

**Dr. Quatez Scott**

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July 29, 2023

Re: Dr. James Pritchett & Search Committee  
Assistant Dean for Inclusion, Diversity, and Equity in Agriculture (IDEA)  
Colorado State University

Dear Search Committee,

I am excited to submit my application for the Assistant Dean for IDEA in the College of Agricultural Sciences (CAS). I learned of this position through a job posting on the HigherEdJobs webpage. I look forward to sharing how I can provide effective leadership as the newly appointed Assistant Dean for CAS.

Since July 2022, I have served as the Inclusive Pedagogy Lead in the Center for Teaching & Learning at CU Boulder. I primarily work with faculty across the institution in four critical areas to build inclusive learning environments. These include familiarity with equitable teaching practices, maintaining welcoming learning environments, engaging students in active learning, and assessing learning outcomes. This work is conducted through individual and group consultations across academic units. As the DEI expert in our unit, I also facilitate educational training and workshops centered on inclusive teaching strategies. Other programmatic efforts I lead include coordinating and facilitating the Just & Equitable Teaching (JET) Micro-credential, the Inclusive Instructors Teach-Ins, and the Inclusive Communities of Practice (ICoP).

I began working in DEI in higher education in 2014 when I completed my first graduate internship at Eastern Michigan University as a diversity trainer. My responsibilities included developing and facilitating DEI workshops across campus. After a year in Residence Life at Colorado State, I began working at Washington & Jefferson College as the Assistant Director for Inclusive Campus Engagement overseeing diversity and leadership initiatives. I would then transition to Mercy College of Ohio to serve as the Director of Diversity and Inclusion before returning to school to complete my Ph.D. While completing the final year and a half of my doctorate, I was hired at Wright State University to oversee the Bolinga Black Cultural Resources. In addition to overseeing all functions of the center, I drafted the center's 2021-24 strategic plan.

I bring experience as someone who has led DEI efforts that engage faculty, staff, students, and senior administrators. I believe that equally important to systems change is collaboratively strengthening our institutions through the work we do well. Key to doing this is building relationships across the university as well as relationships external to the university as I did in my first professional position as an advancement associate at Wilmington College. I am eager to help CAS grow into a benchmark of innovative practices and IDEAs.

Thank you for your time. I hope to discuss my candidacy with you during this search.

With gratitude,



Quatez B. Scott (he/him), Ph.D.

## Dr. Quatez B. Scott



### **EDUCATION**

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Ph.D., Foundations of Education: History of Education  
Minor: Educational Psychology  
**The University of Toledo, 2022**

Graduate Certificate, Foundations of Peace  
**The University of Toledo, 2020**

MA, Educational Leadership: Higher Education/Student Affairs  
**Eastern Michigan University, 2015**

BA, Communication Arts  
**Wilmington College of Ohio, 2012**

### **TEACHING EXPERIENCE**

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Adjunct Instructor, Diversity, Equity, Inclusion, and Culture in Leadership (LDR 7250)  
**Wright State University (WSU), Spring 2023-Present**

Online course in the master's program in Organizational Leadership. The course engages students in learning how to optimize DEI as a cornerstone of organizational culture. In this course, students learn strategies for identifying organizational issues related to DEI, managing DEI in the workplace, and developing DEI strategic plans.

Program Coordinator and Facilitator, Just & Equitable Teaching (JET) Micro-Credential Program  
**University of Colorado Boulder (CU), Summer 2022-Present**

JET is a non-credit-bearing micro-credential program that is open to all university instructors (e.g., faculty and TAs). The mission of the program is to provide a professional development experience that supports growth in college teaching and learning in the 21<sup>st</sup> century. This includes the importance of critical self-reflection of one's teaching practices, building inclusive and socially just teaching praxis, confronting stereotypes, micro-aggressions, and biases, as well as understanding the intersectional relationships between power, privilege, oppression, and opportunity in education.

Adjunct Instructor, Diversity Leadership (HED: 5900/7900)  
**The University of Toledo (UToledo), Fall 2020**

Co-taught a graduate course in diversity leadership in higher education. Taught through Ibram Kendi's theory of antiracism, this course challenged students to reflect on antiracist leadership, interpersonal and mass communication across differences, and the effective strategies of the Chief Diversity Officer (CDO).

## **TEACHING EXPERIENCE**

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Adjunct Instructor, Africana Studies (AFST: 1100)

**The University of Toledo (UToledo), Spring 2020**

Taught undergraduate course in Introduction to Africana Studies—a historical survey of the African Diaspora (6,000 BCE to the 21<sup>st</sup> century). Major topics included, but were not limited to chattel slavery in America, Reconstruction, the Civil Rights Movement, and the contemporary Black experience in America. This course was shifted from in-person to virtual due to the onset of the COVID-19 pandemic.

Instructor & Student Success Coach (UNIV: 101)

**Eastern Michigan University (EMU), Fall 2014**

Instructed a section of the Introduction to the University course for first-year students that assists with their adaption to college life. The curriculum focused on introducing students to campus resources to support their transition to the university including counseling services, tutoring, health & wellness, and student organizations. I also tracked individual student's transition experiences in a mentoring capacity.

## **SELECT BOOK PUBLICATIONS AND BOOK CHAPTERS**

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Scott, Q. (2023). Shaun Harper. In *The Palgrave Handbook of Educational Thinkers*, 1-17.

## **SELECT PEER-REVIEWED PUBLICATIONS**

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Scott, Q. (2022). A Pioneering Antiracism Effort in Higher Education: A Single Case Study of a University Racial Equity Center (REC) in a Predominantly White Institution (PWI) [Doctoral dissertation, University of Toledo]. *OhioLINK Electronic Theses and Dissertations Center*.

Scott, Q. & Janak, E. (2020). Teaching Kendi: The possibilities of *How to Be an Antiracist* in preparing the future of diversity offices in higher education. *Vitae Scholasticae*, 37(1 & 2), 110–118.

Scott, Q. (2020). Ibram X. Kendi's *How to Be an Antiracist*. *Intersections: Critical Issues in Education*, 4(1), 55-57.

## **SELECT NATIONAL CONFERENCE PRESENTATIONS**

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Scott, Q. (2023). Anti-Racist Teaching: A Theoretical Approach to Post-Secondary Teaching.

**NCORE**. New Orleans, LA.

Scott, Q. (2021). Antiracist Strategizing for Chief (and Other) Diversity Officers: Lessons from a Dissertation Addressing Antiracist Leadership in Higher Education. **NCORE**. Virtual.

Scott, Q. & Baker, A. A. (2021). Critically Conscious Antiracist Leadership: Tools for Authentic Campus Transformations. **NASPA Virtual Conference**. Virtual.

Scott, Q., Archer, A., Harris, C., & Johnson, A. (2020). Socialization toward Graduation: Supporting the Growing Population of African American Doctoral Students Matriculating through PWIs. **NCORE**. New York, NY. (*Cancelled due to COVID-19*)

Janak, E. A., Scott, Q., & Stehle, R. (2019). Books of the Century in Contemporary Context. **History of Education Society (HES) 59th Annual Meeting**. Columbus, OH.

Scott, Q., Baker, A. A., & Webb, K. (2019). "You're Not Like the Others": Untold Stories of Black Struggles in Education. **Black Issues Conference**. Bowling Green, OH.

Scott, Q. (2017). Bridging the Gap in Active Listening Using a Multicultural Lens. **NCORE**. Fort Worth, TX.

### **SELECT NATIONAL CONFERENCE PRESENTATIONS (cont.)**

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Zee, S. M., & Scott, Q. (2015). Courageous Conversations. **The Diversity Symposium at Colorado State University**. Fort Collins, CO.

Scott, Q. (2015). Voices of Society. **Leadership Summit at Grand Valley State University**. Allendale Charter Township, MI.

### **ADMINISTRATIVE EXPERIENCE**

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Inclusive Pedagogy Lead, Center for Teaching and Learning

**University of Colorado Boulder (CU Boulder), July 2022 – Present**

- Conduct workshops, tutorials, etc. that are responsive to inclusive pedagogical practices
- Serve as an individual consultant to faculty and instructional designers on inclusive instruction
- Collaborate across the university on community-based practices to promote inclusive pedagogy
- Coordinate the antiracism and Just & Equitable Teaching (JET) micro-credential program
- Advise center staff on trends in higher education related to inclusive teaching

Intercultural Specialist (Director), Bolinga Black Cultural Resources Center

**Wright State University (WSU), Jan. 2021 – June 2022**

- Coordinated the day-to-day operations of the Center including services and resources
- Recruited, hired, and trained graduate and undergraduate student employees/interns
- Organized educational & social opportunities related to the African & African American diaspora
- Facilitated monthly DEI educational workshops for faculty and staff
- Managed a budget of approximately \$35K which supported student scholarships and programs

Director of Diversity and Inclusion

**Mercy College of Ohio (Mercy College), July 2017 – August 2018**

- Facilitated cultural awareness programs, trainings, and workshops for students, faculty, and staff
- Worked with enrollment management leadership to support multicultural student recruitment
- Consulted on diversity initiatives related to the recruitment and retention of employees of color
- Represented Mercy College on cultural committees and events in the greater community

Assistant Director of Inclusive Campus Engagement: Diversity & Leadership Initiatives

**Washington & Jefferson College (W&J), July 2016 – June 2017**

- Developed resources and services aimed at supporting students from multicultural backgrounds
- Coordinated social justice and cultural monthly programming and leadership opportunities
- Assisted with multicultural recruitment and retention of African American and Latinx students
- Advisor of the Diversity Programming Board
- Facilitated diversity and inclusion workshops for faculty & staff

Residence Director

**Colorado State University (CSU), June 2015 – June 2016**

- Oversaw Ingersoll Hall—a Residential Learning Community housing 370 first-year students
- Selected, trained, and supervised an undergraduate staff of 13 students and one graduate assistant
- Adjudicated university student conduct hearings using a restorative justice model
- Instructed a section of the Residence Life student staff selection course

**ADMINISTRATIVE EXPERIENCE (cont.)**

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Graduate Hall Director

**Eastern Michigan University (EMU), Aug. 2014 – April 2015**

- Oversaw the daily management of a first-year residence hall consisting of 250 students
- Recruited, developed, and supervised 10 Resident Advisors
- Co-advisor of the Community Council
- Managed hall budget of \$3,000

New Student Orientation Assistant

**Washtenaw Community College (WCC), Nov. 2013 – Aug. 2014**

- Facilitated new student orientation sessions
- Organized and update orientation programming materials
- Coached and advised students on the necessary skills to assume responsibility for working toward their educational goals and plans
- Recruited, developed, and co-supervised five student ambassadors

Advancement Associate

**Wilmington College of Ohio (WC), Aug. 2012 – July 2013**

- Implemented and coordinated the Graduates of the Last Decade (GOLD) alumni group
- Assisted with the development and coordination of annual alumni events
- Facilitated meetings with alumni and friends of the college as an annual gifts officer
- Assisted with the submission and tracking of all financial gifts donated to the college

**COMMUNITY ENGAGEMENT & COMMITTEE WORK**

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- Social Justice Summit Planning Committee at the University of Colorado Boulder **2022-Present**
  - Subcommittee Lead: Creating Change for a Diverse Democracy
  - Subcommittee: Building Community
- President's Council on Inclusive Excellence at Wright State University **2021-2022**
  - Co-Chair: Policy Subcommittee (2021-2022)

**COMMUNITY ENGAGEMENT & COMMITTEE WORK (cont.)**

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- Senator, Staff Senate at Wright State University **2021-2022**
- Racial Equity Task Force at Wright State University **2021-2022**
  - Co-Chair: Scholarships, Mentorship, and Other Opportunities (2021)
- Antiracist Teach-Ins at The University of Toledo **2020**
  - Lesson: Antiracist Pedagogy as Praxis: Developing Personal Commitments to Racially Inclusive Classrooms
- Judith Herb College of Education Diversity Committee at The University of Toledo **2018-2019**
- Student Success Committee at Washington & Jefferson College **2016-2017**
- Co-Advisor, Student Staff of Color Network at Colorado State University **2015-2016**

**AWARDS & RECOGNITIONS**

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- Outstanding Minority Graduate Student, *Diverse Issues Magazine* **2022**
- Dean's Scholars and Fellows, The University of Toledo **2018-2022**

## Dr. Quatez Scott



### Statement of Commitment to Diversity and Inclusion

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Thank you for providing space to share our commitment to diversity and inclusion. My introduction to diversity is grounded in my personal experiences as a Black man growing up in communities where I was often underrepresented. In addition to my race, I was in foster care throughout my teen years. I navigated more than 20 foster homes in addition to group homes, schools, and different cities. I learned through these experiences that people come from different walks of life. Many people, like me, have experiences they often do not share. These experiences inform how we share spaces in addition to how we interpret the actions of others. Therefore, we must honor the humanity of each person.

While diversity recognizes human differences, equity and inclusion normalize and center everyone in the space. One of my favorite philosophical questions is “Who decides?” Other important questions are “Who matters?” and “How do we see them matter?” This is equity and inclusion in action. Therefore, we must be inclusive and equitable because these concepts acknowledge diversity in action. The difference is that diversity does not always recognize equity and inclusion.

My passion for DEI in higher education began when I attended Eastern Michigan University. Broadly, I knew that student affairs was the area I wanted to grow in. However, it was learning of the many educational disparities across race, gender, social class, and sexual orientation that propelled my interest in advancing this work. I grew as a Black student leader into the president of the student body when I was an undergrad (among several other positions). At EMU, I was compelled to pay it forward. This led to my service as President of the Higher Education/Student Affairs board as well as teaching Introduction to the University (UNIV) which supports mostly first-generation students and students from historically marginalized communities.

I approach my work as a DEI officer and advocate with passion. I enjoy the process of learning about different cultures, social challenges, as well as institutional opportunities to bridge gaps. When I decided to complete my graduate certificate in Foundations of Peace Education, this was intentional. I wanted to understand the fundamental challenges that create barriers across human differences. I also to become better at identifying opportunities to resolve human conflict. While this work can be challenging, the rewards have always been worth it.

Lastly, I emphasize the word “passion” when speaking of this work. There is no greater human responsibility than creating opportunities for all people to experience life to its fullest in their pursuit of happiness. Again, while it can be challenging work, it’s work that I genuinely find worthwhile.