

About the Contributors

Lessie Branch, PhD, is an Associate Professor in the School for Business at Metropolitan College of New York and the Director of the Think Tank, the policy center of The Thinkubator. A Racial Policy Scholar and a Fulbright Specialist in Race, Ethnicity, and Religion in Politics, Branch is the author of *Optimism At All Costs: Black Attitudes, Activism, and Advancement in Obama's America* and is cohost of the podcast HERe ME. Her scholarship, advocacy, and practice examine the gulf between Black optimism about group progress and the actual data on continuing disparities, through the transformative application of rhetorical criticism, to interrogate narratives that structure social practices in ways that privilege some and marginalize others.

Professor Branch is a graduate of Fordham University with a BA in Political Science and earned her PhD and MPhil in Public and Urban Policy from Milano School of International Affairs, Management, and Urban Policy as well as an MA in Political Science from the New School of Social Research.

She has been cited in the media and serves as an advisor to nonprofit organizations.

Brandon D. Brown, MSED, has worked as a higher education scholar-practitioner in the functional areas of academic affairs, student success, student affairs, and multicultural/diversity affairs to increase access, retention, and persistence of underrepresented college students on various campuses over the span of 10 years. He is currently a 4th-year doctoral student in the Higher Education Leadership and Policy Studies Program at Howard University in Washington, DC, with a research agenda that centers the importance of HBCU-community collaboration.

Kendra N. Bryant is an Assistant Professor of English and the Composition Director at North Carolina A&T State University, Greensboro. She obtained her PhD in English Rhetoric and Composition from University of South Florida, Tampa, 2012. Since then, she has taught composition at Florida A&M University, Tallahassee; University of North Georgia, Watkinsville; and Florida International University, Miami. With 20 years' worth of teaching experience, four of which were spent in the high school English Language Arts classroom, Kendra has published peer-reviewed essays in journals like *CLAJ*, *Journal of Basic Writing*, and *Studies in Popular Culture*. She is also the editor of *Engaging 21st Century Writers with Social Media*, IGI-Global Publishers, 2016. Kendra can be reached at drknbryant.com.

Dr Tamara Zellars Buck is Professor and Chair of the Department of Mass Media at Southeast Missouri State University. She is an award-winning teacher and highly called upon presenter and trainer who has led national conversations in recent years on the need for improved media diversity and inclusion inside newsrooms and within news content. For the past decade she has served as faculty adviser to the nationally recognized *Arrow* student newspaper, which is produced as part of a public-private partnership with a local newspaper publisher.

She is a former journalist and public relations practitioner. She earned her JD emphasizing intellectual property law from The University of Memphis, and her Master of Administration-Public Administration and Bachelor of Arts in Mass Communication-Journalism from Southeast Missouri State University. She currently serves as Vice President of Member Support for the College Media Association and has memberships in the National Association for Black Journalists and Association for Education of Journalism and Mass Communication.

Buck is a proud native of the Missouri Bootheel. She and her husband, Patrick, have two adult sons.

Karen Bussey is a Higher Education Strategist who works with and for historically underrepresented students in higher education. She is currently the Project Manager for research and special initiatives at the Institute for Higher Education Policy and a Howard University doctoral student in the Higher Education Leadership and Policy Studies program. Her research includes examining federal and state postsecondary policy and its impact on HBCUs, equitable college access and affordability, and the use of post-secondary data to inform policy and practice.

Prior to joining IHEP, Karen was the Assistant Director of Campus Life and Leadership at Jackson State University and has served in other various capacities as a Student Affairs Professional throughout her career. Karen was influential in implementing the 2014 Ignite Program grant at the University of West Georgia to increase enrollment and retention strategies and the 2015 First Year Retention-Student Transition (FYRST) grant at Indiana University Southeast to support first-generation students. Additionally, as an independent DEI Consultant, Karen works with clients to facilitate training and workshops on improving equity in organizational initiatives.

Karen earned a Master of Education in Professional Counseling with a concentration in student affairs from the University of West Georgia. She holds a Bachelor of Science in Marketing from South Carolina State University. She is a devoted life member of the SC State National Alumni Association.

Curtis D. Byrd has over 25 years of experience in faculty and student diversity and inclusion programming. Currently he serves as the Special Advisor to the Provost on Diversity, Equity, and Inclusion, coordinating DEI efforts for academic affairs at Georgia State University. He serves as a Research

Consultant for the HBCU STEM Undergraduate Success Center at Morehouse College, where he assisted with a successfully funded nine million-dollar NSF grant proposal in 2020. Prior to this he served as the Assistant Dean of Graduate Studies at Clark Atlanta University. In the 2000s he served as Director of the McNair Scholars Program at University of Florida and Georgia State University and was the Director of Minority Graduate Recruitment and Retention at the University of Georgia.

For three years (2013–2016) Byrd served as an Action Research Consultant for the Southern Regional Educational Board's Doctoral Scholars Program. His work with SREB-DSP created a sustained relationship with the National Association of Diversity Officers in Higher Education and programming to enhance their efforts in faculty diversity. During this time, as a doctoral student at UGA, he was a student member of NADOHE. Dr Byrd is the coauthor of the Lever Press publication (May 2021) titled *Academic Pipeline Programs-Diversifying Pathways from the Bachelors to the Professoriate*. Dr Byrd earned both his BS in Psychology and MEd in Higher Education from Iowa State University. In 2016 he graduated with his Doctorate in Education (EdD) in Adult Leadership Education from the University of Georgia.

Megan Covington is a PhD candidate in the Higher Education program and a Presidential Dissertation Fellow at Indiana University-Bloomington. Megan is currently honing a content expertise in critical qualitative methodology applied to issues of equity and access in higher education with an emphasis on the experiences of Black women graduate students and faculty. Megan's research also seeks to emphasize and acknowledge the strengths and contributions of HBCUs.

Megan holds a BA in psychology with a minor in child development and family studies from North Carolina Agricultural and Technical State University in Greensboro, NC, and an MEd in Higher Education Student Affairs from Western Carolina University in Cullowhee, NC.

Ernest C. Evans, MEd, born in Muncie, Indiana, and raised in Indianapolis, Indiana, proudly serves as the Coordinator of Fraternity and Sorority Affairs at Howard University. As the Coordinator of Fraternity and Sorority Affairs, Ernest works diligently to enhance the undergraduate experience of students at Howard University by focusing on their cocurricular experience and leadership development through a values-based lens. Ernest is passionate about the success of African American students and professionals within the institution of higher education.

Ernest received a Bachelor of Arts in Sociology from Indiana University-Purdue University at Indianapolis (IUPUI) in May 2012 and his Master of Science in Education with a concentration in Higher Education/Student Affairs at Indiana University Bloomington (IU) in May 2014. He is currently a third-year doctoral student in the Higher Education Leadership and Policy Studies program (HELPS) at Howard University. Ernest's

research interests include Black male retention, Leadership development for Black Greek Student Leaders, Student Affairs at Historically Black Colleges and Universities, and the experiences of Black male student affairs professionals. He has eight years of experience in Student Affairs working with Black Male Retention programs, First Year Experience courses, Residence Life, TRiO Programs, Student Government, Diversity Initiatives, Conduct and Fraternity and Sorority Life. Ernest has a passion for the holistic development of the college students and enjoys creating an excellent developmental experience for students at Howard University.

Marybeth Gasman is the Samuel DeWitt Proctor Endowed Chair in Education and a Distinguished Professor at Rutgers University. She serves as the Executive Director of the Samuel DeWitt Proctor Institute for Leadership, Equity, and Justice and the Executive Director of the Rutgers Center for Minority Serving Institutions. Prior to joining the faculty at Rutgers, Marybeth was the Judy & Howard Berkowitz Endowed Professor in the Graduate School of Education at the University of Pennsylvania. While at Penn, Marybeth also served as the Founding Director of the Penn Center for Minority Serving Institutions (MSIs). Her areas of expertise include the history of American higher education, Minority Serving Institutions (with an emphasis on Historically Black Colleges and Universities), racism and diversity, fundraising and philanthropy, and higher education leadership. She is the author or editor of 25 books, including *Educating a Diverse Nation* (Harvard University Press, 2015 with Clif Conrad), *Envisioning Black Colleges* (Johns Hopkins University Press, 2007), and her newest book *Making Black Scientists* (Harvard University Press, 2019 with Thai-Huy Nguyen). Marybeth has written over 250 peer-reviewed articles, scholarly essays, and book chapters. She has penned over 450 opinion articles for the nation's newspapers and magazines and is ranked by *Education Week* as one of the 10 most influential education scholars in the nation. Marybeth has raised over \$23 million in grant funding to support her research and that of her students, mentees, and MSI partners. Marybeth has served on the board of trustees of The College Board as well as Paul Quinn College, a small, urban, historically Black College in Dallas, Texas. She considers her proudest accomplishment to be receiving the University of Pennsylvania's Provost Award for Distinguished PhD Teaching and Mentoring, serving as the dissertation chair for over 80 doctoral students since 2000.

Elgloria Harrison is an educator, academic leader, and a clinician with over 25 years of experience as a practicing health care professional with a career focused on serving historically underrepresented populations. Dr Harrison is the Dean of the School of Health Sciences Human Services, and Nursing. Dr Harrison has extensive experience with academic program assessment, program reviews, accreditation, faculty development, student support services, and online education. She is an engaged scholar-practitioner with

academic and industry experiences and a deep understanding of interprofessional health sciences and health services administration.

Dr Harrison has keen interest in environmental health, more specifically, the impact of climate change and air pollution on respiratory health and the influence these issues have on population health.

As a faculty and academic leader, Dr Harrison has a deep knowledge and engagement with campus governance and has been involved in many initiatives to advance student success outcomes to include student researchers that culminate into scholarly publications. Dr Harrison received her doctorate degree in Management and a Master of Science in Health Care Administration from the University of Maryland University Global Campus Largo, Maryland; and a Bachelor of Science in Biology from Southern University, New Orleans, Louisiana, and a Master of Science in Strategic Communication from Purdue University, West Lafayette, Indiana.

Jarrel T. Johnson is a PhD candidate and Presidential Scholar in the Division of Higher Education with a minor in women's and gender studies at Iowa State University. He holds a BA in English from Shaw University and MEd in higher education leadership from Mercer University. Previously, Jarrel served five years as a Student Affairs Practitioner where he worked at Emory University, Cornell University, Morehouse College, and Iowa State University in support of institutional initiatives aimed at promoting the collegiate success of underrepresented, first-generation, and/or low socioeconomic status students. Thus, Jarrel's educational and professional experiences have informed his research agenda which comprises the following strands: (1) An exploration of students, faculty, and staff intersectional social identities (e.g., race, gender, and sexuality) and (2) An organizational analysis of the role higher education institutions plays in shaping the experiences of institutional community members. As a 2020 National of Academy/Spencer Dissertation fellow, Jarrel is currently employing both strands of research interests by investigating and theorizing how two historically Black colleges and universities (HBCUs) facilitate organizational change inclusive of Black queer and trans* student identities. Specifically, Jarrel's dissertation centers on the perspectives of HBCU administrators and Black queer and trans* students as they work across organizational structures to organize, develop, and implement inclusion initiatives. Following graduation from Iowa State University in the spring of 2021, Jarrel will join the Susan Thompson Buffett Foundation as a Research and Evaluation Officer supporting research and evaluation projects related to college access and success for underrepresented student groups.

Tamara Bertrand Jones is an Associate Professor of Higher Education, Associate Chair of the Department of Educational Leadership and Policy Studies, and Associate Director for the Center for Postsecondary Success at

Florida State University (FSU). She uses qualitative methods and critical and feminist theories to examine the sociocultural contexts that influence the education and socialization experiences of racially minoritized populations, particularly Black women, in academia. Her previous work as a Higher Education Administrator and Program Evaluator also contribute to her research interests in culturally responsive assessment and evaluation. Her work has broad implications for recruitment, retention, advancement, and professional development of faculty and doctoral students.

She is a founder and past president of Sisters of the Academy Institute, an international organization that promotes collaborative scholarship and networking among Black women in academia. In the spirit of collaborative scholarship, she and fellow scholars wrote *Pathways to Higher Education for African American Women* (Stylus Publishing) and *Cultivating Leader Identity and Capacity in Students from Diverse Backgrounds* (Jossey-Bass) and the forthcoming *Black Sisterhoods: Black Womyn's Representations of Sisterhood across the Diaspora* (Demeter Press). She also codeveloped the Research BootCamp, a professional development program for emerging scholars to assist with transition to academia for early career faculty, and dissertation completion for advanced doctoral students.

Dr Bertrand Jones attended the University of Texas at Austin for her Bachelor's degree in Journalism, FSU for a Master's degree in Higher Education Master's, and a Doctor of Philosophy in Research and Evaluation Methods.

Reshunda L. Mahone is the Assistant Dean for Advancement and Alumni Engagement and Senior Director of Development at the Goizueta Business School at Emory University. With over 21 years of advancement and development experience, Mahone has supported every aspect of higher education fundraising. Mahone has previously held fundraising roles Virginia State University, Spelman College, the University of Miami, Georgia State University, and the University of Central Florida. She began her development career at her alma mater, the University of Florida. She is an active member of the Council for the Advancement & Support of Education (CASE) and was appointed to the Commission on Philanthropy, the Minority Serving Institution Advisory Board, and District III Boards. Ms. Mahone also serves on the African American Development Offers (AADO) Network board and previously served on the Association of Fundraising Professionals (AFP) boards for the Central Virginia, Greater Atlanta, and the Miami chapters. Ms. Mahone holds a BS in Decision and Information Sciences from the University of Florida and received her MBA from the University of Central Florida. She is a Certified Fundraising Executive and a candidate for her Doctor of Education from Virginia Commonwealth University with an anticipated graduation date of May 2021.

Rihana S. Mason received her PhD in Experimental Psychology with an emphasis in Cognitive Psychology from the University of South Carolina, Columbia, SC, in 2004. She is a Research Scientist in the Office of the Provost and the Urban Child Study Center at Georgia State University. Dr Mason is the coauthor of the Lever Press publication (May 2021) titled *Academic Pipeline Programs-Diversifying Pathways from the Bachelors to the Professoriate*. She serves as a member of the Psi Chi Diversity Advisory Committee and is the 2021 President-Elect for the Southeastern Psychological Association (SEPA). She serves as a Research Consultant to the HBCU STEM Undergraduate Success Center at Morehouse College.

As an undergraduate at Spelman, she participated in the National Institutes of Mental Health Careers and Opportunities in Undergraduate Research Training Program (NIMH-COR) and was later named a NIMH-COR star in 2007. She is a recipient of the Predoctoral Ford Fellowship (2000) administered by the National Academies of Sciences, Engineering, and Medicine on behalf of the Ford Foundation and actively participates in the meeting of the Senior Ford Fellows. Her previous academic appointments including serving as an Adjunct Professor at Spelman College as well as an Associate Professor in Psychology at Emmanuel College for several years. At Emmanuel College she helped to expand the undergraduate curriculum to include courses which emphasized research and writing in psychology. She published her first book *Thinking critically about your career in Psychology*.

Dawn Y. Matthews is an Associate Director of advising at Florida State University. She is responsible for the daily operations, training, and management of academic advisors, college life coaches, and other administrative support staff. She also leads the department's data management and evaluation efforts to assess student satisfaction with academic services and general success metrics. Additionally, she serves as the coordinator and an instructor of a first-year seminar course designed to promote academic exploration early in college. Prior to her current role, Dr Matthews has worked in residence life, orientation, and admissions. Dr Matthews' research has primarily focused on supporting underserved and marginalized student populations in higher education, with an emphasis on Black women and HBCUs. Her research and work as a practitioner serve to promote the continued need for services and assessments surrounding diversity, inclusion, and equity among undergraduate and graduate students.

Dr Matthews received both her bachelor's degree in Sociology and her master's degree in Education Administration from Virginia State University and earned her Doctor of Philosophy in Higher Education Administration from Florida State University. She considers herself a lifelong learner, an advocate for marginalized populations, and a champion for equity centered policies and practices.

Jeremy C. McCool is a College Educator, Scholar, Media Consultant, and Author from Chicago, Illinois. McCool is currently a doctoral candidate at Indiana University of Pennsylvania pursuing a PhD in Media and Communications Studies. McCool has a background working as a radio personality and currently teaches courses in IUP's Department of Communications Media. These courses include Radio Production, Digital Storytelling, and Introduction to Communications, Media, and Culture. McCool's research revolves around bias, prejudice, and its impact on the perceptions of hip-hop. McCool has published op-ed content on racial bias, media, and discrimination in *Diverse: Issues in Higher Education*. He is also the coauthor of a children's book entitled *Princess and The Power of Melanin*, which was created to combat prejudice and uplift African American children. For more about Jeremy C. McCool, visit www.McCoolWorld.com.

Dr Lycurgus Muldrow received a PhD in Cell and Molecular Biology from the University of Tennessee in 1980. During his career he has had a prolific track record of receiving external funding, implementing complex programs, and managing large, multi-institutional, collaborative endeavors. Muldrow has written 15 peer-reviewed scientific publications and dozens of newsletter and magazine articles, as well as produced the content for two educational websites. Muldrow is currently a Director in Academic Affairs at Morehouse College. In his 14-year tenure at Morehouse, Muldrow has successfully authored and received 20 federal and private grants totaling more than \$20 million to study and promote the broadening participation of underserved minorities in science, technology, engineering, and mathematics (STEM). This work is currently being facilitated by three centers: the HBCU STEM Undergraduate Success Research Center (stemuscenter.org), the Morehouse College Makerspace Exploration Center, and the Scientific Literacy Center (scientificliteracycenter.org).

Dr Yoruba T. Mutakabbir is Associate Professor and Interim Department Chair of Education Administration and Foundations at Texas Southern University. She earned a doctorate in educational leadership with a concentration in higher education from Clemson University. She has written about religious minorities in higher education and the recruitment of non-Black students to HBCUs. She coauthored a chapter on the recruitment and experiences non-Black students at HBCUs in *Exploring Issues of Diversity at HBCUs [Information Age]*. In addition to a coauthored book on religious minorities in higher education published by Routledge, a coauthored article on the experiences of Black, Muslim male students at HBCUs is published in the *Journal of African-American Males in Education (JAAME)*. Her most recent publication is *Latinx Students' Knowledge of and Inclination to Attend HBCUs in the Association of Mexican American Educators (AMAE) Journal*. A native of Columbia, SC, she earned a Bachelor of Arts degree in sociology from Hampton University and a Master of Science degree in educational policy from Georgia State University.

Nadrea R. Njoku, as Senior Research Associate for FDPRI, her PhD research foci includes student success and career pathways at Historically Black Colleges and Universities, with a specific focus on the influence of campus environments and student development theory. She positions this work in a critical race and feminist framework that is devoted to disrupting issues of race and gender within the postsecondary education context. She's a proud graduate of Xavier University of Louisiana and Indiana University.

Christopher Parker is a Program Advisor in the College of Education at Texas Southern University. He loves interacting with undergraduates and helping them achieve their postsecondary education goals. A native Houstonian, Christopher received his Bachelor of Science degree in Communication Disorders from Lamar University and a Master of Science in Kinesiology from Texas Southern University. He is currently pursuing a doctoral degree in Education Administration at Texas Southern University. Christopher is interested in student recruitment and retention, and higher education finance. When Christopher is not focusing on helping students graduate with a four-year degree, he is cooking, golfing, or spending time with his wife and two kids

Dr Pam Parry, Professor of Mass Media at Southeast Missouri State University, is the author of *Eisenhower: The Public Relations President*. She is also the creator and lead coeditor of the book series on Women in American Political History published by Lexington Books. The series has produced five books with three more on the way. She coedited two books on diversity with Dr Sherwood Thompson and is the incoming editor of *Journalism History*, the peer-reviewed journal published by the History Division of the Association for Education in Journalism and Mass Communication. She is writing a book on the Eisenhower administration's promotion of women in the 1950s that is anticipated to be published in early 2022. In 2016, the Kentucky Communication Association awarded her the Applegate Award for Excellence in Research. She also received the 2020 Best Podcast Guest Award from the AEJMC History Division for her discussion of President Eisenhower and public relations. She sits on the board of directors of the National Stars and Stripes Museum and Library. Additionally, she consulted with the Dwight D. Eisenhower Presidential Library and Museum during its recent redesign and expansion of the museum, which reopened with the new exhibits in July 2019. Parry holds four degrees, including a Doctor of philosophy from the University of Southern Mississippi, a master's degree from American University, a master's of religious education from Midwestern Baptist Theological Seminary, and a Bachelor of Journalism degree from the University of Missouri-Columbia School of Journalism. Additionally, she has been accredited in public relations by the Public Relations Society of America.

P. Jesse Rine currently serves as Associate Professor and Director of the MS Program in Higher Education Administration at Duquesne University. He

holds a BA in Christian Thought from Grove City College, an MAT in Latin from Washington University in St. Louis, and a PhD in Higher Education from the University of Virginia. Dr Rine previously directed the research programs of two national higher education associations, the Council of Independent Colleges and the Council for Christian Colleges & Universities, and also served as Assistant Provost at Grove City College. His scholarship has been published in a number of edited volumes, research reports, and academic journals, including the *Journal of College Student Development*, the *Journal of College and Character, Religion & Education*, and *Christian Higher Education*. Dr Rine's research explores institutional identity, organizational adaptation, and student outcomes in higher education, with a focus on liberal arts colleges and religiously affiliated institutions.

Dr Morris Thomas is responsible for providing visionary, strategic, and operational leadership for the Center for Excellence in Teaching, Learning & Assessment (CETLA) at Howard University. He has an extensive background in facilitating learning across modalities (face-to-face, hybrid-blended, and online). Dr Thomas received his PhD in higher education administration from Morgan State University, an MA in educational policy and leadership from The Ohio State University, an MS in instructional technology management from LaSalle University, an MM in classical vocal performance from New Jersey City University, and a BA in music from Fisk University. He also completed postgraduate studies at Cornell University and Georgetown University in project management and holds the Project Management Professional (PMP) certification with the Project Management Institute, Inc. (PMI). He is also a certified Gallup-Certified Strengths Coach and certified to administer the Myers-Briggs Type Indicator.

Dr Thomas is an established scholar, with research primarily focusing on instructional dynamics which encompass instructional domains, design, and delivery. He has developed a conceptual framework called the E.N.H.A.-N.C.E. Learning Model. This conceptual framework provides seven strategies to inform intentional course design and delivery. He is the author of a book titled, *Focus: The Missing Factor; A Practical Guide to Accomplishing Your Goals*. Dr Thomas serves as an editorial board member for the *Journal of African American Males in Education* and the *American Research Journal of Humanities & Social Sciences*, and as reviewer for the *International Journal of Virtual and Personal Learning Environments*. He is a frequent presenter at conferences and for webinars.

In addition to his career, he enjoys hiking, biking, travel, dining, and the arts.

Dr Daniel F. Upchurch is a Professor and Psychologist at Bethel University. He is also the creator and owner of Affordable Telemental Health where he provides, coaching, therapy, and assessment for Historically Black Colleges

and Universities and Predominantly White Institutions. Dr Upchurch has written numerous articles and books on Black studies and mental health awareness. His upcoming book entitled *Pyrrhic Victory: Before You Remove the Knife*, will be published in 2021. In addition to all of the many obligations, Dr Upchurch is a dedicated father of two beautiful children and an exceptional chef and golfer.

Evan Wade is chair of History and Social Justice Studies at San Joaquin Delta College. His research interest focuses on African American freedom movements of the late nineteenth and early twentieth century. He is the editor of the *African American Primary Source Reader, 1865-Present*, and a proud graduate of Morehouse College and the University of Connecticut.

Dr John T. Wolfe, Jr. is founder and principal of Avant-Garde Higher Educational Services and Solutions, Inc., which he founded in 1970. He retired in June 2017 after 12 years as Associate Vice Chancellor for Diversity and Academic Leadership Development for the University System of Maryland. He has 20 years of extensive experience in HBCUs having served as President of Kentucky State University and Savannah State University, respectively. His service in HBCUs also included senior leadership positions at Fayetteville State University and Bowie State University. His career spans more than 51 years in the United States and abroad where he has served as a middle and high school English teacher, tenured full professor, and adjunct faculty member in linguistics, employee relations manager, dean, provost, consultant, executive director of the National PUSH/Rainbow Coalition, respectively. Through these experiences he has gained knowledge and transferable skills covering a range of organizational levels, within and across units and divisions in higher education institutions, as well as public and private sector organizations and corporations.

Professionally, Dr Wolfe is a trained and practicing mediator. He has served on the Maryland Higher Education Commission's Advisory Council on Workforce Shortage. He has recently given leadership presentations on such topics as "Managing Disruption, Cooperating and Collaborating, Even When We Disagree", "Cultural Diversity and Sensitivity Training", "Social Media and Workplace Communication", "Effective Workplace Communication in a Technological Age", "Education and Training of Tomorrow's Workforce", "What Knowledge and Skills Are of the Most Worth in the 21st Century?" His appointments, consulting, and mentoring work have included matters of student achievement and success, workforce diversity, strategic planning, faculty development, assessment and evaluation of higher education administration and management, developing the administrative portfolio, affirmative action, and effective employment interviewing and selection in Indiana, North Carolina, Illinois, Florida, Georgia, Alabama, Delaware, Louisiana, West Virginia, Maryland, Scotland, Italy, and West Africa.

Through his community service work, he has served as cochair of the Washington Regional Taskforce Against Campus Prejudice and is a past chair of the Historically Black Colleges and Universities Regional Summit on Student Retention. He has also served as president of the former Higher Education Group of Washington, DC. He has held fellowships with the Gulf Oil Faculty Forum, National Endowment for the Humanities, and the American Council on Education. He has been honored as an Old Master by Purdue University and inducted into the Washington, D.C. Urban League's Senior Hall of Fame.

When asked about his life and career in higher education, Dr Wolfe says, "I am most particularly proud of the learning experiences I have had in service to others, beginning even before I earned a Ph.D. when I served two and a half years on the faculty at Cuttington College in Liberia, West Africa, to date, the most enriching years of my life. Next, I consider my service as President of both Kentucky State University and Savannah State University, respectively. Then, there is my tenure as Executive Director of the PUSH/Rainbow Coalition. Lastly, and ongoing is the teaching and mentoring of students which is the most humbling of all my personal and professional experiences."

Dr Wolfe earned a BEd in English-Education from Chicago Teachers College, an MS in English-Education, and PhD in linguistics from Purdue University. His avocations include writing, photography, golf, cycling, jazz, reading science (physics, biology, and technology), and African American literature. His book chapter dealing with diversity in Historically Black Colleges and Universities (HBCUs) was published in 2016. Another coauthored book chapter on barriers affecting minorities in higher education was published in 2020.