

Cobretti D. Williams

EDUCATIONAL BACKGROUND

May 2020	Doctor of Philosophy, Higher Education Graduate Concentration: Women and Gender Studies Loyola University Chicago Dissertation: <i>Movement on the Margins: Exploring the Leadership and Agency of Women of Color Student Activists in Predominantly White Higher Education Institutions</i>
June 2014	Master of Arts, Student Development Administration Thesis: Gender Identity Development of Queer Students of Color Seattle University
April 2012	Bachelor of Science, Finance Florida State University

PROFESSIONAL & ADMINISTRATIVE EXPERIENCES

July 2020 – Present	Postdoctoral Scholarship to Practice Fellow <i>National Center for Institutional Diversity, University of Michigan</i>
February 2019 – June 2020 Chicago, IL	Program Administrator, Teaching Assistance & Faculty Support <i>Harris School of Public Policy, University of Chicago</i>
August 2016 – May 2019 Chicago, IL	Doctoral Research Assistant <i>Higher Education Program, Loyola University of Chicago</i>
December 2017-June 2018 Chicago, IL	Data and Assessment Coordinator <i>Legacy Charter School (on behalf of PIE ORG)</i>
August 2014 – May 2016 Boston, MA	Residence Hall Director <i>Office of Residence Life, Boston University</i>
July 2012 – June 2014 Seattle, WA	Coordinator of Integrity Formation Programs <i>Office of Integrity Formation, Seattle University</i>

RESEARCH & SCHOLARLY ACTIVITIES

(+ indicates peer-reviewed/refereed publication)

Publications/Acceptances

- +Williams, C. D.** (2019). Gaps in the Rainbow: Finding queer women of color in higher education. In D. J. Mitchell, J. Marie, & T. Steele (Eds.), *Intersectionality and Higher Education: Theory, Research, and Practice* (2nd ed.) (pp. 49-61). New York: Peter Lang.
- +Williams, C. D.** (2019). The personal is apolitical: Neoliberalism and academic capitalism in U.S. women's studies programs. *Women's Studies International Forum*, 74(2019), 1-8.

Williams, C. D. & Komives, S. R. (2018). Engaging in critical leadership research. *National Clearinghouse for Leadership Programs - Concepts & Connections*, 22(2), 9-12. Retrieved from <http://nclp.umd.edu/Portals/30/Documents/Vol%2022/Vol%2022%20Iss%202.pdf>

Williams, C. D. (2018). Feminism is queer: The intimate connection between feminist theory and queer theory. [Review of *Feminism is queer: The intimate connection between feminist theory and queer theory* by Mimi Marinucci]. *Journal of Homosexuality*, 1-3.

+Kelly, B. T., Gayles, J., **Williams, C. D.** (2017). Recruitment without retention: A critical case of Black faculty unrest. *The Journal of Negro Education*, 86(3), 305-317.

Under Review/Revise and Resubmit

+**Williams, C. D.** (Under Review). Crafting meaning and experience: Lessons on art, learning, and engagement from women of color in higher education. *Journal of Diversity in Higher Education*. Manuscript is currently under review.

+**Williams, C. D.** (Revise and Resubmit). Sister outsider: Black college women queering racial identity development. *Journal of College Student Development*. Manuscript is currently under review.

In Development

Williams, C. D. Reid, C. A. (In preparation). Climate Reconsidered: Examining Whiteness in LGBT Campus Culture. In B. Buchanan (Ed.), *What's White in the rainbow: White supremacy in LGBT movements*. Approved for book chapter publication in spring 2020.

Williams, C. D. (In preparation). Failure to comply: A critical discourse analysis of student protest and demonstration policy. Manuscript is currently in preparation for journal submission in fall 2020.

Williams, C. D. (In preparation). Black histories matter: A historical, feminist, case study of Black women at predominantly White women's colleges. Manuscript is currently in preparation for journal submission in winter 2020.

TEACHING & FACILITATION EXPERIENCE

Fall 2019 **Foundations in Higher Education** (ELPS 427/Masters-Level/Online)
Loyola University Chicago, School of Education – **Teaching Assistant**
The purpose of this online course is to provide a comprehensive examination of the foundations of higher education in the United States. This course is designed to help students critically engage with central features of higher education institutions, policies, and constituents. Of special interest is the evolution of policies, ideologies and practices that have a direct impact on social justice concerns.

Fall 2018 **Critical Social Theory in Higher Education** (ELPS429/Masters-Level)
Loyola University Chicago, School of Education – **Teaching Assistant**
This course examined the foundations, applications, and practice of critical social theories in U.S. education. Through rigorous texts, engaged discussion, and reflective assignments, this course helped students connect prior knowledge to real-world events and apply critical social theory to personal and professional contexts.

- Spring 2016 **Social Justice, Identity, and Inclusion** (FY103/Undergraduate-Level)
Boston University, College of Arts and Sciences – **Instructor**
This course engaged students in discussions around examined systems of oppression. Students learned to reflect on the social identities that impact their experiences and perspectives and identified opportunities to work toward social justice.
- Fall 2015 **First-Year Experience & Transitional Skills** (FY101/Undergraduate-Level)
Boston University, College of Arts and Sciences - **Instructor**
Through discussions, assignments, class field trips and program-wide activities, students investigated the social, academic and cultural dimensions of college student life. During the course, students identified appropriate campus resources that contribute to their campus engagement and developed skills for building positive relationships with peers, staff and faculty.
- Spring 2014 **Student Development Theory** (SDAD578/Master's-Level)
Seattle University, College of Education – **Teaching Assistant**
Students critically examined development theories, research and implications for student affairs practice. Explored environmental assessment techniques, needs analysis and the impact of college environments on students.
- Winter 2013 **SU Intergroup Dialogue Program (iGroup)**
Seattle University, Housing & Residence Life - **Facilitator**
During this residential program, first and second-year students will learn the foundational elements of social justice principles including the identity awareness, knowledge, and skills for social change. The program culminates with individualized plans for allyship and social justice advocacy based on the chosen topic of each student.

EDITORIAL LEADERSHIP & MANAGEMENT

- June 2019 Knowledge Community Publication Committee Member
National Association of Student Personnel Administrators (NASPA)
- 2020 NASPA Communities Online Publication:**
<https://naspa.org/files/dmfile/2020KCOnlinePublication.pdf>
- April 2019 Editorial Strategist/Contributing Writer
HigherEdJobs and HigherEd360
- July 2016 Editor-in-Chief
Journal on Critical Scholarship in Higher Education and Student Affairs (JCSHESA)
- Special Issue Publication:** Resilience, Resistance, & Reclamation: Changing the Narrative of Higher Education. Retrieved from
<https://ecommons.luc.edu/jcshesa/vol3/iss3/1/>
- June 2017 Editorial Assistant
Journal of Student Affairs Research and Practice (JSARP)
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FELLOWSHIPS, GRANT CONTRACTS & PROPOSALS

Gates Millennium Foundation Fellowship. **Awarded \$36,000 annually**

Principle Investigator, Loyola University Chicago Transformative Education Grant. **Proposal Accepted – Awarded \$1,000**

Principle Investigator, NASPA Region IV Assessment & Research Grant. **Proposal Accepted - Awarded \$500**

CONFERENCE PAPERS & PRESENTATIONS

Williams, C. D. (2019). Black histories matter: A historical, feminist, case study of Black women at predominantly White women's colleges. History of Education Society Annual Meeting: Columbus, OH.

Williams, C. D., Gardener, P., Surla, K., Pierre, D., Moliere, K., & Chang, A. (2018). All about love: Navigating geographies of affirmation and belonging for queer students of color. ASHE Annual Conference: Tampa, FL.

Kelly, B. T., Gayles, J., & Williams, C. D. (2017). Recruitment without retention: A critical case of Black faculty unrest. ASHE Annual Conference: Houston, TX.

Yamamura, E., Williams, C. D., Saarenas, J. B. (2014). Is it E(NUFP)? Diversifying the Student Affairs Pipeline. NASPA Annual Conference: Baltimore, MD.

Williams, C. D. & Dantzler, J. D. (2013). Pay It Forward: Mentoring Aspiring African American Professionals. NASPA Annual Conference: Orlando, FL.

Trottman, I., Grafaikos, A., Williams, C. D., & Fauvish, M. (2012). Exploring the five high-impact practices of student learning in higher education. NASPA Annual Conference: Phoenix, AZ.

PUBLIC DISCOURSE AND ENGAGEMENT

Race and Policing in Higher Education. *The Activist History Review* [November 2019]. Retrieved from <https://activisthistory.com/2019/11/19/race-and-policing-in-higher-education/>

The Economic Impact on Higher Education. *Diverse Issues in Higher Education* [September 2019]. Retrieved from <https://diverseeducation.com/article/154909/>

Ethical considerations of student-faculty relationships. *HigherEdJobs* [June 2019]. Retrieved from <https://www.higheredjobs.com/Articles/articleDisplay.cfm?ID=1978&Title=Ethical%20Considerations%20of%20Student%2DFaculty%20Relationships>

Georgetown's student vote on slave reparation fund signals a needed change in higher education. *The Black Youth Project* [May 2019]. Retrieved from <http://blackyouthproject.com/georgetown-student-vote-on-slave-reparation-fund-signals-a-needed-change-in-higher-education/>

INVITED TALKS, SPEAKING ENGAGEMENTS, & WORKSHOPS

Williams, C. D. (2019). The history of women of color student activism in higher education. Loyola University Chicago Women and Gender Studies Lecture Series. Chicago, IL.

Winchester, C., Gardner, P. L., Williams, C. D. & Turner, J. (2018). Coming out and developing identity as a queer person of color. Evanston Township High School LGBT Summit. Chicago, IL.

Williams, C. D. (2018). Navigating graduate education as a student of color. McNair Scholars Program. Chicago, IL.

Kelly, B. T., Kortegast, C., GoPaul, B., Williams, C. D., & McCoy, D. L. (2018). You Can Do It! Writing for Professional Publication. NASPA Annual Conference: Philadelphia, PA.

Williams, C. D. & Kyani, R. (2015). No Country for Old Men: Disney, Feminism, and Leadership [Workshop]. Boston University Student Leadership Conference: Boston, MA.

Williams, C. D. & Reid, C. R. (2015). Understanding and Supporting LGBTQ Residents [Workshop]. Boston University Resident Assistant Training: Boston, MA.

Williams, C. D. & Jones, M. (2014). What did they say? Microaggressions and Interrupting Oppressive Behavior [Workshop]. Seattle University Resident Assistant Training: Seattle, WA.

ORGANIZATION MEMBERSHIPS & AFFILIATIONS

American Educational Research Association
 Association for the Study of Higher Education
 American College Personnel Association
 National Association of Student Personnel Administrators

History of Education Society
 National Women's Studies Association