

# DEVONA F. PIERRE, EdD

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DIVERSITY, EQUITY, & INCLUSION | EXECUTIVE ACADEMIC LEADERSHIP

*20+ years of transformational contributions toward organizational diversity, equity, and inclusion goals.*

*Stellar record of fiscal accountability with repeated success building partnerships with external stakeholders and alumni to fund diversity and inclusion programs during periods of limited institutional support.*

*Recognized subject matter expert for developing and implementing frameworks to meaningfully connect diversity and inclusion efforts with various areas of organizational functioning.*

## EDUCATION

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### **Auburn University**

Doctor of Education, Administration of Higher Education 2009

*A Comparison of Faculty Perceptions of Campus Climate at a Predominately White Institution*

Master of Education, Adult Education 2004

### **Dillard University**

Bachelor of Arts, Psychology 2002

## PROFESSIONAL EXPERIENCE

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### **St. Petersburg College (SPC)**

#### **Executive Director, Organizational Culture & Engagement**

**2020 – Present**

*St. Petersburg College is a public institution that serves over 50,000 students on 11 learning sites and centers throughout Pinellas County, Florida. Regionally accredited and nationally recognized, SPC was the first state college in Florida to offer bachelor's degrees and offers more than 180 degree and certificate programs of study, and many high-demand, high-skill industry-recognized workforce certifications. Access, excellence, and student support are the hallmarks of St. Petersburg College.*

#### **Selected Achievements**

- Serve as the Inaugural Executive Director of Organizational Culture & Engagement
- Envisioned, revised, and implemented the current Title IX reporting structure for the college.
- Participated in the establishment of the Truth, Racial Healing & Transformation Campus Center as a part of the St. Petersburg/Pinellas County Higher Education Consortium for Racial Justice (SPHERE).

#### **Key Responsibilities**

- Serves as a member of the President's Cabinet advising the President and executive leadership in developing and integrating equity, diversity, and inclusion within institutional policies, practices, and initiatives, while also identifying opportunities for institutional improvement.
- Lead the Office of Equity, Diversity & Inclusion in the development and implementation of college-wide initiatives and policies and practices to ensure students, employees, applicants, and campus visitors experience equal opportunity and access to services and support.
- Oversee institutional compliance and institutional response to federal and state policies and laws related to Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, Americans with Disabilities Act (ADA)/Section 504, and Age Discrimination in Employment Act (ADEA), Affirmative Action, and Equal Access Employment Opportunity (EAEEO).
- Held an instrumental role in the creation of the 2021-2024 Strategic Plan and the tactics the college will employ to reach strategic goals, particularly related to equity, diversity, and inclusion deliverables.
- Develop a specific vision and strategy for the Office of Diversity, Equity, and Inclusion, to champion the value of an equitable, diverse, and inclusive college environment and build a welcoming culture and campus community.
- Design and lead college-wide training programs focused on building cultural competence, consciousness of non-discrimination policies, gender differences, disability, sexual harassment, and other related topics increasing college-wide awareness and support of equity and inclusion principles and compliance.

## **University of South Florida (USF)**

*The University of South Florida is a public research institution located in the Tampa Metropolitan area with three distinct campuses. One of the largest public universities in the nation with over 48,000 students, over 15,000 employees, and classified by the Carnegie Foundation for the Advancement of Teaching in the top tier of research universities.*

### **Affirmative Action Officer**

**2019 – 2020**

#### ***Selected Achievements***

- Envisioned and established the university's Affirmative Action Program.
- Devised a strategic communication plan to disseminate newly established Affirmative Action policies, programs, and procedures throughout the university.
- Implemented new quality assurance measures related to recruitment and selection procedures alongside Equal Opportunity Liaisons and hiring managers.

#### ***Key Responsibilities***

- Created and implemented the Affirmative Action Program (AAP) including writing the policies, and procedures for the university's 15,000 employees on the USF Tampa, USF St. Petersburg, and USF Sarasota- Manatee campuses.
- Developed and coordinated a university wide Affirmative Action training for Equal Opportunity Liaisons, hiring managers, and others with hiring authority.
- Ensured the development and implementation of all personnel policies, programs, and procedures adhere to Affirmation Action principles monitoring them accordingly for federal compliance.
- Partnered with Human Resources and a consulting firm to compile and distribute the Affirmative Action Plans for the three campuses of the university.
- Advised and reported to the Vice President and Associate Vice President of Diversity, Inclusion, & Equal Opportunity on matters related to Affirmative Action and diversity.

### **Assistant Director of Faculty/Staff Diversity Initiatives**

**2015 – 2019**

#### ***Selected Achievements***

- Secured a \$2.4 million National Science Foundation (NSF) Alliance for Graduate Education and the Professorate (AGEP) Grant to support programs for underrepresented populations in higher education.
- Successfully compiled and submitted, on behalf of the university, the award-winning application for the Higher Education Excellence in Diversity (HEED) Award in 2019 and 2020.
- Created and implemented the policies related to inclusive hiring practices for over 15,000 faculty and staff.
- Secured approximately \$200,000 in university funds to provide professional development programs including the inaugural USF Research BootCamp and the Community of Scholars initiative facilitating the recruitment and retention of minoritized faculty.

#### ***Key Responsibilities***

- Compiled the Annual Florida Equity Report for submittal to the Florida Board of Governors.
- Assisted the college deans on three campuses in the development of strategic diversity plans and collaborate with diversity committees of various colleges.
- Designed and monitored the impact of new initiatives for the recruitment, retention, and promotion of faculty and staff.
- Providing effective diversity initiatives related to faculty and staff recruitment, retention and promotion and career development training.
- Reviewed policies and strengthened university processes related to diversity, equity, and inclusion.
- Provided resources, support, and confidentiality when seeking to resolve sensitive diversity, equity, and inclusion matters.

### **Diversity & Equal Opportunity Consultant**

**2014 – 2015**

#### ***Selected Achievements***

- Crafted distinct Strategic Diversity Plans for 8 university colleges and consulted the respective Dean through the implementation process.
- Co-authored the inaugural Annual Report addressing the impact and return on investment of the university's diversity, equity, and inclusion initiatives.
- Co-authored of the university's Strategic Diversity Plan.

### **Key Responsibilities**

- Designed, implement, and evaluate a comprehensive education and training program for the USF System, including open sessions, customized training, and other methods of delivery.
- Drafted the annual report, annual metrics, and assessments of DIEO's impact and return on investment.
- Created, implemented, managed, and evaluated the quarterly Diversity Lecture Series and the Courageous Conversations programs.
- Created and provided oversight for the Community of Scholars initiative which served as a retention and professional development program targeting underrepresented minority faculty and doctoral students.

### **University of Tampa**

#### **Educational Technology Support/Assistant Director**

**2012 – 2014**

*The University of Tampa is a medium-sized private university, located on a National Historic Landmark. UT's globally connected campus is the beating heart of a vibrant urban oasis where approximately 9,600 students from all 50 states and 132 countries are represented. The university is ranked among the best of the best by U.S. News & World Report, Forbes, The Princeton Review, and it provides students with a world-class education.*

#### **Selected Achievements**

- Designed and facilitated technology trainings to over 700 faculty members and approximately 350 staff members.
- Developed the Policy and Procedure Manual for the Educational Technology Department.
- Collaborated in the creations and facilitation of the New Teaching Institute (NTI), a series of sessions aimed to provide faculty members with the system-based knowledge, tools, and framework to develop their courses in a hybrid format.
- Assisted in the creation and implementation of the Women's Leadership Workshop.

#### **Key Responsibilities**

- Provided first line of technical support for routine faculty questions concerning educational technology use and implementation.
- Developed more than 100 tutorials on Banner and other software systems which were added into a knowledge base for faculty and staff.
- Served as the Administrator for the Blackboard, Class Climate, and LiveText systems.
- Partnered with the department director with budget items, report writing, training schedules, and grant writing.

### **Paul Quinn College**

#### **Director of Service Learning**

**2008 – 2009**

*Paul Quinn College is a small, private, faith-based, four-year, liberal arts-inspired, historically Black college. Its mission is to provide a quality, faith-based education that addresses the academic, social, and Christian development of its students. The College proudly educates students under the banner of its institutional ethos, WE over Me and has become a model for urban higher education by focusing on academic rigor, experiential learning, and entrepreneurship.*

#### **Selected Achievements**

- Established approximately 15 community-based partnerships that created service-learning opportunities for students.
- Identified and submitted a comprehensive grant proposal totaling \$90,000.
- Coordinated faculty development to increase their knowledge of the values that service learning provided to students by delivering approximately thirty professional development workshops, forums, and individualized training.

#### **Key Responsibilities**

- Established and led the Office of Service Learning
- Campus expert on service-learning and community engagement scholarship matters.
- Developed, implemented, and coordinated Service Learning and Community Service initiatives for the college designed to promote community-engaged learning by student and faculty.
- Responsible for training, evaluation, and the direct supervision an administrative & professional staff member.
- Served on the college's Southern Association of Colleges and Schools (SACS) reaccreditation review team. Responsible for the implementation, documentation, and reporting of the Quality Enhancement Plan (QEP) standards and outcomes for the college.
- Developed training curricula and other resources to assist faculty and community partners engaged in service-learning, community-based research, and other forms of engaged scholarship.

**Dillard University**  
**Emerging Faculty Fellow**

**2002 – 2003**

***Selected Achievements***

- Provided academic counseling, advising, and student support services to approximately 125 non-traditional and traditional students from diverse backgrounds and majors.
- Analyzed, prepared, and maintained reports of first year students entering the institution including: academic progress, persistence, and retention trends for approximately seven hundred fifty students.
- Served on the University committee designed to strategically plan the First Year Experience orientation weekend.
- Consulted with department chairs, program directors, and instructors to designate appropriate courses for First-Year students.

***Key Responsibilities***

- Worked collaboratively with administrators, faculty, staff, and students to develop and implement a variety of programmatic initiatives designed to support successful academic progress and course completion and retention of first-year students.
- Solicited and incorporated verbal/written recommendations from students, staff, faculty, and administrators on how the first-year experience can be enhanced to facilitate students' progress to degree, promote new student success, and increase first-year student retention.
- Served as an advocate and mentor and as a crisis intervention advocate.

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**O T H E R R E L E V A N T E X P E R I E N C E**

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**Auburn University**  
**Graduate Research and Teaching Assistant**

**2003 – 2008**

- Performed research-oriented responsibilities to assist faculty members with their research agenda(s).
- Managed data collection projects, entered data, and supported faculty member in coding and analyzing data in Atlas.ti and SPSS statistical packages.
- Assisted in grant writing process to fund yearly outreach initiatives including the Knowledge, Excellence in Mathematics, Equilibrium, and Technology (KEMET) Academy which focused on continuing a comprehensive academic enrichment program which targets African American students enrolled in school in under resourced communities across Alabama's Black Belt region.
- Assisted in the editing of a special edition of the Journal of Thought.

**Qualitative Research Evaluator**

**2004 – 2006**

Funded by: The National Science Foundation (NSF)

- Designed and implemented qualitative evaluation studies from conceptualization to completion through interviews and observations with school teachers and administrators.
- Assisted in writing mid- year/year-end assessments including annual reports.
- Observed approximately 60 classrooms and conducted approximately 100 interviews per year at the K–12 level that utilized the TEAM-Math method of teaching.

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**S E L E C T E D P R E S E N T A T I O N S**

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**Pierre, D.F.** (November, 2021). "Best Practices for Recruitment & Retention for Women & Minorities." Alabama Advance Partnership for Achieving Gender Equity in STEM Workshop, Alabama A&M University, Huntsville, AL.

Alamo, S., **Pierre, D.F.**, Arthur, J., Rocco, J. (January, 2021). What is the Role of Higher Education in Racial Healing?

Agosto, V., Perez, E., **Pierre, D.F.**, Verra-Tirado, M., Watkins, D.L., White, M. (October, 2020). The Challenge of Racial and Social Injustice for Educational Leaders. Florida Association of Professors of Educational Leadership, St. Leo, FL.

**Pierre, D.F.** (November, 2020). Unconscious Bias. Alabama Advance Partnership for Achieving Gender Equity in STEM, Alabama A&M University, Huntsville, AL.

Anderson, J.M.M, Anderson, M., Dasgupta, N., Jung, R., **Pierre, D.F.** (January, 2020). "Fostering an Anti-Racism Culture and Climate on Campus" American Institute for Medical and Biological Engineering Virtual Summit: Anti-Racism: A Roadmap to Policy Transformation in Biomedical Engineering. (*Moderator*)

**Pierre, D.F.** & Blake, C. (April, 2018). "Cultural Norms: Best Practices in Communicating with Diverse Clients." Hillsborough County Bar Association, Tampa, FL.

**Pierre, D.F.**, Hernandez, J.E., Benson Clayton, T., McDonald, K. (March, 2018) "CDO survival in the academy: How current and aspiring CDOs can prevent burnout and cope with battle fatigue." National Association of Diversity Officers in Higher Education, Washington, D.C.

Lane, T., Patterson-Stephens, S, Perez, E., **Pierre, D. F.** (November, 2017). "Examining Relationships that Matter: A Qualitative Study of Black Women in Doctoral Education." Association of the Study of Higher Education, Houston, TX.

**Pierre, D.F.**, Rivero, M., Centelles, V., Hayes, J., Harris, T., Bucheli, M. (February, 2017). "GEARing Up for Student Success: An Analysis of the GEAR Up program from the Student Perspective." Black, Brown, & College Bound Summit, Tampa, FL

Bertrand Jones, T., Patterson, S.M., **Pierre, D.F.**, Wu, Y. (April, 2016) "Senior Scholars on Early-Career Professional Development for Black Women Emerging Scholars." American Education Research Association, Washington, D.C.

**Pierre, D.F.**, Cabrera, R., Hernandez, J., Phippen, S., Randolph, M. (February, 2016). "Creating a Pipeline to Student Success: One University's Multi-Tiered Approach." Black, Brown, & College Bound Summit, Tampa, FL.

**Pierre, D.F.**, Bertrand Jones, T., Moore Mensah, F. Tickles, V.C., Davis-Maye, D. (May, 2015). "Sisters of the Academy: A Model of Success." National Conference on Race & Ethnicity on American Higher Education, Washington, DC.

**Pierre, D.F.** (April, 2015). "Towing the Line: Strategies to Being an Effective Administrator in the Age of Student Protest." Faculty Women of Color in the Academy National Conference, University of Illinois at Urbana- Champaign, Champaign, IL.

**Pierre, D. F.** (November, 2014). "Enhancing Your College/University Diversity Infrastructure." 2014 College and University Senior Leaders Retreat on Academic Diversity, St. Petersburg, FL.

Anderson, M.L., **Pierre, D.F.**, Huling, N.D., Murray, C.R. (April 2014). "Embracing Diverse Audiences: Case Studies and Best Practices in Higher Education." Southern States Communication Association, New Orleans, LA.

Tickles, V., **Pierre, D. F.**, Davis-Maye, D. (March, 2013). "Women Making History." (Women's History Month Event). Palm Beach State College, Palm Beach, FL.

Harris, S. M., **Foster, D. L.**, King-Jupiter, K. L. (November, 2010). "Faculty Perceptions of Campus Climate at a Traditional University." Association for the Study of Higher Education, Indianapolis, IN

## PUBLICATIONS

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Esnard, T., Cobb-Roberts, D., **Pierre, D. F.** (in press) Resisting interlocking structure and relations through social justice praxis: Insights from a dialogic exchange between three Black women academics. In S. Patterson-Stevenson & T. Bertrand Jones (Eds.), *Advancing Inclusive Excellence in Higher Education: Practical Approaches to Promoting Diversity, Equity, and Inclusion*. Routledge: New York, NY.

Lane, T. B., Patterson-Stephens, S. M., Perez, E. N. and **Foster Pierre, D.** (2022) "Examining Relationships Matter: A Qualitative Study of Black Women in Doctoral Education", *Journal of African American Women and Girls in Education*, 2(1), pp. 27-46. doi: 10.21423/jaawge-v2i1a43.

Miles Nash, A., Nkrumah, T., Ottley, R.G., Mason, K.L., & **Pierre, D. F.** (2022). Sankofa sisters: Returning to sisterhood to secure our progress. In D. J. Davis, D. Davis-Maye, T. Bertrand Jones, & J. Andrew, (Eds.), *Black Sisterhoods: Black Womyn's Representations of Sisterhood Across the Diaspora*. Bradford, ON: Demeter Press.

Bertrand Jones T., Ford J.R., **Pierre D.F.**, Davis-Maye D. (2020) Thriving in the Academy: Culturally Responsive Mentoring for Black Women's Early Career Success. In: Crimmins G. (Eds.) *Strategies for Supporting Inclusion and Diversity in the Academy*. Palgrave Macmillan, Cham. [https://doi.org/10.1007/978-3-030-43593-6\\_7](https://doi.org/10.1007/978-3-030-43593-6_7)

Mack, L. R., Perry-Mitchell, T., Thompson-Rogers, K., & **Foster-Pierre, D.** (2016). 'Sick and Tired of Being Sick and Tired': Challenges to the Voting Rights Act of 1965 & Why We Must Continue to March. *Making Connections: Interdisciplinary Approaches to Cultural Diversity*, 16(2), 18-32.

King, K. L., & **Foster D. L.** (2007). "Neo-racism/neo-discrimination and faculty hiring: Chronicling the perpetuation of racial privilege." In O. G. Brown, K. Hinton, & M. F. Howard Hamilton, (Eds.), *Unleashing Suppressed Voices on Diversity at Colleges and Universities*. New York, NY: Peter Lang Publishing.

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## GRANTS

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### Funded

1. Co-Principal Investigator. Watson, A. L., **Pierre, D. F.**, Lane, T. B., Thomas, S. W. (2018). AGEP Transformation Alliance: Improving Pathways in the Professoriate for Minority Women in STEM, National Science Foundation (NSF, #1916098), \$2.4 million. Project Summary Grant focuses on implementing an innovative model designed to enhance professional development opportunities among underrepresented women in STEM at the doctoral, post-doctoral, and early-career faculty levels. The proposed project also includes a longitudinal, mixed-methods, educational research component in addition to a plan for formative and summative assessment of the project.
2. Co-Principal Investigator. Harris, J. E. & **Pierre, D. F.** (2012). Inspiration Software. Grant supplied funds to purchase technology used by faculty to enhance their classroom teaching.

### Not Funded

1. Co-Principal Investigator. Watson, A. L., **Pierre, D. F.**, Lane, T. B., Thomas, S. W. (2017). Collaborative Research: AGEP Transformation Alliance: Improving Pathways in the Professoriate for Academic Minority Women in STEM (NSF, DRL-1821098), \$1.1 million. Project Summary Grant focuses on implementing an innovative model designed to enhance professional development opportunities among underrepresented women in STEM at the doctoral, post-doctoral, and early-career faculty levels. The proposed project also includes a longitudinal, mixed-methods, educational research component in addition to a plan for formative and summative assessment of the project.
2. Principal Investigator. **Foster, D. L.** (2008). Promoting Financial Literacy through Service Learning. State Farm Insurance, \$94,550. Grant focused on supporting a comprehensive Community Service program led by students.

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## TEACHING EXPERIENCE

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### **University of Tampa** (Tampa, FL)

Adjunct Professor

EDU 613: Epistemology & Research in Education

Spring 2010

### **University of Missouri – Kansas City** (Kansas City, MO)

Visiting Assistant Professor

EDUL 5566: Racial & Ethnic Diversity & Cultural Understanding

Spring 2010

EDUL 5551: Student Affairs Administration

Spring 2010

EDUL 5546: History of Higher Education

Fall 2009

EDUL 5550: Organization and Administration of Higher Education

Fall 2009

EDUL 5556: The College Student

Fall 2009

**Paul Quinn College** (Dallas, TX)

Adjunct Instructor

FUND 1102: Foundations of Learning

Fall 2008 – Spring 2009

**Auburn University** (Auburn, AL)

Graduate Teaching Assistant

EDUC 3000: Diversity of Learners and Settings

Fall 2004 – Spring 2008

**Dillard University** (New Orleans, LA)

Emerging Faculty Fellow

First Year Seminar

Fall 2002 – Spring 2003

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**C O N F E R E N C E / S Y M P O S I U M O R G A N I Z E R**

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**FL-AGEP Research Bootcamp**

*The Research Boot Camp is an intense, one-week program designed to enhance professional development opportunities among underrepresented women in STEM at the doctoral, post-doctoral, and early-career faculty levels.*

- Online hosted by University of South Florida (May 2021), Florida International University (June 2021) and Florida Agricultural & Mechanical University (July 2021)

**Sisters of the Academy Research Boot Camp®**

*The Research Boot Camp is an intense, one-week program designed to assist doctoral students and junior faculty members develop the skills necessary for success in the academy.*

- Tallahassee, FL (August 2021, 2019, 2017, 2015, 2013, 2011)
- Tampa, FL at the University of South Florida (May 2019, 2018, 2017, 2016, 2015)
- Auburn, AL (August 2009, 2007, and 2005).

**Inclusive Excellence Symposium**

*The Inclusive Excellence Symposium is a one-day program designed to discuss the navigation of higher education institutions for faculty, staff, and students as it relates to inclusivity and diversity.*

- Boston, MA (April 2019)

**Sisters of the Academy Intensive Grantsmanship Workshop**

*The Intensive Grantsmanship Workshop is an intensive three-day workshop that brings together an interdisciplinary group of female academicians for strategically focused networking, workshops, panel discussions, and paired mentoring centered on securing support from funding agencies.*

- Washington, DC (August 2018)
- Baltimore, MD (October 2012)
- New York, NY (May 2013)

**Robert Wood Johnson Foundation - New Connections Regional Meeting**

*The RWJF New Connections Program seeks to increase awareness and solutions around institutional and organizational barriers that hinder the professional advancement and success of underrepresented minorities (URM) professionals.*

- Tampa, FL (February 2017)

**Sisters of the Academy Writing Retreat**

*The Writing Retreat assisted participants with their writing endeavors including dissertations, manuscripts, book chapters, reports, and journal articles.*

- Danbury, CT, (April 2008).

## PROFESSIONAL SERVICE

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**National Association of Diversity Officers in Higher Education** 2016- Present

Membership Committee 2020- present

Professional Development Committee 2016 – 2020

**Florida Diversity Council** 2016 – Present

**Association of Study of Higher Education** 2017 – Present

HBCU Initiative 2017

**Association of Educational Research Association** 2006 – Present

**Sisters of the Academy** 2004 - Present

STEM Initiative 2016

Executive Board Member 2004 – Present

Co-Chair, Research BootCamp® 2004 – Present

**National Black Graduate Student Association** 2005-2006

Professional Development Committee 2016 – 2020

## AWARDS

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**Higher Education Excellence in Diversity (HEED) Award**

University of South Florida 2020

University of South Florida 2019

**USF Black Faculty and Staff Association**

Outstanding Black Staff Member of the Year, 2019 – 2020

**Dillard University Forty under 40 Alumni Award** 2019 – 2020