



Institute on Teaching and Mentoring

Second Line of Success

Marching Toward Faculty Diversity
and Fulfilling Careers





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Second Line of Success

Marching Toward Faculty Diversity and Fulfilling Careers

This year, we are reminded of the incredible power of education — graduate education — to transform lives, institutions, and society. The theme, *Second Line of Success: Marching Toward Faculty Diversity and Fulfilling Careers*, reflects not only the progress we have made but also the journey still ahead. Rooted in the vibrant spirit of New Orleans, the theme evokes the imagery of a second line brass band parade — a celebration of life and a continuation of tradition, carried forward by a collective community that is united in purpose. Historically, these parades were not only musical celebrations but also served as expressions of resilience and unity, especially within Black communities. The first line bands set the tone, leading with purpose and structure, much like the scholars and leaders who pave the way for future generations. The second line is a continuation of this legacy, embodying the collective joy and commitment of those who follow in their footsteps.

At the heart of the Institute on Teaching and Mentoring is the unwavering commitment to increasing diversity within the ranks of higher education. For over 30 years, this meeting has been a beacon of support for under-represented scholars, providing them with the resources, mentorship and opportunities necessary to succeed in their doctoral studies and beyond.

This publication serves as a reflection of that mission, highlighting the stories of scholars who are actively shaping the future of academia and other industries. The scholars featured in this publication — whether current doctoral students or program graduates — embody the diversity, determination and excellence that the SREB-State Doctoral Scholars Program and the Alfred P. Sloan Scholars Program aim to cultivate. They are a testament to the transformative power of representation, each contributing to the diversification of both the faculty and the broader workforce. Their work spans disciplines, addressing some of the most pressing challenges of our time.

As you read through their stories, you will see the common thread that connects the scholars: a commitment to using their education not only for personal advancement but to lift up their communities and create pathways for others. These scholars are part of a larger movement to disrupt inequities in academia and beyond, and their success is proof that when we invest in diversity, we all benefit. Their achievements, while significant on their own, are part of a larger march toward equity, inclusion, and opportunity — a march that each of us has a role in advancing.

Marching Toward

As we celebrate the accomplishments of scholars currently navigating their academic and professional paths, we reflect on the significant role they play in shaping a more inclusive academic environment. These scholars, actively engaged in research and pedagogy, represent the embodiment of our collective march toward faculty diversity and educational equity. Their journeys are deeply intertwined with the mission of the SREB-State Doctoral Scholars Program, which is committed to increasing the representation of underserved and underrepresented communities in higher education.

These scholars are not only learners but leaders in their fields, working at the intersection of education, identity and change. Their efforts to engage in research that impacts their communities — whether through water purification, bilingual education or addressing systemic barriers to access — illustrate their commitment to using their education for the greater good. Each of them is a beacon of possibility, serving as role models for future generations of students who, like them, may have once felt outnumbered in the classroom.

The scholars highlighted here remind us that education is a powerful tool for transformation — not just for themselves but for the broader communities they serve. Whether they are mentoring fellow students, designing courses that demystify graduate school, or applying research to real-world problems, these individuals are driving progress forward. Their stories are proof that the path toward success is shaped not just by personal ambition but by a deep-rooted desire to create lasting, positive change.



Keyara Watson-Love

SREB Scholar
Pursuing Ph.D. in Applied Language & Speech Sciences at the
University of Louisiana at Lafayette

Keyara Watson-Love is an academic and researcher looking to give back to her community through reading skills and literacy. Her interest in research took root during her undergraduate studies in communication sciences, where she experienced a “lightbulb” moment that pushed her to pursue language and literacy research. Watson-Love is particularly focused on language and literacy disorders, aspiring to teach and mentor future professionals with empathy. Her approach emphasizes the strengths of individuals, helping both children and parents work together to achieve progress.

“I want to highlight the strengths of my clients... not just like see their weaknesses, because it’s more to the person than we think,” Watson-Love said.

She is also passionate about inclusive initiatives, advocating for the recognition of diverse communication styles and pushing back against the notion that certain dialects or languages are inferior. Watson-Love is committed to merging her work with intellectual disabilities, ensuring that no one is left behind.

Teyara Watson-Love

SREB Scholar
Pursuing Ph.D. in Applied Language & Speech Sciences
at the University of Louisiana at Lafayette



Teyara Watson-Love is a researcher and second year Ph.D. student with a passion for helping people with stuttering and verbal differences. Inspired by her mentor who has a stutter, Watson-Love believes in creating a safe space for individuals to feel free, understood and respected.

“My professor always says...take off the white coat...we’re trying to level the playing field...we can work together,” Watson-Love said.

Her experience attending events like the National Stuttering Association Support Group in Lafayette, as well as receiving a National Institute of Health grant to participate and present at the World Stuttering and Cluttering Organization Conference, reaffirmed her belief in the importance of mentorship, connection and resources like the SREB-State Doctoral Scholars program.

Her goal is to work in both academia and private practice, empowering clients and their families to navigate stuttering. Watson-Love said she strives to continuously learn and help others see the beauty in their unique speech differences. She is determined to break societal misconceptions about stuttering and support others as they find their voice in a world that often misunderstands verbal differences.

Faculty Diversity

The impact of the Institute on Teaching and Mentoring can be seen clearly in the growing number of graduates who are now serving as faculty members and academic leaders. These scholars bring a wealth of experience, knowledge and diverse perspectives to the institutions they serve. By positioning themselves in roles of leadership, they are actively reshaping the educational landscape, challenging entrenched structures, and fostering inclusive environments for the next generation of students.

The importance of faculty diversity cannot be overstated. Numerous studies have shown that a diverse faculty enhances the learning environment by exposing students to varied perspectives, experiences and worldviews. The graduates we highlight in this section are living proof that representation matters — not only in terms of the racial and ethnic diversity they bring to their institutions but in the ways they challenge the traditional boundaries of academic disciplines. They exemplify what it means to create spaces where students from all backgrounds feel valued and supported, a powerful reminder of the impact that representation has on institutional culture, student success and the advancement of equity in higher education.



Mia Kim Chang

SREB Scholar
Pursuing Ph.D. in Counselor Education and Practice at
Georgia State University

Mia Kim Chang's interest in the social sciences focuses on culturally affirming counseling practices and child and adolescent mental health. A second-generation Korean American, Kim Chang said her ultimate goal is to find intentional ways to bridge the gap in mental health awareness among Asian American and Pacific Islander children and families. She aims to do this through meaningful intergenerational and interdisciplinary collaborations and partnerships.

“There’s so much that can be done together rather than in silos to promote mental health awareness and wellbeing,” Kim Chang said.

Her future goal is to obtain an academic position that allows her to teach counselors and research the efficacy of play therapy for diverse populations. Part of Kim Chang’s dissertation research is an intervention study, looking at the impacts of Adlerian play therapy on Asian American children’s anxiety.

“You are more than enough,” Kim Chang said. “I encourage everyone to be true to themselves and live a life that is fruitful and meaningful to them.”

Soria Elizabeth Colomer

SREB Graduate
Ph.D. in Language and Literacy Education from the University of Georgia
Associate Professor of Bilingual Education
in the College of Education at Oregon State University



Soria Elizabeth Colomer's promise to her former students — to make things better for students who were undocumented or lived in mixed-status homes — keeps her grounded. As a bilingual Spanish teacher in rural Mississippi, she was often pulled from her classroom to translate for children and their parents during stressful situations.

“Children make themselves sick from the stress of living in this liminal space where they’re fearful that their parents will leave,” Colomer said.

Colomer entered her Ph.D. studies with the goal of becoming an educational linguist, eventually writing textbooks for heritage speakers. As she spoke with her advisor about her goals, Colomer recognized that what truly motivated her was understanding students’ and teachers’ positions in the sociopolitical context, or the intersection of politics and policies and how they affect the day-to-day life.

“There is a great need for critically conscious teachers of all ethnicities,” Colomer said. “It’s a journey and you need a community of support to go through that process. It’s hard and emotional work.”

“At the heart of the Institute is the unwavering commitment to increasing diversity within the ranks of higher education.”



J. Lee Brown III

SREB Graduate
Ph.D. in Strategic Management and International Business from
Old Dominion University
Dean of the College of Graduate and Continuing Studies at
Coastal Carolina University

J. Lee Brown III spent 14 years in corporate positions in product and brand management and was successful, but still felt unfulfilled. He always knew he wanted to teach. As an undergraduate electrical engineering student who never had a professor of color, earning a doctorate was not on his radar. As he started his Ph.D. studies, he realized his goal was for his future students to see themselves reflected in him.

“I put the onus on myself to be there for students because I realized the importance of creating an environment that was nurturing, uplifting and a safe place to make a mistake,” he said.

As a former business executive, his doctoral research focus was understanding barriers to innovation in large corporations.

“The university creates a platform to improve and increase access to education, but also to write grants to fund opportunities like business incubators,” Brown said. “When you marshal university resources behind something that benefits the community, that is extremely powerful.”

Dominique Duval-Diop

SREB Graduate
Ph.D. in Economic Geography from Louisiana State University
Deputy Chief Data Officer, U.S. Department of Commerce



Dominique Duval-Diop's primary focus has been the interaction between economic conditions and the systemic structural ways certain populations are left behind. The key, she says, is data.

“Knowledge, information and data help people, especially misrepresented populations, advocate for themselves and tell their own stories, rather than others who may misrepresent their realities to fit their own agendas,” Duval-Diop said.

Duval-Diop holds an MPA in Urban and Environmental Policy from Columbia University and worked for the state of Louisiana in a number of positions during the response to Hurricane Katrina.

Prior to her current position, Duval-Diop served as U.S. Chief Data Scientist in the White House Office of Science and Technology Policy, where she applied her skills at the national stage to advance the equitable distribution of trillions of dollars of federal funding intended to rebuild our nation's infrastructure.

“Ensuring that there is a diverse group representative of many voices is what I continue to aspire to do,” Duval-Diop said.

Fulfilling Careers

A key partner in the mission of supporting underrepresented Ph.D. scholars is the Alfred P. Sloan Foundation, which has long supported underrepresented Ph.D. students in STEM fields through their Sloan Scholars program. These scholars participate in the Institute, benefitting from its resources and network while contributing their unique perspectives to the conversation around diversity and inclusion in higher education. Their presence exemplifies the Sloan Foundation's commitment to fostering academic and professional pathways for historically marginalized groups.

Graduates who pursue and aspire to pursue careers outside academia are crucial to addressing some of the most pressing issues facing society today. Their ability to integrate academic rigor with practical solutions allows them to serve as bridges between research and real-world application.

Scholars who work outside of academia are contributing to industries that are becoming increasingly aware of the importance of diversity — not just in terms of gender and race but also in terms of experiences and thought processes. Their presence in these spaces challenges conventional approaches and fosters a more inclusive and dynamic workforce.

These scholars exemplify how doctoral training prepares individuals not just for academia but for leadership and influence across a variety of fields. Their work continues to shape the future, ensuring that the pursuit of knowledge is not limited by the walls of academia but permeates every sector of society, helping to drive meaningful change.



Taymee Brandon

Scholar in the Sloan Indigenous Graduate Partnership
Ph.D. candidate at Purdue University, studying Environmental Engineering

For **Taymee Brandon**, pursuing a Ph.D. was not an easy choice. Even with research interests dating all the way back to a science project in the sixth grade, she did not decide until her own master's program that she wanted to work toward a doctorate and become a professor. Now, she hopes to use her passion, education and research to impact her own community back home in Montana.

"In Ojibwe culture, women are considered the keepers of the water," Brandon said. "I feel that my dedication to water quality research is kind of encoded in who I am as a person."

Beyond her goals to impact her community through her work, Brandon also hopes to make the graduate school process more accessible for other students and Native scholars. Brandon has designed and currently teaches a demystifying the process for getting into graduate school course which she says, "would've been something that helped (her) as an undergraduate." Brandon encourages herself and others to "seek discomfort" in order to make the most of the Institute, the Ph.D. journey, and to grow as a person.

Janelle Cronin

Scholar in the Sloan Indigenous Graduate Partnership
Ph.D. candidate at Purdue University, studying Ecological
Sciences & Engineering and Curriculum Studies & Instruction



Janelle Cronin is an aspiring tribal college faculty member, where she hopes to mentor and advise the next generation of Native scholars. Her journey towards a Ph.D. stems from her deep connection to her Navajo community in New Mexico, her desire to give back to tribal communities, and her love for Native culture.

"As an Indigenous researcher wanting to work with (tribal) communities, I read a lot about Indigenous academics and what they've been doing," Cronin said. "I start watching shows I grew up seeing and then before I know it, I'm listening to Navajo corn grinding songs and powwow music and it just becomes a way of me, almost like falling back in love with my culture." She seeks to include these cultural elements in her research.

Though the academic world can be overwhelming, Janelle has grown to embrace and enjoy the process of learning, viewing the Ph.D. as a professional path to contribute meaningfully to tribal communities. She approaches her work with humility, recognizing the importance of collaboration and community-driven solutions.



Anaira Román Santiago

Scholar in the Sloan University Center of Exemplary Mentoring at Illinois
Ph.D. candidate at the University of Illinois Urbana-Champaign, studying
Chemical and Biomolecular Engineering

Anaira Santiago is a dedicated Ph.D. student specializing in water remediation, driven by her desire to develop efficient and affordable water purification methods. Anaira witnessed firsthand the devastation of Hurricane Maria, which left her community without clean water for months. That experience ignited her passion for creating solutions to address water shortages and contamination, not just in developing countries but in regions affected by natural disasters and industrial activity.

Santiago began pursuing her research interests and was later nominated for the Sloan UCEM program, which has become an invaluable resource for her along with the Institute. She is the first in her family to pursue a STEM degree.

“There’s so many people who are kind, who are willing to help you and who just want to see others succeed.”

Santiago’s ultimate goal is to become a professor, where she can continue her research while mentoring future generations of underrepresented students in STEM.

“My determination is stronger than any obstacle,” she said.

Sergio Suarez

Scholar in the Sloan University Center of Exemplary Mentoring at UC San Diego
Ph.D. candidate at the University of California,
San Diego studying Structural Engineering



Sergio Suarez’s passion for research and engineering began during his graduate studies, transitioning from industry to academia, where advanced structural analysis courses inspired him to pursue a doctoral degree. Suarez became connected with the Sloan UCEM program through Sloan’s Summer 2018 transition program. His advisor, Machel Morrison, has played a significant role in his academic journey. Suarez said he appreciates the strong sense of community that the Institute and the Sloan program provide and has gained valuable insights on career choices and post-doctoral paths through these opportunities.

His career aspirations revolve around civil engineering’s role in public safety and sustainable resource use. Suarez believes in applying his knowledge for the improvement and for the betterment of society. His guiding motto, “The greatest mistake you can make in life is to continually fear you will make one,” has pushed him to tackle challenges and remain curious throughout his academic journey.

Other featured scholars



Brian Wesley Harrington

SREB Scholar

Pursuing a Ph.D. in Counselor Education and Supervision at the University of Mississippi

"I aspire to create a framework that can be used to train school counselors and apply principles of liberation psychology, which focuses on combating oppression by promoting healing and empowerment."



Tim Monreal

SREB Graduate

Ph.D. in Foundations of Education from the University of South Carolina

Assistant Professor, Department of Learning and Instruction at the University at Buffalo.

"I had done a lot of work in communities, as a classroom teacher, and service work. Being fascinated with better understanding the systems and structures that produce injustice in the communities where I worked was a driver of my pursuing a Ph.D."



Michael F. Talley, Jr.

SREB Graduate (husband of Sloan Graduate Jessye Talley)

Ph.D. in Computer and Electrical Systems Engineering from Morgan State University

Senior Professional Staff I at the Johns Hopkins University Applied Physics Laboratory

"My want or my why is to give back to the African American community by offering mentorship and creating communication systems for biomedical engineering applications."



Jessye L. B. Talley

Sloan Graduate (wife of SREB Graduate Michael Talley)

Ph.D. in Industrial and Systems Engineering from North Carolina Agricultural and Technical State University

Associate Professor in Industrial and Systems Engineering at Morgan State University

"Learning about the problem of food safety and food defense, with respect to supply chain research... in addition to the disparities in terms of getting quality food to certain areas, is my focus."

Keep Marching

As we celebrate the scholars featured in this year's publication, we are reminded that the journey toward diversity in academia and the workforce is far from over. Each of these individuals, whether a current scholar or a graduate contributing inside or outside of higher education, represents a vital piece of a larger movement — one dedicated to breaking barriers, advancing equity, and creating opportunities for those who have historically been excluded from the academic and professional spaces they now occupy.

In today's world, the challenges we face — whether in education, public policy or the environment — require the kind of bold, interdisciplinary thinking that these scholars bring to the table. Their work, driven by both personal and professional experiences, reminds us that the pursuit of knowledge is most impactful when it is connected to a deeper purpose. Whether it is breaking ground in STEM research, fostering social change in education, or applying data science to inform policy, the contributions of these scholars extend far beyond themselves. They are laying the foundation for a future where diversity, equity and inclusion are not just ideals, but realities embedded in every facet of society.

As the theme of this year's Institute, *Second Line of Success: Marching Toward Faculty Diversity and Fulfilling Careers*, suggests, this march is a collective one — carried forward by each generation of scholars who have committed to lifting as they climb. The successes highlighted here reflect not only individual achievement but also the power of mentorship, community and a shared vision for a more inclusive future. Together, we are building that future, one step at a time, as we continue the journey toward equity and representation in all its forms.

Institute Profile

The 2023 Institute on Teaching and Mentoring remained the largest gathering of minority doctoral Ph.D. students in the nation with **955** attendees. The Institute brings together students and faculty members from across the nation. This year there were 300 SREB attendees, 12 McNair attendees, 175 Sloan attendees, 22 faculty mentor attendees, eight New England attendees, five Undergraduate Research Training Initiative for Student Enhancement attendees, two Louis Stokes Alliances for Minority Participation attendees, 45 presenters, 230 recruiter representatives, 83 guests, 11 NASA attendees, 23 Social Science Research Council attendees, 20 advisory committee attendees, 19 staff and volunteers.

Institute Data

- Overall Institute evaluation – 4.76 (out of 5)
- 97% – **Satisfied** or **Very Satisfied** with their overall Institute experience
- 270 Institutions represented
- Institute attendance by year
 - 2022 - 958
 - 2023 - 955
- First-time attendees – 32%
- 44 States (including DC and PR) represented
- 43 Graduates recognized at graduation ceremony
- 95 Universities represented at Recruitment Fair
 - 230 Recruiter representatives
- Gender: Male – 34%, Female – 66%
- 38 concurrent sessions and 3 plenaries
- Average concurrent session attendance – 32
- Average concurrent session rating – 4.64 (out of 5)

Broad Fields of Study

- Business & Management – 1%
- Education – 15%
- Health Occupations – 5%
- Humanities – 8%
- Mathematics – 2%
- Science & Technology – 30%
- Engineering – 18%
- Social & Behavioral Science – 21%

Race/Ethnicity

(not available; figures based on 7 yr. avg.)

- African American – 55%
- Hispanic – 20%
- Caucasian – 11%
- Asian American – 3%
- Native American – 2%
- Other – 4%
- Did not identify – 5%

Sponsoring Organizations and Friends of the Institute

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 - Consumer Healthcare Products Association
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TENURE-TRACK OPENINGS BEGINNING JULY 1, 2025

- Asian Studies
- Biology
- Computer Science (2 positions)
- Geosciences
- Government
- Creative Writing
- Literature
- Philosophy
- Women's and Gender Studies

ABD candidates will be considered, although candidates with a Ph.D. are preferred. The teaching load for all tenure-track positions is four courses during the first year and five courses thereafter. The expected starting salary range for these positions is \$89,800 to \$120,000. Research support for tenure-track positions includes start-up funds, annual conference travel, and a generous sabbatical leave program.



POSTDOCTORAL OPENINGS BEGINNING JULY 1, 2025

- Asian Studies Postdoc
- OPEN area Postdoc

The teaching load for fellowship positions is three courses. The expected starting salary range for these positions is \$57,500 to \$60,000. Research support includes a \$5,000 annual research allowance and conference travel.

Complete descriptions of positions and application procedures are available at hamilton.edu/facultyjobs. We seek candidates who can demonstrate their experience in teaching or working with broadly diverse student populations. Cover letters should address the ways in which candidates would further the College's goal of building a diverse and inclusive educational environment. Hamilton is committed to supporting, mentoring, and retaining faculty. Candidates from underrepresented groups in higher education are especially encouraged to apply.

Questions regarding faculty searches can be directed to the Associate Deans of Faculty Tina Hall (thall@hamilton.edu) and Penny Yee (pyee@hamilton.edu).

hamilton.edu/facultyjobs



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- College of Health & Human Services
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Explore Our Open Positions



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Marissa Young, Ph.D.
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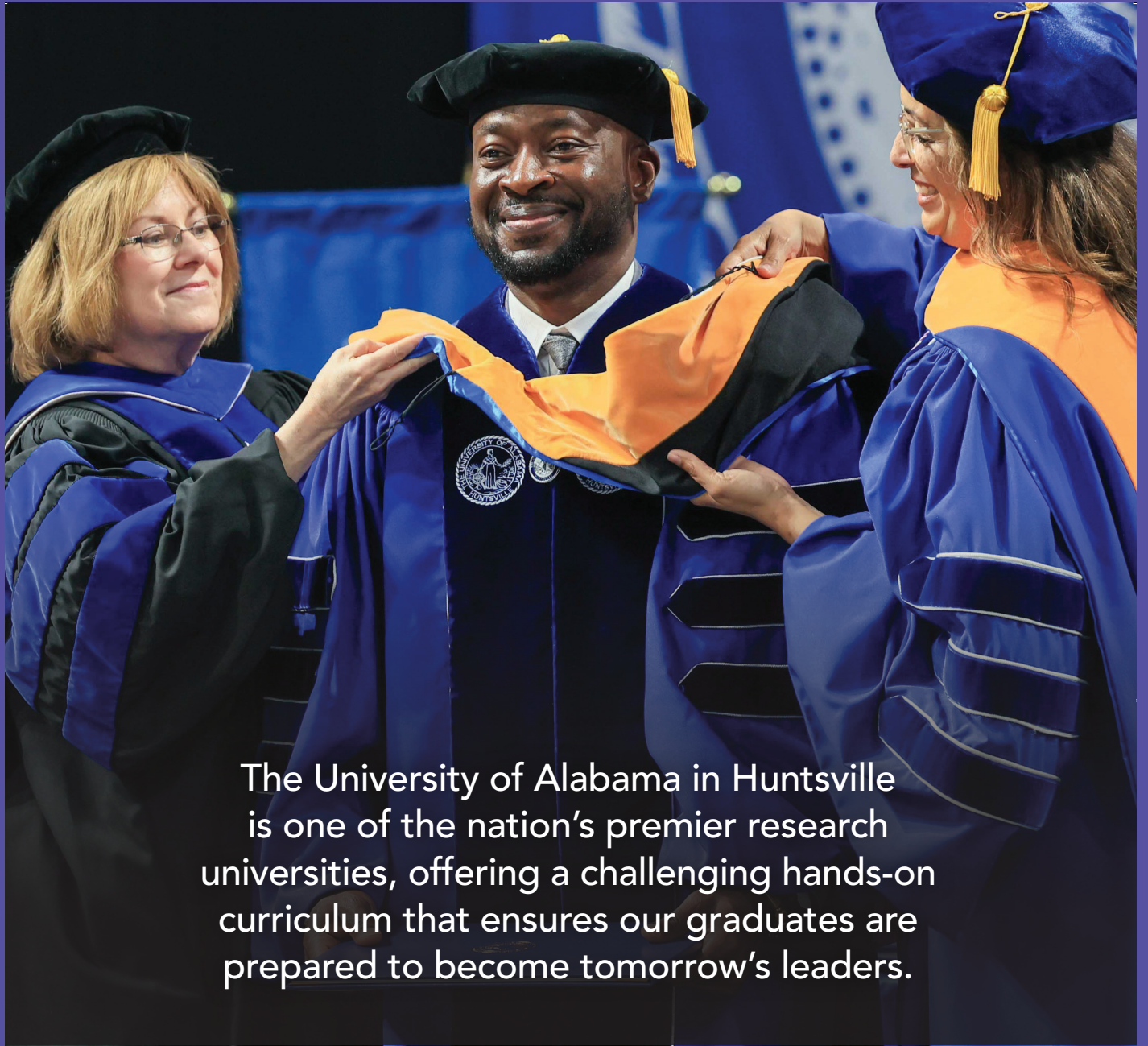
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