¡Bienvenidos! Welcome to ¡Adelante Juntos!, the newsletter that keeps you informed about the CLC, the UNC Latina/o Studies Program, and the Latina/o community at UNC-Chapel Hill. Now in its third year, the CLC continues to be an essential connection for student, faculty, staff, and community-driven initiatives in Latina/o affairs at Carolina.

Some of the associates and partners who have contributed to the success of the CLC have also been acknowledged this year for their accomplishments at the University. Assistant Professor in the Department of Romance Languages and Literatures Dr. Oswaldo Estrada won the 2012 Distinguished Teaching Award for Post-Baccalaureate Instruction. The award included a $5,000 prize and Dr. Estrada was recognized by the Chancellor during halftime at the UNC-Virginia men's basketball game.

Elaine Townsend, co-director of Scholars Latino Initiative (SLI) and senior intern to the CLC, won the UNC Undergraduate Student Diversity Award, and Dr. María DeGuzmán, director of the UNC Program in Latina/o Studies, won the UNC Faculty Diversity Award. Dr. DeGuzmán also received promotion to full professor in the Department of English and Comparative Literature.

These accomplishments remind us that excellence, hard work, and collaboration in academic, scholarly, and community-based endeavors enrich our University and our community. Congratulations to Dr. Estrada, Elaine Townsend, and Dr. DeGuzmán, and thank you all for your contributions to the CLC.

In addition to these updates, this edition highlights some of the projects and experiences of leaders at UNC-Chapel Hill and in the community who have helped the CLC expand its collaborative programming and outreach in new and exciting directions.

We hear from one of the most prominent advocates in Latina/o affairs in North Carolina, former chairwoman of the National Council of La Raza and UNC alumna, Andrea Bazán. Ms. Bazán was the speaker for the 2011 Hispanic Heritage Month keynote and helped the CLC coordinate the White House Hispanic Community Action Summit in Durham last March.

Writer, poet, and professor of Spanish, Dr. Luis Marcelino Gómez, talks about his course on Spanish and Spanish-American literature designed specifically for heritage speakers—students who grew up speaking Spanish at home.

Director of the UNC Program in Latina/o Studies Dr. María DeGuzmán shares details about the UNC Latina/os and Education Project, the Program’s latest initiative in collaboration with the UNC School of Education that brings nationally recognized scholars on Latina/o education to campus to share their latest research.

Dr. Brian Hogan, professor in Chemistry and academic director of Scholars Latino Initiative, explains two of his projects; building a schoolhouse in the town of Nueva Esperanza in Guatemala, and writing textbooks in Spanish and the Mayan language Q’eqchi’ for Guatemalan girls.

Dr. Beverly Taylor, chair of the Department of English and Comparative Literature, announces the recent hire of lauded non-fiction travel writer and journalist Stephanie Elizondo Griest to teach in the Creative Writing Program.

UNC undergraduate Ellen Magnuson recounts how her adventures encountering and overcoming stereotypes while studying abroad in Argentina prepared her to be the student coordinator of the living-learning community La Casa: the Spanish House.

Finally, Manny Amaya and Darius Whitney, two of our undergraduate program assistants at the CLC, provide a glimpse into working at the CLC. They show how working for the Collaborative provides undergraduates the opportunity for personal and professional growth through
hard work and engagement with diverse communities on campus.

These highlights are just a part of the exciting collaborations in Latina/o affairs taking place at UNC-Chapel Hill. The CLC collaborated once again with over 32 student groups, departments, programs, centers, and community initiatives to celebrate the third-annual campus-wide celebration of Hispanic Heritage Month (HHM) at Carolina. In a new collaboration with La Casa, the Spanish House and the Carolina Hispanic Association (CHispA), the CLC helped organize the first annual clothing drive, gathering 197 articles of clothing for residents of Siler City.

The CLC continues to collaborate with partners that have provided essential contributions to the prominence of Latina/o affairs at UNC-Chapel Hill: the Teatro Latina/o Series, Latijam – Latino Journalism and Media at Carolina, and the Student Health Action Coalition.

North Carolina, the Triangle, and the University continue to be fertile ground for new collaborative opportunities in Latina/o affairs and scholarship. The presence of the Hispanic community on campus is becoming visible. CHispA is a respected entity outside of town as well and has, from time to time, gotten involved in some policy issues. But I consider this a beginning step. As many Latina/o students tell me, the student body at Carolina is still a long way away from representing the reality of what the state looks like today.

So as we celebrated Hispanic Heritage Month it also gave us an opportunity to highlight some of the concerns. Hispanics continue to be our state’s poorest, the underclass, and often invisible people. For many it is against all odds. What is our responsibility? We must ask this question of ourselves.

I believe that education is the great equalizer in this wonderful country of ours, and one of the bedrocks of our democracy. We have all heard of the “immigrant work ethic” and the strong value that some immigrants place on education.

**Coming Back to Carolina**

*by Andrea Bazán*

_Director, Operation Vote, Southern Regional Team_

This past fall I had the pleasure of being invited by the CLC and CHispA to give a talk at the end of Hispanic Heritage Month. I always enjoy coming back to Carolina—especially if it’s after hours and I don’t have to deal with the parking. Come to UNC for graduate school is what brought me to North Carolina eighteen years ago, and besides being a Latina, a mom, and all the other roles I play, I am a proud Tar Heel.

This talk in particular was special. It had been a few years since I had given a Hispanic Heritage talk on campus. Those of us involved with Latina/o issues are often asked to participate in events when this time of the year rolls around. Some questions I’ve gotten over the years have been interesting: “Can you tell me what we could serve to our employees for a reception? Tacos?” But, all well meaning.

As I arrived and was greeted by Josmell Pérez, _casi ni le dije hola_ when I saw there were three people waiting for me. I had not seen them for over fifteen years. Dr. Esteban and Estela Brignole and their son, Paco Brignole. Paco is now getting a graduate degree at Carolina and heard that I was speaking. His parents just happened to be visiting him. They are from Argentina, my youngest brother’s godparents, and the first people after my parents who held me after I was born. Later, as I talked about my life, I couldn’t help but get emotional as I saw them sitting in the audience. I hadn’t ever told my life story in front of a family friend (or even a family member). In Argentina, we don’t talk much about the Dirty War and how some of us left so quickly. As a family and culture, we have endured much.

My story is not unique. Every immigrant has a story of how they came to the US, and these are as varied and different as the people that make up the Hispanic community.

It is this diversity that is apparent at Carolina today, which has a higher number of Latina/o students, faculty and classes than when I was a student in the early 1990s. There is an active Hispanic student organization (CHispA), and a scholarship program available for Latina/o students (Scholars Latino Initiative, SLI) that is a model of excellence. The presence of the Hispanic community on campus is becoming visible. CHispA is a respected entity outside of town as well and has, from time to time, gotten involved in some policy issues. But I consider this a beginning step. As many Latina/o students tell me, the student body at Carolina is still a long way away from representing the reality of what the state looks like today.

So as we celebrated Hispanic Heritage Month it also gave us an opportunity to highlight some of the concerns. Hispanics continue to be our state’s poorest, the underclass, and often invisible people. For many it is against all odds. What is our responsibility? We must ask this question of ourselves.

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tion. Much of it comes from our parents (and in some cases, ourselves) who came here with little if anything, to get a better life.

I encourage all of us to continue to take our responsibility to stay engaged seriously. There is much to do in terms of access to education, increasing resources for our students, and most importantly, to open the doors wide open for more and more to come and enjoy the privilege to be a Tar Heel.

History of the First Time
by Dr. Luis Marcelino Gómez (Holguín City, Cuba, 1950)

Dr. Gómez is a Latin American writer living and working in the USA. He has a Ph.D. in Spanish and works as a professor at the University of North Carolina at Chapel Hill. He is also a medical doctor and has practiced medicine in Africa for two years, from 1980 to 1982. In Angola, he wrote the first African short story collection written by a Latin American writer in Africa. In 1985 some of his African short stories received a National Award in Havana. Later, those stories were published under the title *Donde el sol es más rojo* (Where the Sun is Most Red) (1994) in Miami and again in 2003, by Panamericana Editorial in Colombia under the title *Memorias de Angola* (Memories of Angola: African Short Stories.). He has published other short story collections: *Oneiros* (Termino Editorial, U.S.A. 2002) and *Cuando llegaron los helechos* (When the Ferns Arrived) Monte Ávila Editores, Caracas, Venezuela, 2011. He has also published two books of poetry. In 1985 he won a National Prize of Short Story in Havana, Cuba. In 2007 he was a finalist in the Juan Rulfo Short Story Prize in Paris, France.

I certainly would never thought that anybody would ask me to speak about our new course: Spanish 262, Introduction to Spanish and Spanish-American literature for Heritage Learners, which is being offered for the first time at Carolina. Although I was the one who developed the course, organized every aspect to the last detail, and received this project as my own, the initial idea came from my colleague professor Julia Cardona Mack approximately two years ago. She wished that I could teach the course because I have a major in Spanish-American literature and a minor in Spanish literature. I am also a published writer and my studies of Hispanic letters were based on my love for the works written in my mother language.

Spanish 262 was created for heritage learners because these students were normally registering in another similar class, Spanish 260, which was created for Americans whose first language is English and who have never had any connection with Spanish culture, having only learned it in the classroom. These students, unlike the native ones, do not process Spanish the same way as those who have grown up listening to their parents and other relatives speak it at home.

For the first time in more than two centuries since our university opened in 1795, a course of literature is taught in Spanish only for Hispanic students. We cannot lose this great opportunity given by this course, which allows us to reflect on the enormous impact that the Hispanic population has had in North Carolina.

Introduction to Spanish and Spanish American Literature for Heritage Learners introduces students to Hispanic Literature through the reading and discussion of representative works of Spanish and Spanish American authors: from its origins to the 21st century. It offers students an introduction to literature through analysis of prose fiction, poetry, essays, and plays. This course is a prerequisite for all upper-level Spanish literature courses. During the classes of theatre, students will represent the works of Spanish and Spanish-American authors studied during the semester by performing works of theatre.

The authors who are studied include Garcilaso de la Vega, San Juan of the Cross, Miguel de Cervantes, Luis de Góngora, Sor Juana Inés de la Cruz, Gertrudis Gómez de Avellaneda, Rubén Darío, Jose Martí, Miguel de Unamuno, Federico García Lorca, Nicolás Guillén, Pablo Neruda, Jorge Luis Borges, Julio Cortázar and Gabriel García Márquez.

The students will also read two extra works apart from the textbook: one of poetry and one narrative, on which students will base essays throughout the course. This semester we will study Pedro Salinas’ poetical anthology, a representation of the poetry of the Generación del 27 in Spain. The chosen narrative is *Pedro Páramo* by Juan Rulfo, one of the most important novels written in Spanish America during the twentieth century.
The Latina/os & Education Project
Another Collaboration of the UNC Program in Latina/o Studies

Dr. María DeGuzmán (Interviewed by John Ribó)

Director, UNC Program in Latina/o Studies; Professor, Department of English and Comparative Literature
During fall 2011 and spring 2012 the Latina/os & Education Project—a co-sponsored endeavor initiated by the UNC Program in Latina/o Studies and the School of Education—brought a number of distinguished speakers to campus to present on learning and teaching mathematics and education in the context of socio-economic and ethno-racial inequities of the U.S. educational systems. Monday, October 3, 2011, Dr. Rochelle Gutiérrez, Professor of Curriculum and Instruction and Latina/o Studies at the University of Illinois, Urbana-Champaign presented “Desarrollando Nepantler@s: Rethinking the knowledge needed to teach mathematics.” Thursday, February 16, 2012, Dr. Judit Moschkovich, Professor of Mathematics Education in the Education Department at the University of California at Santa Cruz, presented “Beyond Words: Language(s) and learning mathematics,” a talk summarizing research on how students communicate mathematically and how they learn more than one language. Thursday, March 22, 2012, Dr. Luis Moll, Professor in the Department of Language, Reading, and Culture in the College of Education at the University of Arizona, gave a talk titled “Only Life Educates: Mobilizing cultural resources for teaching and learning.” The talk discussed ideas on how to take advantage of the wealth of knowledge and other resources that exist in local households and communities to shape a pedagogy that both connects to students’ experiences and engages them academically.

How has the creation of the UNC Program in Latina/o Studies helped cultivate Latina/o studies at UNC-Chapel Hill?
The UNC Program in Latina/o Studies, that includes the UNC Latina/o Cultures Speakers Series has brought over 35 distinguished scholars, creative writers, and performers to campus, has been pivotal in fomenting Latina/o Studies at UNC-Chapel Hill. We have made connections with scholars and artists all around the country and, essentially, put Latina/o Studies on the map on our Southeastern region (we have the first such program in the Southeast) and nationally.

The Program is based on models of Latinidad and transdisciplinarity that proved key in the conceptual formation of the CLC. How do these models allow for flexibility and inclusiveness in collaborative scholarly and community-based endeavors?
The Latina/o Studies Program is dedicated to inclusive, intersectionally rich understandings of “Latinidad.” Our scholarly approach is transdisciplinary; not only interdisciplinary but productive of dynamic new kinds of approaches, methods, and scholarship. Our work includes active collaborations on campus between units and between campus and surrounding communities in the areas of education, health, and the wide spectrum of the arts (visual and performance-based music and theatre).

The Latina/os & Education Project is the latest of many collaborations of the Program in Latina/o Studies with UNC faculty that highlight scholarship in Latina/o Studies practiced in a range of fields.

What are some of the other collaborations in other scholarly fields of inquiry that the Program has helped organize?
For the past year the Program has been collaborating with the School of Education to foment the Latina/o Studies Program’s Latina/os & Education Project and the new goals (under the direction of Professor Marta Civil) of the School of Education in relation to the rapidly increasing population of Latina/os in the state of North Carolina. The UNC Latina/o Studies Program has for many years partnered with the Stone Center for Black Culture and History to bring scholars to UNC-Chapel Hill specializing in Afro-Latina/o histories and cultures. The Program has also collaborated with its advisory board faculty (such as David Garcia) to disseminate knowledge about Latina/o music performance and production in the state of North Carolina. We have also teamed up with the UNC Art Department and the Carolina Latina/o Collaborative to showcase the creations of up-and-coming Latina/o visual artists working in the Southeast and elsewhere. The Program has partnered off-campus with Duke University’s program in Latina/o Studies on a number of events.

“We have made connections with scholars and artists all around the country and, essentially, put Latina/o Studies on the map in our Southeastern region (we have the first such program in the Southeast) and nationally.”
What are some of the things you’d like to see the UNC Program in Latina/o Studies accomplish in the future?
In the near future, I would like to see the Program do the following: create more courses for students particularly in the area of U.S. Central American Studies and add some courses in Creative Writing; continue to expand its Latina/os & Education Project and its collaboration with the UNC School of Education; maintain its joint efforts with its other collaborators; and attract more faculty and students (both undergraduate and graduate) to its mission to develop Latina/o Studies here at UNC-Chapel Hill and in the Southeast as a region.

What are your current and future plans for your own research?
This spring semester I have completed my second book, *Buenas Noches, American Culture: Latina/o Aesthetics of Night*, to be published by Indiana University Press at the end of this June 2012. The book examines a wide range of Latina/o texts along with film and photography that evoke night. Representations of night have aesthetics of self-representation for Latina/os: resistance to compulsory state-sanctioned definitions of Latina/o identities and conditions for exclusion from—or inclusion within—the body politic of the United States. I am currently working on two more books. One is on the relationship between words and photographic images and more specifically story writing and the uses of photography in Latina/o fiction. The other is a collaborative photo-text project with political science and women's studies scholar Carisa R. Showden on my photographic work taking/making photographs of minikins, or miniature figurines, and her production of haiku.

Act Locally AND Act Globally
by Dr. Brian Hogan
Research Assistant Professor, Department of Chemistry; Academic Director, Scholars Latino Initiative

I was thrilled this past summer when one of my former students asked if I would serve as the Academic Director for the UNC Scholars’ Latino Initiative (SLI) through the UNC Center for Global Initiatives. To me this was a perfect fit for my slightly modified version of the saying, “act locally, think globally.” My mantra is, “act locally AND act globally.”

Last spring, I received the Chapman Fellowship through the Institute of Arts and Humanities, allowing me a semester to explore my passion for education and humanitarian work. I returned to the nation of my adopted daughter’s birth, Guatemala, fluent neither in Spanish nor any indigenous Mayan language. I had only been to Central America one time in 2007 to pick up my daughter, but the poverty I saw stayed burned on my brain. Consequently, I got involved with the Chapel Hill-based non-profit Guatemalan Student support Group (GSSG), which brings impoverished Guatemalan youth to the United States for high school. In addition, I started working with Guatemalan-based From Houses to Homes building houses and schools for poor families in some of the most poverty stricken towns surrounding Antigua, Guatemala.

I am truly fortunate to have forged a relationship with one of the students from GSSG, Judith, who is from the remote village of Nueva Esperanza in Guatemala’s Northeast Izabal district. She arranged for me to stay with her family in the village and I was anxious to see if there was anything I could do to help with education or basic literacy. Very quickly, I realized education was something that most Guatemalans neither have access to nor have funds for. Guatemala is one of the poorest countries in the world, but the people here have a rich culture and are ravenous for education. School is not free after grade 6 and almost 70 percent of the population is illiterate. The situation is far worse for indigenous children who generally do not complete third grade, and, based on my time in Nueva Esperanza, most children rarely attend any type of productive schooling and do not speak Spanish—the predominant language of instruction—but rather the native Mayan language, Q’eqchi’. The Guatemalan government’s official stance on education is that it should be bilingual, but it is difficult to find teachers who are fluent in Spanish and one of the 22 Mayan languages, and are willing to live in rural villages for minimal pay. Further, there is a very high rate of instructor absenteeism in rural schools, and some teachers have actually stolen money from families under the false assumption. 

Dr. Hogan takes part in a traditional Mayan dance performed by four of the young women who will attend classes in the new schoolhouse in Nueva Esperanza, Izabal.
pretense of providing “extra English lessons.” As a result, I decided I would start writing bilingual Pre-K books in both Q’eqchi’ and Spanish. At the request of the village elders, I was asked if we could help build a new school. With the help of a talented young man, Byron Cap, a former GSSG student and graduate of Saint Thomas More Academy in Raleigh, we completed building a school in Nueva Esperanza and we opened with an inauguration ceremony on January 15, 2012. The two-room schoolhouse will double the number of girls attending school from 11 to 22 over the next two years.

Nearly all the women in the village of Nueva Esperanza are illiterate and only speak Q’eqchi’. Increasing the number of girls that attend school is an important instrument in helping developing countries emerge from poverty. Research has shown that metrics such as pediatric health, malnutrition, overall health, and economic development all increase as maternal education increases. Hence, it is incumbent on the village to increase the number of girls who achieve at least an 8th grade education and are fluent in Spanish. My long-term goal is to use literacy as a means to facilitate a self-perpetuating model of educational growth and economic security for the inhabitants in Nueva Esperanza and the surrounding villages. At times the task seems daunting, and the obstacles innumerable. But every time I look into the deep brown eyes of a young village girl excitedly going off to her first day of school it is like staring into the ecstatic eyes of my own daughter when I put her on the bus for her first day of Kindergarten.

Creative Writing

The Department of English and Comparative Literature Hires Stephanie Elizondo Griest
by Dr. Beverly Taylor
Chair, Department of English and Comparative Literature

After a year’s fellowship devoted to working on a new book project, creative writer Stephanie Elizondo Griest will become an Assistant Professor in the Department of English and Comparative Literature beginning in the summer of 2013.

Stephanie Elizondo Griest has mingled with the Russian Mafiya, polished propaganda in China, and belly danced with rumba queens in Cuba. These adventures inspired her award-winning memoirs Around the Bloc: My Life in Moscow, Beijing, and Havana (Villard/Random House, 2004), Mexican Enough: My Life Between the Borderlines (Washington Square Press/Simon & Schuster, 2008), and the guidebook 100 Places Every Woman Should Go (Travelers’ Tales, 2007). She won the 2007 Richard J. Margolis Award for Social Justice Reporting, got inducted into PEN in 2008, and edited the 2010 volume of Best Women’s Travel Writing (Travelers’ Tales, 2010).

Her writing hasn’t gone unnoticed. She was a Hodder Fellow at Princeton University for the 2005-2006 academic year, and has won residencies at Can Serrat outside Barcelona, Spain; the Art Omi International Arts Center in Ghent, New York; the Writer’s Colony at Dairy Hollow in Eureka Springs, Arkansas; the Kimmel Harding Nelson Center for the Arts in Nebraska City, Nebraska; and Ragdale in Lake Forest, Illinois. She has also been a Visiting Writer at the University of Nebraska’s MFA Program. Around the Bloc was named Book of the Year by the Mayor’s Book Club of Austin, Texas; Best Travel Book of 2004 by the National Association of Travel Journalists of America, and a Best Book of 2004 by the San Francisco Chronicle. 100 Places Every Woman Should Go won the Society of American Travel Writers Foundation’s Lowell Thomas Travel Journalism’s Gold Prize for Best Travel Book in 2007 and the Best Travel Book in the International Latino Book Awards in 2008. Mexican Enough won the 2009 PEN Southwest Book Award for Nonfiction and Best Women’s Travel Writing 2010 won the gold medal for Best Travel Book in the Independent Book Publishers Awards. Griest has also been awarded honors and scholarships from the following organizations: USA Today, the National Association of Hispanic Journalists, the Freedom Forum, the Network of...
Beyond Being La Rubia Jankee
by Ellen Magnuson
Spanish House Student Coordinator

In December 2007 I was on a train with my Paraguayan exchange student, Belen. I was starting to plan where I was going to study abroad for a semester and continually insisted that I would go to Italy; Belen was persuading me to go to South America. She was successful, and in August 2008 I flew from Miami to Santiago, Chile and finally landed in Rosario, Argentina. This flight was the beginning of my realization that I was a “Jankee” and not “Sureña”—which was ingrained in my life as being offensive. After traveling in Argentina I realized the complexity behind what it truly means to be Latina/o, the European influence constantly classified Argentina as the exception to Latin American culture. I began to relate to Argentina, I wanted to be classified Argentina as the exception to Latin American means to be Latina/o, the European influence constantly ingrained in my life as being offensive. After traveling in Argentina I realized the complexity behind what it truly means to be Latina/o, the European influence constantly classified Argentina as the exception to Latin American culture. I began to relate to Argentina, I wanted to be classified Argentina as the exception to Latin American means to be Latina/o, the European influence constantly ingrained in my life as being offensive. After traveling in Argentina I realized the complexity behind what it truly means to be Latina/o, the European influence constantly classified Argentina as the exception to Latin American culture. I began to relate to Argentina, I wanted to be classified Argentina as the exception to Latin American means to be Latina/o, the European influence constantly ingrain in my life as being offensive. After traveling in Argentina I realized the complexity behind what it truly means to be Latina/o, the European influence constantly classified Argentina as the exception to Latin American culture. I began to relate to Argentina, I wanted to be classified Argentina as the exception to Latin American means to be Latina/o, the European influence constantly ingrain in my life as being offensive. After traveling in Argentina I realized the complexity behind what it truly means to be Latina/o, the European influence constantly classified Argentina as the exception to Latin American culture.

Individual that happens to love Spanish, Arabic, foreign films, soy milk, hiking, and Goodwill among many other interests. Just like every student around the world, I relate more to the exception rather than the stereotypes that divides our campuses and continents. There’s beauty in breaking stereotypes; the main issue is that once they’re broken we have to discover who we really are as individuals.
outlets to make sure people stay informed with the latest on what’s going on with the CLC. As a first-year student, Whitney had to adjust quickly, starting his position on the eve of the first day of Hispanic Heritage Month (HHM) in September. Darius coordinated a Hispanic Game Night in collaboration with the Xi Gamma chapter of Phi Beta Sigma Fraternity, Inc. in honor of HHM. “I felt like I earned my place after Game night, I loved working with the Sigmas, and plan to work with many other organizations to come. That was definitely a highlight for me,” said Whitney with a smile.

Darius plans to continue his work helping minorities during his stay at Carolina and is excited to be part of the CLC family.

New Diversity Leadership

Dr. Taffye Benson Clayton named as new director for the Office of Diversity and Multicultural Affairs

Carolina alumna Taffye Benson Clayton was named UNC’s vice provost for diversity and multicultural affairs and began working at UNC last February. Clayton served as East Carolina University’s associate provost for equity, diversity and community relations and chief diversity officer since 2009.

Dr. Clayton, who has 20 years of experience developing and administering programs that enhance diversity and inclusion in a university setting, will advise senior leadership in the Provost’s Office and work with administrators, faculty, staff and students across campus to strengthen Carolina’s long-standing commitment to a diverse, inclusive campus community.

“With her impressive background in higher education, she has a clear comprehensive vision for what our Office of Diversity and Multicultural Affairs can accomplish,” said Bruce W. Carney, executive vice chancellor and provost. “With her guidance, I am confident that we can further our diversity objectives, which play such a significant role in the work we do at Carolina.”

For the last 16 years, Clayton has advised East Carolina’s senior leadership about best practices in effecting a more inclusive and collaborative learning environment. Before heading to East Carolina in 1995, she worked extensively with undergraduates at American University, particularly students from intercultural backgrounds and underrepresented minorities.

She holds a bachelor’s degree in speech communication from Carolina, a master’s degree in arts administration from American University and a doctorate of education in educational leadership from East Carolina.

“Diversity is my job, but it’s everyone’s responsibility,” says Clayton. “Engaging leadership, students and the community — that’s the only way this works. It has to be an institutional commitment.”

Clayton would like to establish the University’s commitment to inclusion and access as a national standard. “It’s extremely important to approach diversity as a mission-driven priority,” Clayton said. “When we do that we’re able to define it in a way that allows each person to identify his or herself in the commitment.”

Save the Date!

Please join us for the fourth annual Latina/o Alumni Reunion September 9-11, 2012.

The full schedule is available at http://clc.unc.edu