the Pratt Community, including students, staff, faculty, and alumni. She has over 7 years of experience leading multiple mentoring, outreach, and professional development programs focused on the recruitment and retention of engineering students at all levels, especially students from Black and Hispanic/Latino populations.

Rebecca Brent, EdD, is President of Education Designs, Inc., a consulting firm in Chapel Hill, North Carolina. She has more than 40 years of experience in education and specializes in staff development in engineering and the sciences, qualitative research of gender and race in engineering, teacher preparation, and evaluation of educational programs at both pre-college and college levels, and has authored or co-authored roughly 130 papers on those topics. Prior to entering private consulting, she was an Associate Professor of Education at East Carolina University, where she won an outstanding teacher award. In 2014, Dr. Brent was named a Fellow of the American Society for Engineering Education.

Maso H. Cotton is a doctoral student in the Educational Leadership program and a Research Associate for the Belk Center. His current research is focused on the recruitment, retention, and policy impacts of student-athletes, especially those from historically marginalized populations and at minority-serving institutions. Before coming to North Carolina State University, Maso worked as an Academic Advisor at Virginia Commonwealth University and with various non-profit organizations.
Jared Davis is an undergraduate student in Mechanical Engineering at the University of Houston. He is a research assistant working in engineering education to increase access to and diversify engineering programs.

Edward C. Fletcher Jr., PhD, is an Education and Human Ecology Distinguished Professor of Workforce Development and Education in the College of Education and Human Ecology at The Ohio State University. He serves as a Faculty Associate for the Center on Education and Training for Employment, Editor for the *Career and Technical Education Research Journal*, and Co-Editor for the *Journal of Career and Technical Education*. Dr. Fletcher has more than 70 publications and has obtained over $5 million in federal funding. His research agenda focuses on examining the role of career academies on students’ school experiences and postsecondary and labor market transitions—particularly for diverse learners from economically disadvantaged backgrounds.

Jerrod A. Henderson, PhD, ("Dr. J") is an Assistant Professor in the William A. Brookshire Department of Chemical and Biomolecular Engineering at the University of Houston. Henderson’s work focuses on the lived experiences of Black male engineering students and K-20 student engagement. He is a co-founder of the St. Elmo Brady STEM Academy (SEBA), an intervention aimed at exposing underrepresented fourth and fifth-grade students and their families to hands-on STEM experiences. Career Communications Group has most recently recognized him with a Black Engineer of the Year Award for college-level promotion of education.

Erik M. Hines, PhD, is a Professor in the Counseling Program located in the College of Education and Human Development at George Mason University. Dr. Hines prepares graduate students to be school counselors, and his research agenda focuses on the academic and career outcomes of Black males. Additionally, his research examines career exploration in the fields of Science, Technology, Engineering, and Mathematics (STEM) for students of color. Over the years, he has secured major funding from the National Science Foundation to study the college readiness and persistence of African American males to improve their academic and career outcomes. Finally, he is a proud American Counseling Association (ACA) Fellow and recipient of the Al Dye Award from the Association for Specialists in Group Work.

James Holly, Jr., PhD, is an Assistant Professor in Mechanical Engineering at the University of Michigan. Dr. Holly’s research is interdisciplinary, using scholarship in education, engineering, and Black studies. Dr. Holly studies methods of counteracting anti-Black racism within mechanical engineering study and practice. Specific topics include: Black-centered design, pre-college engineering instruction, eco-centric materials and decision-making, and sociotransformative engineering.

Kensley L. Horne is an undergraduate student in the Department of Sociology, Anthropology, and Criminal Justice as well as a research assistant at Clemson University.

Walter C. Lee, PhD, is an Associate Professor in the Department of Engineering Education and Director for Research in the Center for the Enhancement of Engineering Diversity (CEED). His research interests include inclusion, diversity, and educational equity—particularly as it relates to students from groups that are historically margin-
alized or underrepresented in engineering. His research is focused on answering the following questions: (1) How can we better support engineering students with diverse backgrounds? (2) How can we make engineering more equitable, accessible, and inclusive? (3) How can we broaden participation in engineering? and (4) How can we educate engineering students and faculty about diversity? His career vision is to be a driving force in the national effort to diversify engineering and ensure that institutions provide students with the necessary support to succeed regardless of their background.

Jessica Manning is a doctoral student in the Engineering and Science Education department at Clemson University. She received a BS degree in Mechanical Engineering in 2014 from North Carolina State University and MS degree in Mechanical Engineering from Clemson University in 2019. Ms. Manning worked for two years as an HVAC engineer for Fluor in Greenville, South Carolina. Her research interests focus on the experiences of women and minorities in engineering.

Catherine Mobley, PhD, is a Professor of Sociology at Clemson University. Dr. Mobley’s areas of expertise include retention, attrition, and diversity in STEM education; hunger and food insecurity; environmental sustainability; and medical sociology. Dr. Mobley has been actively engaged with interdisciplinary collaborations and grant-funded research, serving as PI, Co-PI, Evaluator or Associate Investigator/Research Associate on numerous research proposals. She has been involved with nearly 40 grant-funded projects, receiving funding from the National Science Foundation, the U.S. Department of Education, the SC Department of Health and Environmental Control, the United Way of Pickens County, and the Clemson University Restoration Institute.

James L. Moore III, PhD, is the Executive Director of the Todd Anthony Bell National Resource Center on the African American Male. He is also the inaugural Education and Human Ecology Distinguished Professor of Urban Education in the College of Education and Human Ecology and currently serves as the Assistant Director of STEM Education at the U.S. National Science Foundation. Dr. Moore is internationally recognized for his work on African American males. He has published over 150 publications; obtained over $28 million in grants, contracts, and gifts; and given over 200 scholarly presentations and lectures throughout the United States and other parts of the world. From 2018 to 2022, Dr. Moore was cited by Education Week as one of the 200 most influential scholars and researchers in the United States, who inform educational policy, practice, and reform. Notably, he was selected as an American Council on Education Fellow, American Counseling Association Fellow, and Big Ten Committee on Institutional Cooperation Academic Leadership Program Fellow.

Terrell R. Morton, PhD, is an Assistant Professor of Identity and Justice in STEM Education in the Department of Educational Psychology in the College of Education. Dr. Morton identifies as a Scholar-Activist! His research and work focus on identity as it informs the persistence and engagement of racialized and minoritized students in STEM postsecondary education. He draws from critical race theory, phenomenology, and human development to ascertain Black students’ consciousness and how it manifests in their various embodiments and actions that facilitate their STEM postsecondary engagements.
Marisa Orr, PhD, is an Associate Professor in Engineering Mechanics at Clemson University. Dr. Orr teaches integrated Dynamics and Statics. Her research focuses on student progress, persistence, and pathways using longitudinal student data from the Multi-Institution Database for Investigating Engineering Longitudinal Development (MIDFIELD). Dr. Orr recently received an NSF Early Career Development (CAREER) grant to support her research in student decision-making.

Tyron Slack, MSW, LCSW, is a fourth-year doctoral candidate in the Combined Counseling Psychology and School Psychology program at Florida State University. His clinical and research interests focus on the impact of racial microaggressions on Black and other underrepresented students, their academic success, resilience, and mental health.

Angela White, PhD, is the Dean of University College and Student Success and Associate Professor of Biology at Johnson C. Smith University. Dr. White is also co-founder of the NoireSTEM Educational Consulting Firm.