

Jaime (Jennifer) Nolan

April 10, 2021

Colorado State University  
Fort Collins, Colorado

Dear Search Committee Members:

It is with great enthusiasm that I am writing to apply for the position of Vice President for Diversity and Inclusion (VPDI) at Colorado State University (CSU). I see a unique opportunity to bring together the depth and breadth of my experiences in higher education, where I have held positions that span Student Affairs, Academic Affairs, the President's Office, and outreach to the external community. The scope of my experiences includes teaching, advising, student, faculty and staff recruitment and retention, student development, academic support, program and policy development, equity training, strategic planning, mediation/conflict resolution, institutional research, grant-development, fundraising and budgeting and finance. My years of experience in higher education, which includes work at large public research universities, Land Grant universities, and a small highly selective private university, combined with my doctorate in Higher Education from the University of Pennsylvania, have provided me with the experiences and skills needed to navigate the current higher education landscape and the vision to be an effective leader in developing and leading Colorado State University through the desired transformational change noted in the position profile.

My career in higher education has been grounded in and centered on issues of diversity, equity, justice and access. Thus, I have worked, and continue to work, at the confluence of the most difficult challenges facing colleges and universities today. My experiences and skill sets embody the critical attributes articulated in the announcement description for the Vice President for Diversity and Inclusion such as promoting student recruitment and retention, which includes first generation colleges students, low-income students, undocumented students and students who are from diverse and historically underrepresented communities. Given the approach and process in which Colorado State University will engage to collaboratively develop a comprehensive and holistic approach to equity, inclusion and justice, my skills and experience will contribute greatly to such an undertaking. This includes institutional efforts to equitably serve all CSU community members by affirming that every member of the Colorado State University community is a crucial stakeholder in the ongoing work of inclusion, equity, justice, and community building. Key to each of the positions I have held, has been my efforts to develop impactful partnerships with all colleges, divisions and departments. My professional philosophy, as embodied in my vitae and this letter, demonstrates my long-term commitment to principles of shared governance and transparency, which guide my approach to the work I do and illustrates my capacity for developing and maintaining effective teams and authentic relationships.

In my current position at Washington State University (WSU) where I serve as Associate Vice President of Community, Equity and Inclusive Excellence, I lead efforts in the collaborative development of various programs, initiatives and policies that are moving the university toward building and sustaining a more just, equitable, and inclusive institution. I have been working with upper administration, deans, department heads, faculty, staff, students, and others across the university the WSU system, which includes WSU Vancouver, WSU Spokane, WSU College of Medicine (also on the Spokane campus), WSU Global Campus, WSU Everett, and WSU Tri

Cities to build inclusive classroom communities, recruit and retain students, faculty, and staff from historically underrepresented communities, and address other significant political and community issues.

Upon my arrival at WSU, I coordinated and led the University's Five Working Groups on Campus Culture and Climate. After a student protest in the fall of 2017, WSU president, Kirk Schulz called for the establishment of the working groups with each one representing one of the demands that came from students out of the protest. Representation was system-wide and included students. The efforts of the working groups culminated in a comprehensive report and action plan. The working groups will now have a permanent presence through the newly formed President's Commission on Campus Culture and Climate. The commission will monitor the progress of efforts and recommendations that came out of the efforts of the Five Working Groups as well as address other issues as they arise, providing key insights and feedback to WSU leadership.

One key initiative that came out of the working group that centered on training for all faculty and staff, is a series of workshops we call our Equity 100 Series. Equity 101, 102, 103. This series has become the foundation of our newly launched Community and Equity Certificate Program. I led the efforts to develop the equity series as well as the certificate program. Our equity series fills up well in advance of the session and we are constantly adding sessions. To date nearly 2000 faculty and staff have participated in workshops and we will have several people completing the certificate program in June which was launched in February. All sessions are offered remotely and available to the entire WSU system including our extension offices. As part of the certificate program, I developed and lead the session, *Creating Coalitions Across Great Divides*, for which I added additional sessions as they too filled up. We are now offering a train the trainer program for our equity series which will allow the program to be sustainable while at the same time impacting our campus community climate. From my vantage it is essential that we work towards affirming and expanding the agency of all community members. Affirming and expanding personal and community agency allows us to operate through the understanding that this body of work is about each one of us.

I have developed with my team and other partners, several initiatives that support the work of building and sustaining a community where all can thrive in their living, learning and working. In addition to equity series and certificate program noted above, I am a member of WSU's newly formed task force—Equity in Policy and Practice. We have been meeting since February and have been developing a tool, which consists of six critical questions to be used to assess equity in developing policy as well as in the review of existing policy. At this time, we are piloting this equity impact assessment framework and using it as we begin discussions around developing a vaccine policy. The tool, we call an Equity Impact lens, can be used to assess practice and programs as well. The pilot is already demonstrating much promise.

As a way to connect, communicate and coordinate equity, community and inclusive excellence efforts across the WSU system, I developed WSU's Diversity, Equity and Inclusion Summits. Summits take place twice an academic year—one in the fall and one in the spring. Each summit provides an opportunity to learn about programs and initiatives across WSU campuses, and learn from one another. We have seen participation rates move from 50 to over 500 over the course of two years. This has proved to be a powerful to bring the WSU community together around issues of equity, justice and community.

It has become painfully clear that the pandemic has laid bare inequities that have existed for centuries; health disparities, racial justice, and economic justice to name a few. Thus, as a nation, and as institutions higher education, we stand in the confluence of these powerful social currents. While this period of time has been extremely difficult, I believe we have a powerful opportunity to get some things right. Further, at this time Colleges and universities are facing numerous challenges including enrollment management, issues of racial justice, the increasingly tuition-driven nature of higher education, environmental and institutional sustainability, equitable service to our communities. Thus, we need to provide spaces for the complex dialogues necessary to American intellectual and democratic life, while negotiating the “market-driven” economic environment all the while remaining faithful to our institutional missions. Having long worked in the complexity of the myriad challenges confronting contemporary higher education, I am uniquely positioned to provide leadership toward meeting those challenges while staying true to the mission of Colorado State University and the aspiration for transformational change.

Currently, I have oversight for all of WSU Student Equity Centers such as the African American and Black Student Center, ChicanX and LatinX Center, Asian American and Pacific Islander, Gender Identity Expression and Sexual Orientation Resource Center, Undocumented Initiatives, First at WSU, Access Center, the Women’s Center, and system-wide efforts for Veteran and Military-Affiliated Student Services. Under my leadership we have begun the reorganization of my area which demonstrates my understanding and valuing of intersectionality. We recognize that identity is dynamic and complex, is intersectional. We have developed our organization such that we continue to have much needed affinity spaces while at the same time have created opportunities for community connection, coalition building and solidarity. We accomplish this through shared trainings, program development and some shared physical space. Bridging communities, and understanding interconnectedness is of great importance and students are learning that doing so strengthens our work around equity and justice. By encouraging and incentivizing collaboration, we build a community where all can see themselves and learn to value the lived experience of others.

I appreciate CSU’s commitment to a mission that forefronts critical citizenship and community building, which demonstrates those values are important threads woven throughout every aspect of the institution. This commitment embodies the spirit of land grant institutions and is a key attribute to my decision to apply for the VPI position. Colorado State University is clearly operating out of an understanding that developing and fostering collaborative relationships is essential to creating a living, learning, and working environment that creates the conditions in which every member of the university community can succeed and thrive. These values also illustrate the university’s commitment to a leadership model predicated on inclusive community building as the fundamental process through which meaningful institutional transformation occurs. I have learned through my varied experiences in higher education that to be truly impactful, I must be an effective convener of conversations and bridge-builder. These skills and dispositions lie at the core of my approach and will serve the University community quite well.

Throughout my career, I have eagerly sought broad responsibilities and assumed leadership roles in administration, teaching, scholarship, and service. My work has been driven by a philosophy animated by principles of social justice, inclusion, equity, and community building where empathy and. These efforts have culminated in the development of courses in Ethnic Studies, Gender Studies, English, Education and American Studies, democratic community building, community partnerships and social justice, and innovative programs such as Breaking Bread at several universities. Further, I developed and implemented the Dissertation Fellowship for Scholars from historically underrepresented communities at South Dakota State University and assisted in the development of the Community of Scholars Program at the University of

Minnesota, a program to prepare graduate students from underrepresented communities for research and the professoriate, and I have also developed partnerships with community-based organizations and with businesses. I have managed budgets that range in scope and size, and I have consistently demonstrated good resource stewardship, great resourcefulness and creativity in collaborative problem solving around financial and programmatic challenges associated with operationalizing our institutional values and beliefs, including supporting faculty, staff, and students.

As a leader, I strongly promote inclusive, collaborative decision-making wherever possible, and I encourage my colleagues to develop leadership skills and judgment as well, as I view all members of any community as potential leaders. At the same time, effective leadership requires the flexibility to embody other leadership styles when required by specific circumstances. I have proven myself capable of building relational leadership based on the context and circumstances in which I have been required to act. For example, to systemically address issues of equity, diversity, and inclusion, for example, I have introduced and facilitated the transition toward a Communities of Practice approach, which has supported the building of collaborative efforts in curriculum, teaching, and university policy and programming. The Communities of Practice model, which operates in the true spirit of shared governance, leverages the sum of my experiences in higher education and allows me to collaborate and build relationships with colleagues across colleges, departments, and programs who bring with them diverse backgrounds and expertise. Seeking and valuing multiple perspectives to succeed in my work through learning from others has driven the way I have worked in higher education throughout my career.

The scope of my experience in higher education and the relational, collaborative approach I have taken in my work compliments the skills and experiences outlined in the position announcement for the Vice President for Diversity and Inclusion at Colorado State University and will serve the University very well. I am very excited by the opportunities this position offers me as I see the potential for personal and professional growth and an opportunity to make meaningful contributions to what I consider to be my life's work.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in cursive script that reads "Jennifer Nolan".

Jennifer "Jaime" Nolan, EdD

**Jennifer “Jaime” Nolan**



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## EDUCATION

**University of Pennsylvania:** EdD. with Distinction, Higher Education Management, 2015

**Washington State University:** M.A. American Studies, 1997

**Washington State University:** B.A. With Honors, American Studies, 1991

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## PROFESSIONAL EXPERIENCE

*Associate Vice President of Community, Equity and, Inclusive Excellence, Washington State University, June 2018-present*

- Report directly to the Vice President of Student Affairs and assist and support senior administration and the campus community in establishing the mission, vision and strategic goals and objectives of the university as they relate to diversity and equity of students, faculty, and staff.
- Lead and coordinate the system wide Five Working Groups on Campus Culture and Climate.
- Co-chair the newly formed President’s Commission on Campus Culture and Climate.
- Provide leadership oversight to student equity centers: Social Justice Education and Outreach, African American and Black Student Center, ChicanX and LatinX Center, Asian American and Pacific Islander, Gender Identity Expression and Sexual Orientation Resource Center, Undocumented Initiatives, First at WSU, Access Center, the Women’s Center, and system-wide efforts for Veteran and Military-Affiliated Student Services.
- Serve on the Equity in Policy and Practice Task Force
- Serve as a resource and consultant for the WSU system on issues of equity, diversity, community and justice.
- Advocate for all students on all campuses and foster an institutional climate across the university that supports and encourages multicultural and global engagement.
- Optimize student success by better leveraging the many facets of the Division of Student Affairs.
- Develop and execute healthy dialogues and foster an inclusive community that values equity and diversity as hallmarks of its mission.
- Unite a team and create the organizational structures necessary for success.
- Build out and leverage partnerships across the university for the recruitment, development, training, and retention of faculty and staff.
- Be the university’s leading voice on matters of diversity, equity, social justice and inclusive excellence
- Develop and implement processes and strategies to effectively communicate WSU’s plans, policies, and its progress on diversity, inclusive excellence, and social justice.
- Oversee efforts to develop, review, and assess the impact and effectiveness of a wide range of diversity and inclusion programs and activities relating to faculty, staff, and students.
- Assess student need and interest to lead the ongoing development and implementation of effective programming that integrates diversity into the student experience, including workshops, training programs, speaker series, exhibits, performances, and other activities that promote varied perspectives.
- Work in close collaboration with senior administration on all campuses to make recommendations on how to respond to identified needs.
- Develop a vision and strategy to foster community, equity, and inclusive excellence across the

University.

***Associate Vice President of Community, Equity and Diversity, University of New Hampshire, August 2014-June 2018***

- Reported directly to the President and assisted senior administration and the campus community in establishing the mission, vision and strategic goals and objectives of the university as they relate to diversity and equity of students, faculty, and staff.
- Worked with all three UNH campuses (UNH Durham, UNH Manchester and the Law School).
- Monitored the legal environment and identifies and disseminates best practices as they relate to diversity, equity and affirmative action.
- Established and implemented metrics to monitor diversity, equity, and campus climate, champion initiatives and programs aimed at narrowing the gap between aspirations and reality, and published periodic reports on progress toward inclusive excellence.
- Developed, coordinated the implementation of, and monitored all campus programs and initiatives that are aimed at meeting the university's strategic goals and objectives as they relate to diversity and equity of students, faculty, and staff.
- Interfaced with the Offices of the Provost, and the Vice President for Finance and Administration in developing, implementing and monitoring programs, services and initiatives designed to enhance the recruitment and retention of, and climate for, students, faculty, and staff from diverse and under-represented groups.
- Advocated for the infusion of diversity concepts in the general education curriculum and for diversity-related professional development for staff and faculty across the campus.
- Promoted grass roots initiatives on campus.
- Provided administrative and fiscal leadership for the offices and programs that are primarily aimed at improving access, equity and diversity (e.g., the Office of Equity and Affirmative Action, Office for Multicultural Student Affairs, Military Connected and Student Veteran Services, the four President's Commissions, the MLK Celebration Planning Group, Upward Bound Educational Talent Search and McNair Scholars Program).
- Identified and maintained strong external outreach connections with businesses, non-profit organizations, and state and state and government agencies for the advancement of innovative practices and program concepts.
- Acted as diversity spokesperson in internal and external communications.
- Counseled college deans and search committees on the changes needed to move the institution closer to its diversity goals.
- Interfaced with the Senior International Officer on matters pertaining to climate for international students and staff.
- Ensured the effective implementation of the affirmative action program and handles complaints on indiscretions in equity and inclusion in campus life.
- Sought opportunities to increase university resources available to support diversity, equity and affirmative action through philanthropy and grant funding.
- Coordinated and led a systemic approach to Title IX /sexual violence prevention efforts that included working with all stakeholders in a collaborative process.
- Coordinated and led the USNH system Title IX efforts.
- Chaired the Presidential Task Force on Campus Climate.
- Chaired the Climate Study Task Force.

***Chief Diversity Officer, Director, Office of Diversity, Equity, and Community, South Dakota State University, July 2011-August 2014***

- Developed, implemented and assessed progress toward a diversity plan for the campus to meet the university's strategic goal of being an inclusive, welcoming environment for all.
- Developed and implemented Dissertation Fellowship for Scholars from Underrepresented Communities, which brought doctoral candidates from historically underrepresented communities to SDSU for one year (renewable) to complete their dissertation research and teach in their areas of expertise.
- Provided consultation to campus leaders in evaluating, designing, and implementing institution-wide policies and practices to ensure diversity, equity and respect for all faculty, staff, and students.
- Collaborated with senior leaders, SDSU's EEO Officer, Director of Multicultural Affairs and other SDSU faculty and staff to integrate diversity and equity principles into institutional employment and workplace practices.
- Provided leadership and oversight to Native American programming to a wide range of on and off campus stakeholders including the Native American Advisory Committee and the American Indian Education and Cultural Center, and staff who are actively engaged in Native American recruitment, retention, tribal college and reservation community outreach and service, and the campus Native American Club.
- Explored, researched, and secured grant opportunities and external funding to support diversity initiatives.
- Assisted in developing and implementing strategies to monitor and evaluate institutional-wide progress in creating a diverse and equitable environment.
- Provided institutional leadership for collaboration and partnerships with minority serving institutions including tribal and historically black colleges/universities.
- Developed faculty and staff opportunities to enhance diversity integration in the curriculum and across campus.
- Provided technical assistance, coaching and consultation to students, academic personnel and other groups regarding cross-cultural conflicts and disputes, as well as policies and practices that might have an adverse impact on a particular group(s).
- Provided staffing to the university's Diversity and Inclusion Committee, which advises on student, faculty and staff recruitment and retention, academic and student life diversity, campus climate, and service/outreach/partnerships.
- Served as liaison to the President's Advisory Council on Diversity, and the Native American Advisory Committee.
- Member of the President's Executive Team.
- Coordinator, President's Advisory Council on Diversity.
- Administrative Liaison, Diversity and Inclusion Committee.
- Strategic Planning Leadership Council.
- Member of Veteran's Affairs Committee.
- Member of the Enrollment Committee.
- Member of the Collaboration Task Force (Building Capacity for Collaboration Across Colleges and Departments at SDSU).

***Director, Office of Multicultural Affairs, University of Massachusetts, Lowell, August 2009-June 2011***

- Served on the Chancellor's Cabinet.
- Served as a senior staff member in the Division of Student Affairs.
- Co-Chaired, Chancellor's Committee on Fostering an Inclusive Campus Community as part of the strategic plan UMass Lowell 2020.
- Served as a liaison and advisor between University departments to creatively ensure that diversity and inclusion are addressed in creating a welcoming environment and in creating a positive experience for students, faculty and staff from varying backgrounds and nationalities.
- Promoted the integration of engagement, retention, and student success efforts, leadership programs, and student centered services for the University's students of color.
- Led efforts to foster and sustain a diverse and inclusive campus community.
- Worked closely with an *Engagement and Retention Steering Committee* comprised of staff from the Dean of Students Office, Provost's Office, Enrollment Management, Centers for Learning, Residence Life, Student Activities, Career Services, Alumni, and other appointed members.
- Engaged and collaborated with the Enrollment Management and Orientation staff in the outreach, enrollment and orientation of incoming multicultural students.
- Collaborated with appropriate departments regarding University retention initiatives for students from underrepresented communities including the design and implementation of support programs dedicated to promoting students personal and academic success.
- Designed, implemented, and managed a multicultural peer mentoring program.
- Served as an advocate and resource for historically underrepresented students regarding issues of transition, as well as academic, social, cultural and personal matters.
- Facilitated the development and facilitation of the Chancellor's Student Advisory Council on Inclusive Community.
- Established and maintained an ongoing assessment and evaluation of the quality of student life for students from historically underrepresented communities. Suggested appropriate action to insure a high degree of quality in programs and services.
- Served as a liaison and advocated between students from underrepresented communities and faculty, staff and administration.
- Served as a resource for departments on diversity and inclusion-related issues.
- Trained student organizations and student leaders on diversity and social justice related topics, such as climate and inclusion, and how they apply to their organizational mission, leadership development, careers, and campus roles.
- Worked with relevant campus-wide areas to develop co-curricular support programs and services for multicultural and underrepresented student populations.

***Associate Dean for Diversity and Director, Office of Undergraduate Studies (OUS), Colgate University, June 2005 – August 2009***

- Developed, oversaw, and managed residential pre-freshman summer bridge academic program (OUS Summer Institute—opportunity program).
- Oversaw Colgate's Higher Education Opportunity Program (HEOP-New York State opportunity program).



- Worked with the Office of Admission on the recruitment of students from underrepresented communities.
- Co-developed the newly opened Center for Learning, Teaching and Research under which the Office of Undergraduate Studies and Academic Support Services are housed.
- Developed and enhanced initiatives and programming that addressed issues of stigma, persistence and academic success i.e.—designed programs for all students with built-in understanding of the needs of underrepresented communities.
- Developed initiatives and programming that fostered relationships with faculty and administrators across departments and programs that furthered both the OUS mission and the mission of The Center for Learning, Teaching, and Research and made visible to the larger Colgate community the value of the Center and OUS as important community resources.
- Acted as a resource and, when needed, provided training to Resident Advisors, Orientation Links, and other student leaders on issues related to diverse communities and intercultural advancement.
- Identified strategic partnerships and developed collaborative programs that fostered partnerships between OUS /The Center for Learning, Teaching and Research and other units/departments.
- Affirmative Action Officer for Faculty.
- Coordinated the work of the Executive Committee of the Diversity Initiative.
- Attended President's Staff meetings to represent diversity issues and concerns (as of summer 2007).
- Consultant to the ALANA (African, Latin, Asian, Native American) Affairs Committee.
- Assisted in the coordination of the campus-wide Diversity Council.
- Developed and implemented alumni programs.
- Member of the Committee on Standards and Academic Standing (CSAS).
- Member of the National Coalition Building Initiative Steering Committee (Colgate chapter).
- Member of the Middle States Accreditation Steering Committee (2006-08)
- Handled complaints of discrimination and when needed worked with appropriate offices to address complaints through appropriate conflict resolution process.

***Director, ALANA Cultural Center, Colgate University, July 2003 – June 2005***

- Directed day-to-day operation of the ALANA (African, Latin, Asian, Native American) Cultural Center.
- Provided leadership and a link with key divisions and programs in supporting the University's effort to build and maintain an inclusive and diverse campus environment.
- Developed and supported initiatives and programming that foster a campus environment that values and actively supports an inclusive and diverse university community where all members are able to thrive and achieve their full potential.
- Worked closely with students, faculty, and staff to develop extra-curricular and co-curricular programs that encouraged interaction and dialogue among community members on issues related to diversity and social justice.
- Served as a resource to students, faculty, staff, and alumni of color.
- Worked in collaboration with faculty and academic programs (such as Africana and Latin American Studies, Asian Studies, Native American Studies, and Women's Studies) concerned with multicultural issues and education.
- Acted as a resource and, when needed, provided training to Resident Advisors, Orientation Links, and other student leaders on issues related to diverse communities and intercultural advancement.

- Chaired ALANA Cultural Center Advisory Board.
- Coordinated with programs and divisions across the University, development, and implementation of events and programs related to diversity and social justice.
- Served in an advisory and facilitating role for the numerous multicultural student organizations.
- Helped to develop, and coordinate Diversity Council purpose and meetings, a key component of Colgate's larger Diversity Initiative.
- Coordinated pre-planning efforts for Colgate's Diversity Initiative.
  - Coordinated all meetings.
  - Drafted all written materials including Pre-Planning report that outlined the 64 recommendations that were central to the Diversity Initiative.

***University of Minnesota January 1994 – March 2003***

***Executive Assistant, to the Chair Humphrey Institute of Public Affairs/Roy Wilkins Center for Human Relations and Social Justice, June – December 2002***

- Managed day-to-day operations of the Center.
- Researched Requests for Proposals and identified potential funding opportunities.
- Developed concept papers.
- Managed center calendar.
- Developed presentations.
- Wrote articles, reports, grants, proposals and correspondence.
- Responsible for event planning and project management.
- Supervised student staff.

***Assistant to the Vice President, Office of the Vice President for Campus Life and Executive Vice Provost, February – June 2002***

- Developed Power Point presentations and speeches for the Vice President.
- Assisted in strategic planning process.
- Assisted in the coordination of a national search for Vice Provost for Multicultural Affairs.
- Coordinated review of the Student Code of Conduct.
- Assisted in the coordination of the promotion and tenure review process.

***Special Assistant to the Vice President, Office of the Vice President for Multicultural and Academic Affairs, January 1994 – January 2001***

- Responsible for assisting in the carrying out of unit functions and responsibilities.
- Acted as staff and personal representative of the Vice President at various meetings, conferences and events.
- Liaison for the Vice President to the President's Minority Advisory Committees, briefed committees on pertinent University programs, issues and concerns, and briefed the President's Office and Vice President's Office on committee issues and concerns.
- Speechwriter for the Vice President.
- Head writer for the department, which included writing articles, reports, grants, proposals and highly sensitive and political correspondence.
- Handled complaints of discrimination and when needed worked with the Office of Equal Opportunity and Affirmative Action to address complaints through appropriate conflict resolution process.

- Developed and implemented diversity training for various departments and programs.
- Developed and implemented diversity training for faculty

## TEACHING

### *Affiliate Faculty, Women's Studies, University of New Hampshire*

#### **Fall 2017**

- Women's Studies 720: *LatinX Feminisms*

#### **Fall 2016**

- Women's Studies 520: *Race Matters*

#### **Spring 2016**

- Women's Studies 401: *Introduction to Women Studies*

### *Instructor/Lecturer, South Dakota State University*

#### **Spring 2014**

- Special Topics in Education 492/592: *Social Justice and the Role of Community in Education*

#### **Spring 2013**

- Special Topics in Education 492/592: *With Eyes Wide Open and a Broken Heart: Toward a Critical Pedagogy of Inclusive Democratic Healing*

#### **Fall 2012**

- American Indian Studies 492: *Native American Empowerment*

### *Instructor/Lecturer, University Massachusetts Lowell*

#### **Fall 2010**

- *Freshman Seminar Program*

### *Instructor/Lecturer, University of Minnesota, Chicano Studies, Women's Studies, Freshman Seminar Program(s)*

#### **Fall 1995 – Spring 2001**

- Taught 2-3 courses per year. Courses included:
  - La Chicana (course centered on Mexican American Women—writers, activists, etc.)
  - Las Mujeres (Women's Studies course focused on U.S. Latina experience)
  - The Dynamics and Complexity of Identity in a Multicultural World (Freshman Seminar Program—writing intensive course. Co-developed this course)

### *Instructor Washington State University, English Department*

**Fall 1991 – Spring 1993**

- College Writing/English 101 and 102
- Member of the Placement Exam Committee

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**RESEARCH PROJECTS**

***The Dangerous Work of Vulnerability: Creating Change While Learning to be Human in Academia*** (Co-PI) – An exploration of how vulnerability is manifested in the lived experience of university faculty and administrators, particularly in the politics of advocacy.

***Valuing “The Other:” Student Perceptions of Community and Making Meaning of Inclusion*** (Co-PI) – a collaboration between SDSU administration, faculty, and students inquiring into how students experience and understand inclusiveness.

***Invisible in Plain Sight: The Power of Educational Transformation Residing in Native American Students and their Communities*** (Co-PI) – This project inquires into how Native students attending SDSU experience and understand their P-16 education.

**SDSU University-Wide Climate Survey:** Co-PI and Task Force Leader

***Reflections on Teaching and Learning Our Lives’ Work*** (Co-PI) – This study inquires into the experience of two teachers, who have co-developed and are co-teaching a special topics course on social justice entitled “With Eyes Wide Open and a Broken Heart:” Toward a Critical Pedagogy of Inclusive Democratic Healing. We examine ourselves as teachers, advocates, and as human beings as we reflect on this experience, which occurs amidst hyper-individualist academic and political discourses that are quite often hostile to precepts of diversity, inclusion, social justice, and community.

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**PEER-REVIEWED CONFERENCE PRESENTATIONS**

NYC NY, Annual Meeting of National Conference on Race and Ethnicity in Higher Education, proposal accepted, *Student Protest as Praxis, May 2020 (conference canceled due to COVID 19)*

Washington DC, —Annual Meeting of the American Educational Research Association, *Uncovering Beauty in a Narrative of Tragedy: Native Students Counter Narratives to At Risk Discourse*, April 2016

Urbana-Champaign, IL – Tenth International Congress of Qualitative Inquiry, *An Autoethnography of Returning*, May 2014

Urbana-Champaign, IL – Tenth International Congress of Qualitative Inquiry, *Who Accommodates Whom? A Counter-Narrative to Educational Assimilation*, May 2014

Philadelphia, PA – 2014 Annual Meeting of the American Educational Research Association, *Teaching Against Hope Through a Curriculum of Positive Deviance*, April 2014

New Orleans, LA – National Conference on Race and Ethnicity, *Valuing “The Other:” Student Perceptions of Community and Making Meaning of Inclusion*, May 2013

Urbana-Champaign, IL – Ninth International Congress of Qualitative Inquiry, “*The Dangerous Work of Vulnerability: Creating Change While Learning to be Human in Academia*, May 2013

San Francisco, CA – Twelfth Annual Meeting of the American Association for the Advancement of Curriculum Studies, *Hidden in Plain Sight: Empowering Curriculum Through Positive Deviance*, April 2013

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### SELECTED PAPERS, REPORTS

- Burns, J., Green, C., & Nolan, J. New genealogies and the courage of truth: Toward an ethics of adversarial public educational scholarship and policy activism. *Educational Policy Analysis Archives* Fall 2018.
  - Burns, J., Nolan, J., Weston, Jr., E., & Malcolm, A. *Indigenous education, colonization, neoliberal schools, and narratives of survivance*. *Journal of Critical Education Policy Studies*, 2016
  - Burns, J., Nolan, J. *With Eyes Wide Open and a Broken Heart: Teaching Against Hope Through a Curriculum of Positive Deviance*, *Journal of the Advancement of Curriculum Studies*, 2014
  - *Fostering an Inclusive Campus Community, Strategic Plan UMass Lowell 2020*  
November 2009
  - *The State of Diversity at Colgate University*  
Memo/Brief, Colgate University, May 2007
  - *Eliminating Racial and Ethnic Disparities in College Completion and Achievement: Current Initiatives, New Ideas, and Assessment* (White Paper).  
Team project for the Teagle Foundation led by Cornell University, September 2006
  - *Annual Diversity Report(s)*  
Colgate University, 2004, 2005, 2006, 2007
  - *Diversity Pre-Planning Report*  
Colgate University, 2003-04
  - *The Emerging Leaders Program: A Multicultural Model*  
University of Minnesota, Humphrey Institute for Public Affairs, January 2003
  - *The Community of Scholars Program: Addressing the Needs of Graduate Students of Color at a Predominantly White Institution*  
University of Minnesota, 1998
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### SELECTED PRESENTATIONS

- *I Am Because We Are: Community Building Across Difference and Commonality*, 2019-present
- *Building Coalitions Across Great Divides*, 2018-present
- *Implicit Bias Awareness Trainings for Search Committees* 2019-present
- *Diversity, Equity, and Community at SDSU: Reimagining Classrooms as Inclusive Communities*, July 2012
- *Diversity, Equity, and Community at SDSU: Reimagining Classrooms as Inclusive Communities* (Re-presented for Faculty and Staff), July 2012
- *Answering the call*, November 2012
- *A Call to Action: Cultivating Community Partnerships Through Relationship Building*, October 2012
- *Building and Sustaining an Inclusive SDSU Campus Community*, September 2012
- *Faculty Diversity, Recruitment, and Retention Model*, August 2012

- *Diversity, Equity, and Community at SDSU: Reimagining Classrooms as Inclusive Communities*, (For President, Provost, Deans, and Department Heads) July 2012
  - *"I am Because We are"*, *Building Inclusive Campus Community*, January 2011
  - *Stories Our Lives Tell, Using Student Stories as a Vehicle for Institutional Change*, November 2010
  - *Conversations at the Crossroads, the Changing Landscape of Diversity: A Systemic Approach*, June 2007, updated fall of 2010
  - *But We Are Not the Same*, September 2005, 06, 07
  - *Creative Approaches to Undoing Racism Using Theater and Creative Autobiography*, January, 2006
  - *Arts and Activism: Social Justice Theater as Vehicle for Anti-Racism Work*, January, 2005
  - *Campus-Wide Diversity Initiative: The Case for Intercultural Advancement*. May 2005
  - *Colgate University, ALANA Cultural Center: A Model of/for Inclusivity*, January 2004
  - *Re-Centering the Classroom: Creating Deep Learning from Multiple Perspectives*, June, 1999.
  - *Diversity and Classroom Climate: Using Personal Story to Create Classroom Connections*, AACU 1999.
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### SELECTED PROGRAMS AND TRAININGS

- Keeping our Faculties: Recruiting and Retaining Faculty from Underrepresented Communities
  - Co-facilitated "Success and Persistence: Transforming Gateway Courses and Improving Academic Success for Students from Underrepresented Communities"
  - SAFE Training
  - *SDSU Safe Zone Training, March 2012*
  - *Residence Halls as Inclusive Communities*
  - *Skin Deep: Building a Diverse, Safe and Healthy Community (two and a half day intensive. Coordinator and co-facilitator) 2004-2009*
  - *Martin Luther King Day Commemoration, Coordinator (Colgate University and UMass Lowell)*
  - *In Your Company, (program coordinator and facilitator training) 2004-present (Colgate University and UMass Lowell, South Dakota State University, University of New Hampshire, Washington State University—im process)*
  - *Breaking Bread Program: Creating and Fostering Alliances and Coalitions Across Difference*
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### PROFESSIONAL ASSOCIATIONS, CERTIFICATONS

- American Educational Research Association (AERA)
- American Association for the Advancement of Curriculum Studies (AAACS)
- National Association of Diversity Officers in Higher Education (NADOHE)
- NASPA, Student Affairs Administrators in Higher Education (NASPA)
- National Coalition Building Institute, Train the Trainer, 2005
- Social Justice Training Institute, class of December 2009