



SREB-State
Doctoral
Scholars
Program

25 Years of Increasing Faculty Diversity

October 2018

Changing the face of college faculty

We're not there yet:

Why states still need to address minority faculty shortages

Women scholars

lead the way in STEM fields

By the numbers:

How does your state stack up?

Q&A with founding director Ansley Abraham, Ph.D.

By the numbers

SREB Doctoral Scholars and the changing landscape of U.S. higher education

U.S. college enrollment has become more diverse...

2000:

10%

African-American

10%

Hispanic

2016:

14%

African-American

17%

Hispanic

...but a shortage of minority faculty persists.

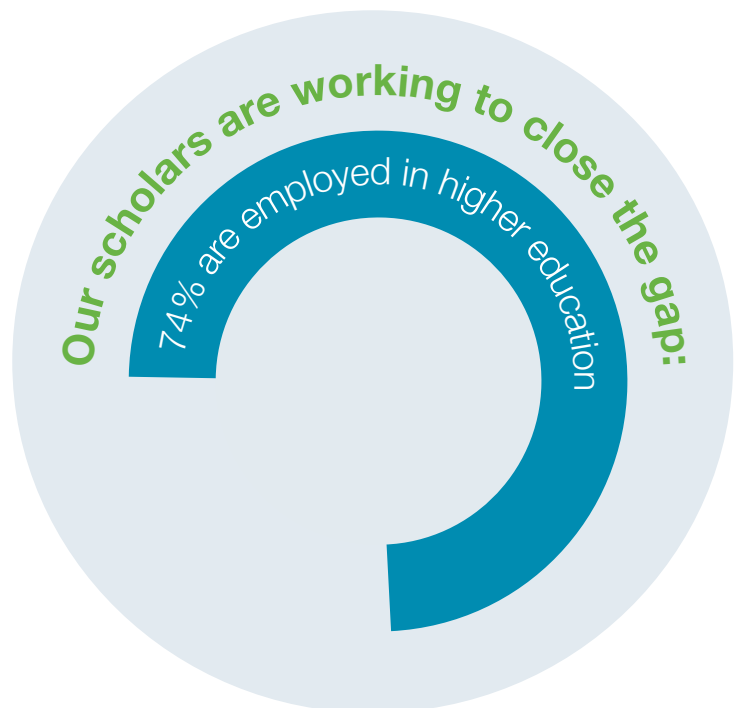
2016:

6%

African-American

5%

Hispanic



1,565

scholars served
by the Doctoral
Scholars Program

919

scholars
have
graduated

471

scholars are
currently enrolled

Acknowledgements

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On the cover:

Brooke Bosley, current scholar studying digital media with concentration in black media at the Georgia Institute of Technology.

We've made progress, but...

WE'RE
NOT
THERE
YET

The SREB-State Doctoral Scholars Program addresses a continuing shortage of faculty of color

In 1991, the total number of African-American Ph.D. graduates in mathematics in the entire Southeast was so small, they would have fit into a Volkswagen Beetle. The numbers were no better for Hispanics.

Since then we've made progress. But not nearly enough. Percentages of minority faculty remain unacceptably low.

"There were only two or three graduates each year," said Ansley Abraham, Ph.D., the founding director of the Doctoral Scholars Program at the nonprofit Southern Regional Education Board. "That was unacceptable to everybody."

SREB's Doctoral Scholars Program is marking its 25th year of service to the South and the nation, having helped nearly 1,000 underrepresented students of color graduate with a Ph.D. Another 400 doctoral students are now working on a Ph.D. through the program. Nearly three out of four graduates of the program are teaching in college classrooms, in 43 states and counting.

And the SREB program now has supported nearly 60 Ph.D. graduates in mathematics alone.

Despite this progress, the situation remains dire. Major shortages of faculty members of color persist, as many older professors retire and the nation's student demographics continue to shift substantially.

In fact, while the SREB program has contributed nearly 1,000 new faculty members, the rate of faculty diversity in our states has improved only slightly over two decades. It is still well below the proportion of students from underrepresented backgrounds in the nation's college and universities.

Today, only about 6 percent of four-year college faculty in the U.S. are African-American, only about 5 percent are Hispanic, and less than 1 percent are Native American.

The growth in numbers of minority faculty members has not kept pace with the massive expansion of student enrollment of the past few decades. But the next few years are an unprecedented opportunity to increase the number of faculty of color, as many faculty members who began their careers in the 1970s are retiring.

Now is the time for states and institutions to add faculty members who look more like today's student population, Dr. Abraham said. Today's college students also are more diverse than ever before: About 15 percent of today's full-time college students in four-year institutions are black and 17 percent are Hispanic—and those rates have soared in the past 15 years.

DIVIDENDS FOR STATES, INSTITUTIONS

The SREB program has also expanded to 25 institutions (inside and outside the region) that support more than 125 scholars. Participating states have seen an average return of \$250,000 in research funding for each doctoral graduate.

Unfortunately, in recent years some states and institutions have cut funding and made fewer slots available for SREB scholars, despite the program's

record of accomplishments, including the prestigious Presidential Award for Science, Engineering, and Mathematics Mentoring and the John Hope Franklin Award.

Addressing the lack of minority doctoral students and faculty has helped to strengthen higher education in the 16 member states of the Southern Regional Education Board. Many program graduates become faculty members in their home states. Professors earn research grants and patents, pay taxes, mentor younger students, and become leaders in their communities. The program's graduation and retention rates of nearly 90 percent far exceed those of doctoral students nationally.

Increasing faculty diversity also increases colleges' graduation and retention rates: research shows that when students have at least one teacher who shares their background, their chances for success soar. As the number of first-generation college students continues to grow, and as the complexion of the region and nation's students continues to change, the program can help states and universities graduate more of the students who enter their gates, Dr. Abraham said.

"More students are going to finish college," he said, "and if they finish, it means they're going to have higher incomes. And if they have higher incomes, they're going to drive your state economies."

How does the program work?

SREB helps states and institutions identify promising doctoral candidates who are admitted to programs of study on their own merits. Then, because they may be first-generation college graduates or the only person of color in their program, the Doctoral Scholars Program provides these doctoral students with **financial support, leadership opportunities, networking events, and intensive professional development** to help them finish their degrees and consider a career in academia.

These graduates are paying it forward

GIVING BACK

Former SREB scholar Dr. Fashaad Crawford is the associate vice provost for assessment and accreditation at North Carolina State University in Raleigh. Crawford aids in the planning process for new academic programming and oversees the university's regional accreditation and assessment of student learning processes. Throughout his career, he has worked to promote greater access and retention for faculty and students from underrepresented origins.

Prior to his time at N.C. State, Crawford worked with deans to enhance understanding of leaks in the faculty development pipeline and secure funding to bolster support for minority faculty and graduate student recruitment and retention. In addition to connecting faculty with research opportunities, it is vital to have activities such as support groups for new faculty and graduate students as they determine where to live and how to connect with their new community, said Dr. Crawford, who earned his Ph.D. in organizational development and educational leadership at the University of Louisville.

After serving on the faculty at Louisville for several years, he reconnected with someone he'd met at the Institute on Teaching and Mentoring (see page 7) and landed his first administrative post at Kent State University. While at Kent State, he helped create a new division of Diversity, Equity and Inclusion and oversaw its planning, assessment, and research management efforts. Crawford went on to serve as assistant provost at Kent State.

For Crawford, giving back also means going home. He is inspired by his mother, a high school teacher who passed away prior to his graduate studies but "always talked about the value of education," he said. "We would talk about going to college and the path after college."

Several years ago, Crawford's family started a scholarship program in his mother's honor. The Cheraw, South Carolina, native and graduate of South Carolina State University recently drove several hours to his hometown for the local high school's annual awards ceremony.

"In my current work, I'm really trying to communicate the value of going back into the local, rural schools," Dr. Crawford said. "That's the full circle."



*Dr. Christopher Whitt, vice provost
at Creighton University*

LEADING THE WAY

In the same way, another former SREB scholar's new leadership role is giving him an opportunity to guide an institution's recruiting of more diverse faculty members—and serving a broader community. "It is fulfilling to lead in collaboratively putting an entire university's diversity and inclusion vision into action," said Dr. Christopher Whitt, the inaugural vice provost for institutional diversity and inclusion at Creighton University in Omaha, Nebraska.

The Baltimore native earned his Ph.D. in political science at the University of Maryland, College Park, and then was a faculty member at Augustana College in Illinois for 11 years, ultimately serving as chair of political science. Leading faculty diversity recruitment helped Dr. Whitt to shift institutional culture by inviting scholars of color for interviews and presentations. At Creighton, he began with a listening tour of the university and community, recognizing the importance of relationships and trust in successfully leading diversity efforts.

A priority is to bring in potential faculty colleagues to interact with our university communities. “If they’re eligible to be finalists and they’re people of color or from a marginalized group, they’ve probably had challenging and informative life experiences beyond their academic training that could end up greatly benefitting our institution, our community and our students,” Dr. Whitt said.

SHORTAGES AND SUPPORT

For Dr. Lorrie Frasure-Yokley, a graduate from the University of Maryland, College Park, the SREB program “paid for my tuition and fees, allowing me the freedom to join several research projects” rather than to work as a teaching assistant. She is the first woman of color to attain a tenure-track position and to earn tenure in the Department of Political Science at the University of California, Los Angeles.

Now an associate professor at UCLA, Frasure-Yokley is the co-principal investigator of the Collaborative Multiracial Post-election Survey, the first multi-racial, multi-ethnic, multi-lingual post-election survey of U.S. adults following a presidential election. She said the program “prepared me for some of the unspoken nuances of being the first or one of the few” minority graduate students or faculty members at her institutions. As a first-generation college student from Chicago’s South Side, she didn’t meet many people growing up who had gone to college. Then a recruiter from the University of

Illinois at Urbana-Champaign visited her high school and convinced her to apply, despite a modest ACT score.

At UCLA, she teaches a one-unit skills development course for first-generation undergraduate students. In 2018, she was featured on the PBS NewsHour’s “Rethinking College” segment and was awarded a UCLA Distinguished Teaching Award with Distinction in Teaching at the Graduate Level. She works to link graduate students with research opportunities, grant writing experiences and more.

“I had excellent mentorship,” Frasure-Yokley said. “Fundamentally, all these achievements came from someone investing in me.”

FINDING FACULTY

As if the percentages of African-American or Hispanic faculty aren’t stark enough, consider the shortage of Native American scholars: a miniscule 0.01 percent of postdoctoral faculty and scholars nationally.

“It’s no surprise that I don’t run across more Native Americans as colleagues,” said Dr. Kent Smith, a former SREB scholar and now a professor of anatomy and cell biology and associate dean at the Oklahoma State University Center for Health Sciences in Tulsa, one of the state’s medical universities. “As an undergraduate and as a graduate student ... I don’t know of any classmates who were American Indian, and I certainly had no administrators or faculty who were American Indians.”

Compounding the situation, only a small fraction of Native American professors work in the STEM fields, Dr. Smith said. He credits the SREB program as a major factor in his completing a Ph.D. in zoology at the University of Oklahoma.

Dr. Smith first discovered the SREB program when a colleague was selected. “I was pardoned from a huge workload at a community college,” he said, “teaching four different preps and a lab with little time to complete research. It really made the difference between having a degree and losing it at the end.”

All SREB scholars are encouraged to give back to their communities by becoming mentors—and by starting substantive programs that mentor underrepresented graduate, undergraduate and younger students.

Dr. Smith co-founded the Native Explorers Foundation, which annually provides American Indian students with in-depth experiences in medical fields by taking them to archaeological digs in the remote West where youngsters can learn about bones. 🏹



Dr. Lorrie Frasure-Yokley, associate professor of political science at UCLA



TheInstitute

*This is the most important thing
I do for myself every year*

*It's so motivating,
it's so empowering*

The first time Selina Mireles walked into the annual Institute on Teaching and Mentoring, she was captivated by a rare sight: hundreds of doctoral students of color like herself.

“That was just a miracle,” said Dr. Mireles, who was then working on her Ph.D. in math education at the University of Texas at Austin. “There were other people who looked like me,” she said. “I’m still friends with a lot of those folks.”

Many doctoral students have the same experience at the Institute, which has become the nation’s largest annual gathering of underrepresented Ph.D. students and graduates of color. The first Institute was held in 1994 at a hotel in Atlanta with only 107 attending (including just 52 SREB scholars). In recent years, the numbers have surpassed 1,000 scholars and guests.

In the fall of 2017, Ansley Abraham, Ph.D., the director of the SREB-State Doctoral Scholars Program, looked out across a ballroom of scholars in Atlanta and welcomed everyone to the annual Institute. “It still gets my heart beating fast seeing all of you in this room every year and knowing all of us have a shared vision, shared goals and shared challenges,” he said. “The amount of intellect, ambition and determination in this room continues to absolutely inspire me. I come back every year to be inspired by you.

“The Institute is unlike any other experience you’re going to have throughout your professional career. There’s no other opportunity in the United States to be with this many underrepresented minority scholars” in one place, he said.



Institute

on Teaching and Mentoring

A Life Changing Event

This program changed the trajectory of my life

Participants at the 2017 Institute on Teaching and Mentoring

Scholars at the annual Institute represent more than 100 fields of study. They will be the “researchers, teachers and mentors to provide the next generation with the intellectual and professional leadership that is so desperately needed,” Dr. Abraham said.

Over the years, many scholars have called the event nothing short of life-changing.

Dr. Mireles, now the dean of the college of education, at the University of Texas of the Permian Basin, said she still uses many of the best practices she learned at the Institute’s workshops some 20 years ago.

“There are a lot of things I took with me that have played an important part in my career,” she said, such as breaking bread with other professionals and having a one-minute “elevator speech” prepared on her research.

You never know when you might meet a potential funder or expert with whom to partner, said Dr. Mireles, a first-generation Mexican American who grew up in Texas near the Mexican border.

The Institute features dozens of sessions for Ph.D. students and young faculty members—workshops on finishing your dissertation, interviewing for faculty positions, earning tenure, publishing your work, classroom teaching, mentoring, and more.

“It’s a place to get full again, to get rejuvenated so you can fight the battles, to inspire you and to help you keep going,” said Dr. Lorrie Frasure-Yokley, a former SREB scholar at the University of Maryland, College Park and now an associate professor of political science at UCLA.

Every year, nearly 100 colleges and universities set up recruitment tables and hold interviews with scholars, seeking talented young graduate students for future faculty positions, postdoctoral fellowships and more.

Richard Miller, Ph.D., a vice provost and faculty recruiter from Western Kentucky University, said his institution has recruited faculty members at the Institute for about six years. “We’ve hired I think four full-time faculty, two of whom just got tenure,” he said.

As many as 48 states are represented at the Institute each year. The conference is led by the SREB program in conjunction with its partners: the Western Interstate Commission for Higher Education (WICHE), NASA, the Alfred P. Sloan Foundation Minority Ph.D Program, the National Science Foundation, the federal Ronald E. McNair Post-Baccalaureate Achievement Program, and the Gates Millennium Scholars Program. More than 12,000 graduate students have now attended over the years.

“This is the most important thing I do for myself every year,” said fifth-year SREB scholar Stephanie Fortune-Taylor, who was finishing her doctorate in economics at Tulane University in New Orleans. “It’s so motivating, it’s so empowering.” A former middle grades teacher, Fortune-Taylor was researching how tax credits affect families’ decisions to have children.

“This program changed the trajectory of my life,” said Chassidy Cooper, who was finishing her Ph.D. in leadership studies at the University of Central Arkansas. She also was working in higher education as an academic advisor and teaching freshman-experience courses. She planned to graduate in December 2017 and walk across the stage at the Institute the next year.

Dr. Christopher Whitt, the vice provost for institutional diversity and inclusion at Creighton University in Omaha, Nebraska, said he’s been attending the Institute for at least 15 years.

Whitt, a Baltimore native and former SREB dissertation scholar who earned his Ph.D. in political science at the University of Maryland, College Park, first landed a postdoctoral fellowship at Marquette University after meeting college officials at the Institute.

Later, as a professor at Augustana College in Illinois, he brought colleagues to the Institute to conduct job interviews and learn of the enormous talent at the annual conference.

“We even brought our president,” Dr. Whitt said.

“To witness this sight is a powerful image that’s very humbling given where we started in 1993,” said Dr. Bob Belle, the SREB program’s longtime associate director. A former director of the TRIO college access programs at the U.S. Department of Education, Dr. Belle was there when the Institute first began, still helps plan every aspect of the conference, and is only one of three people to have attended every conference. 🌟

Progress & Promise

An Interview with Ansley Abraham, Ph.D.



Ansley Abraham, Ph.D., is the founding director of the Southern Regional Education Board's Doctoral Scholars Program, which has markedly increased the number of underrepresented college faculty members of color across the South and the nation. Nearly 1,000 graduate students have now earned their doctorates through the program. A native of Tallahassee, Florida, Dr. Abraham completed his undergraduate and graduate degrees in sociology and psychology at Florida State University, where he also played basketball. The married father of two young adult children lives in Stone Mountain, Georgia, near Atlanta.

How did the program get started?

As a young research assistant at SREB, I was writing policy studies on college admissions standards and high school graduation requirements. The gap between these standards is what defines the need for remediation at the college level. During a chance meeting in Washington, D.C., the president of the Florida Education Fund (which started the McKnight Doctoral Scholars Program) mentioned that SREB's new president, Mark Musick, was interested in the dearth of minority faculty and wondered how the McKnight model might be adapted for a larger region. President Musick and I then discussed my interest in taking on such a project. He gave his blessing, and I developed the white paper that was approved by the SREB board for us to move forward to develop a state-based program to increase faculty diversity. And that's what we did.

What was the graduate school experience like for you?

I didn't really feel a lot of academic pressure until I got to graduate school. I was like many students: lots of ambition but little focus. I wasn't a great student, but competent enough to know what I didn't know and determined to be better. Those traits served me well. Professor Charles Grigg was my mentor. I can state unequivocally: I would not be where I am without him. His faith in me and willingness to teach me research skills made all the difference. He also found funding for my graduate education. He was very powerful within the department and college. This offered certain protections—from other graduate students and faculty—as I learned the “craft” of being a graduate student. I can't say it enough: This man was critical to my survival and success as a graduate student.

Were you a pioneer at Florida State? What was your community like?

I was not the first sociology student of color working on a Ph.D., but I was among the first. I was involved in a Ford Foundation program called IPUMP—the Interdisciplinary Program for Urban Minority People. It was a predecessor to what I do now. It brought together graduate students of color from the social science disciplines. There were probably seven or eight of us in all those departments in the social

sciences. The program connected me to research and gave me exposure to other minority master's and Ph.D. scholars.

Why should states and universities support the SREB program?

Our program works on three levels. First, it encourages more underrepresented minorities to enroll in Ph.D. programs. Second, of those scholars who enroll, we increase their retention rate through to graduation. More specifically, SREB scholars complete their degrees almost two years faster than the national average, saving both time and money for students, their families, and states. Finally, of those scholars who graduate, 75 percent find employment on college campuses—25 percentage points higher than the national average—which is good for everyone. This is one of the best investments a Southern state, or any state, can make for its citizens. Ph.D. holders are high wage earners who pay taxes, bring in millions of research dollars, spur innovation, and become leaders in their communities.

Most of our graduates go on to teach on college campuses, making the professoriate look a little more like the undergraduate students they will teach. We need more college students to finish their degrees to meet national needs, especially students of color. Having diverse faculty members adds to the overall quality of the educational experience for all students—especially students of color who benefit greatly from visibly present role models.

What difference has the program made?

The Doctoral Scholars Program, with so many graduates teaching and mentoring students of their own, has had an enormous impact on tens of thousands of lives. Think about the impact a 30- to 40-year work life can have on the economy, on the community. That's a pretty big difference.

What work remains?

A shortage of faculty members of color is still plaguing colleges and universities because of retirements and a lack of focus on meeting this challenge. We need to recognize how important this is to helping more students finish college. Maybe the bigger challenges are ahead of us rather than behind us. 🌟

HIDDEN NO MORE

More women scholars emerging in STEM fields

The SREB Doctoral Scholars Program has helped hundreds of women complete Ph.D.s on their way toward successful careers as university professors and researchers.

The only problem: Most of those women scholars are in the humanities and social sciences.

Female scientists, professors and researchers in the STEM fields—science, technology, engineering and mathematics—are especially rare.

But an increasing number of women SREB scholars are emerging as leaders in those fields, and they're providing ways for graduate students, undergraduate and even children to follow their pioneering paths.

A high-profile example: The deputy surgeon general of the United States was an SREB scholar.

Rear Admiral Sylvia Trent-Adams served as acting U.S. surgeon general during the most recent presidential

transition before returning to her position as deputy. As a girl, the native of tiny Concord, Virginia, was known to travel an hour to the nearest hospital, in Lynchburg, to volunteer as a candy striper.

Following in the footsteps of other African-American women from Virginia who were behind some of the 20th century's biggest discoveries in aeronautics at NASA—as profiled in the book and film *Hidden Figures*—Trent-Adams graduated from Hampton University, then earned a master's degree in nursing before completing her Ph.D. in public policy from the University of Maryland, Baltimore County, in 2006.

Women in STEM

A New Generation

The shortage of women, especially women of color, in STEM fields is why former SREB scholar Dr. Nannette Napier started a summer camp in technology and coding for children in the middle grades, especially for girls.

"I always was interested in math as a kid and I would do extra problems. It came easily for me," said Dr. Napier, an associate professor of management information systems at Georgia Gwinnett College, a public four-year university in the Atlanta suburbs.



Dr. Nannette Napier, associate professor at Georgia Gwinnett College

Raised in Decatur near Atlanta, she graduated from Spelman College and the Rochester Institute of Technology through a dual-degree program. After her admission to Georgia State University for her doctorate, she learned of the SREB program. Napier was married with four children, and finances were a critical concern as she completed her degree.

"At one point, my husband didn't have a job and went back to school," she said, adding that the SREB scholarship helped keep them afloat. A number of mentors helped her feel less isolated as a scholar of color.

"As a woman, it was more challenging," she said. "All my professors were men."

She opened the technology camp in 2007, and it has evolved into a weeklong experience for about 72 girls and boys in middle grades and high school—plus shorter sessions to whet students' interest in the extended camp.

"One of our former tech camp students from the early years is now a student at MIT," said Dr. Napier, who has stepped away from the camps although they still thrive.

She loves the opportunity to tie her teaching and research to outreach in the community. Her university's mission she said, "really resonates with why I wanted to be a professor in the first place—engaging students in and out of the classroom."

Reaching Higher

As an undergraduate at Tennessee State University in Nashville, Dr. Tomar Ghansah was eager to work in a lab and wear a white lab coat. “Just being in a lab setting really boosted my self-confidence,” she said.

Being more interested in research than a career as a physician, she applied and was admitted to Meharry Medical College, also in Nashville, for graduate school. Her husband also would graduate from Meharry, earning his Ph.D. in pharmacology.

During her first semester at Meharry, a mentor linked her with the SREB program. “Becoming a SREB Fellow was truly a major milestone and a blessing in my academic career. The SREB scholars program provided financial support, but also vital emotional support that significantly contributed to the completion of my doctoral degree,” she said.

After earning her Ph.D. in microbiology and immunology, the Memphis native went on to become an associate professor in the Department of Molecular Medicine at the University of South Florida and an affiliated researcher with the NCI-funded H. Lee Moffitt Cancer Center & Research Institute, both in Tampa. Her research focuses on developing treatments for pancreatic cancers. African-Americans have the highest incidence and mortality rates for pancreatic cancer of any ethnic group, she said.

In addition to her research at USF she is an assistant director of diversity, in which she participates in the mentoring and recruitment of underrepresented students, post-doctoral fellows and faculty.



Dr. Tomar Ghansah, scientist at the University of South Florida



Dr. Tiffany Katz, instructor at the Baylor College of Medicine

“Currently, I’m the only African-American basic scientist (non-clinical) in a tenured-track position at the Morsani College of Medicine here at USF,” Dr. Ghansah said.

Another former SREB scholar, Dr. Tiffany Katz, knows the isolation women scientists and professors often feel during their journeys.

“I grew up with my mother and my grandparents in the Bronx, and my first mentor was my grandmother,” said Katz, an environmental toxicologist serving as an instructor at Baylor College of Medicine in Houston. “She would read the dictionary with me each night and we would learn new words together and try to use them as much as possible the next day.”

She finished high school in New Jersey and then her undergraduate degree as a McNair Scholar at Penn State University.

When she landed in graduate school at Rutgers University, a Doctoral Scholars Program partner, she recalls being the only student of color in her program. “I was consistently the only one,” she said. “Growing up, I’d never met anyone or heard of anyone who’d gone to grad school.”

At Rutgers and then during a postdoctoral fellowship at the University of Pittsburgh, she mentored students from underprivileged backgrounds. Now she studies how exposure to chemicals can affect the human body, especially with regard to pregnancy and lactation and the risk of breast cancer.

Building Opportunity

As an undergraduate at the University of Texas at Austin, Selina Mireles took accounting. She also took her father's advice to get certified to teach. A native of Brownsville and first-generation Mexican-American, Mireles said there's always a need for teachers in her home region, especially in math.

Later, she worked in insurance in Houston but didn't find it satisfying. She ended up using that teaching certification to join the faculty at a high school in San Marcos.

"I found myself at a school for at-risk kids, and I fell in love with the whole idea of teaching students who are at risk. Math doesn't necessarily come easy to them," she said. "I love helping people, and I really love seeing people learning math."

She returned to Austin and earned her Ph.D. in math education as an SREB scholar. And that has led to her longtime career as a math professor. In her first 17 years as a faculty member, she was the only Mexican-American in all of her math departments.

"I have been the only one," she said. She was also just the third woman at her previous institution to be considered for full tenured professor in mathematics.

"The math departments still look the same" for the most part, she said.

Part of the issue is the lack of Hispanic college students studying math. In 2013, less than 1 percent of Mexican-Americans got their degrees in math or math education, Dr. Mireles said.

Dr. Mireles is working to change the field and provide more opportunities for college students of all backgrounds.

In 2017, she became the dean of education at the University of Texas of the Permian Basin, where she hopes to continue to develop a university that "appeals to the working class" and helps them "see the door to an academic opportunity. You've got to reach out to the people and really look at what's important to them. Universities have to undergo a paradigm shift."

The university is in the city of Odessa, surrounded by Texas oilfields. She wants to embrace the culture of the area and help working men and women see value in furthering their education—and pushing their children to pursue college.

"The universities are in communities, they're not these ivory towers," she said. "They first have to take care of their own backyard and have a strong symbiotic relationship with their community."

She focuses on working with her faculty members and helping them find more grants and research opportunities. "The better they are, and the more grants they find, the more people we're going to help," she said.

"This is about serving the greater good," said Dr. Mireles, a mother of three. "God has given me this gift to be able to help other people and I can't ignore that." 🌟

You've got to reach out to the people and really look at what's important to them.



Dr. Selina Mireles, dean of education at the University of Texas of the Permian Basin

SREB Doctoral Scholars By SREB state

Program total:

Graduates: 922
Current scholars: 470

Delaware

Graduates: 1
Current scholars: 0

Alabama

Graduates: 134
Current scholars: 26

Florida

Graduates: 17
Current scholars: 3

Arkansas

Graduates: 67
Current scholars: 24

Georgia

Graduates: 113
Current scholars: 54

Kentucky

Graduates: 89
Current scholars: 54

Louisiana

Graduates: 63
Current scholars: 54

Maryland

Graduates: 63
Current scholars: 8

Mississippi

Graduates: 52
Current scholars: 9

North Carolina

Graduates: 9
Current scholars: 3

Oklahoma

Graduates: 20
Current scholars: 9

South Carolina

Graduates: 88
Current scholars: 30

Tennessee

Graduates: 82
Current scholars: 18

Texas

Graduates: 6
Current scholars: 0

Virginia

Graduates: 77
Current scholars: 40

West Virginia

Graduates: 32
Current scholars: 24

SREB Doctoral Scholars In other states

Washington, D.C.

Graduates: 8
Current scholars: 2

Indiana

Graduates: 82
Current scholars: 18

New Jersey

Graduates: 30
Current scholars: 9

New York

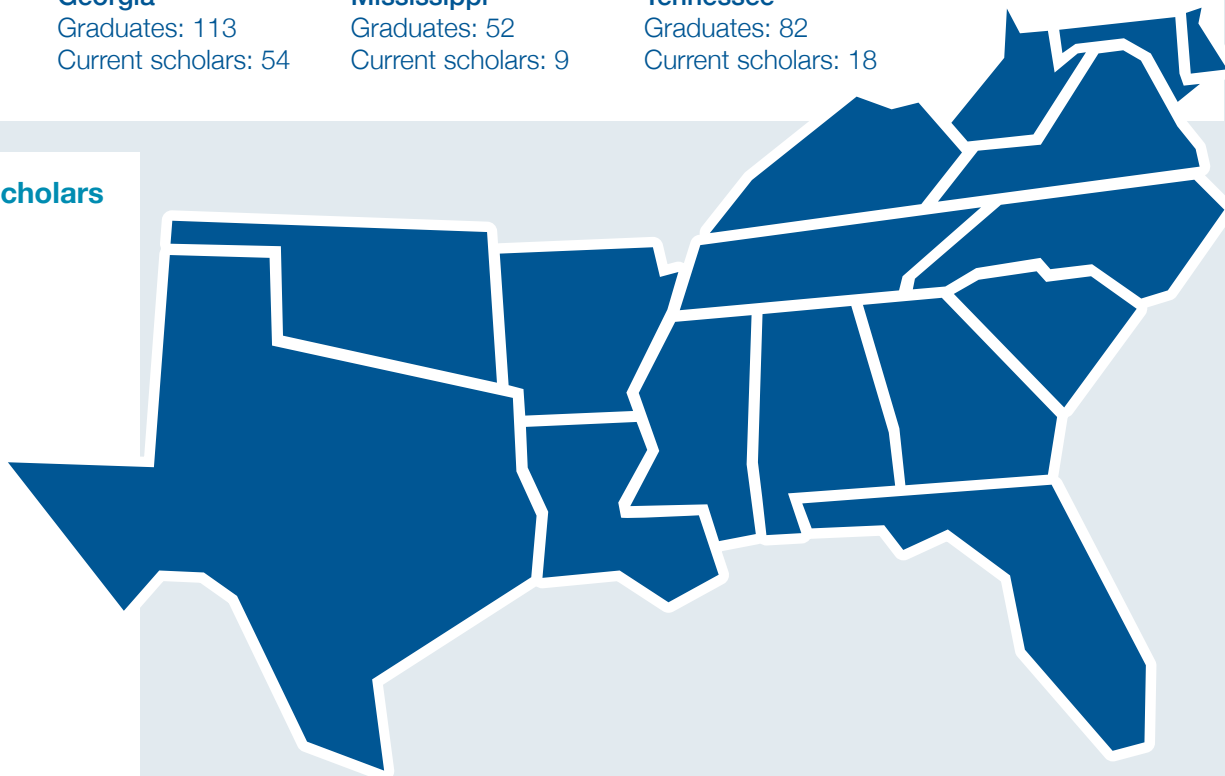
Graduates: 2
Current scholars: 1

North Dakota

Graduates: 0
Current scholars: 3

Ohio

Graduates: 1
Current scholars: 2



SREB

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SREB.org/DoctoralScholars

October 2018 (18E04)

University partners that fund SREB Scholars:

Ball State University
East Tennessee State University
Florida International University
Indiana University Bloomington
Indiana University-Purdue University Indianapolis
Louisiana State University
Louisiana Tech University
Mississippi State University
North Carolina State University
Oregon State University
Purdue University
Tulane University
University of Cincinnati
University of Florida
University of Kentucky
University of Louisiana at Lafayette
University of Louisiana at Monroe
University of Louisville
University of Maryland
University of Mississippi
University of Missouri
University of New Orleans
University of Tulsa
Virginia Commonwealth University

The SREB-State Doctoral Scholars Program now partners with individual institutions across the region and nation to serve additional underrepresented minority Ph.D. students. For information, contact Ansley Abraham at ansley.abraham@sreb.org.