

Diversity Statement

My work in higher education has consistently focused on supporting students from diverse backgrounds and helping them develop confidence in academic and professional environments. I believe colleges serve students best when they foster campus communities where individuals feel respected, supported, and encouraged to fully participate in academic and campus life.

Having taught and served in administrative roles at Historically Black Colleges and Universities, I have had the opportunity to work closely with many first-generation students and students from a wide range of socioeconomic backgrounds. These experiences have shaped my understanding of the challenges students may face when navigating college systems that are often unfamiliar to them. As a result, I approach my work with an emphasis on clear communication, accessible support systems, and intentional relationship building.

During my time as Dean of First Year Students, I worked with students navigating the transition into college while adjusting to new academic expectations and campus environments. Many students needed guidance not only with coursework but also with understanding university processes, accessing campus resources, and developing the confidence to advocate for themselves. I collaborated with faculty, peer mentors, and counseling staff to create supportive spaces where students could ask questions, build connections, and develop strategies for success. My experience has also taught me that inclusion requires recognizing the practical barriers that may affect student success. Socioeconomic differences, access to technology, and familiarity with university systems can influence how students experience college. In my work with students, I prioritize communication strategies and resource awareness that help students access the support they need before challenges become obstacles to their progress.

Rhodes College's emphasis on close faculty–student mentorship and its connection to the Memphis community resonates strongly with my own approach to student support. I believe meaningful mentorship and intentional engagement help students feel connected to both the campus and the broader community in which they live and learn. Supporting students as they develop academically, socially, and personally requires collaboration across departments and a shared commitment to student wellbeing.

In both my teaching and administrative roles, I encourage students to see their experiences and perspectives as valuable contributions to the campus community. Creating environments where students feel comfortable sharing ideas, asking questions, and learning from one another strengthens both the academic and social fabric of a college community.

Student affairs professionals play a critical role in supporting an inclusive campus climate by working collaboratively across departments and ensuring that students feel supported throughout their college experience. I value opportunities to partner with faculty, counseling services, student success offices, and other campus units to create environments where students feel connected and empowered to succeed.

Ultimately, my goal is to contribute to campus communities where students from all backgrounds feel they belong and are encouraged to develop the confidence, resilience, and leadership skills needed to thrive during college and beyond.