

DONALD "DJ" MITCHELL, JR.

EDUCATOR DEI EXECUTIVE SCHOLAR



WWW.DONALDMITCHELLJR.COM



[HTTPS://X.COM/DRDONMITCHELLJR](https://x.com/DRDONMITCHELLJR)



CONTACTDONALDMITCHELLJR@GMAIL.COM



WWW.LINKEDIN.COM/IN/DONALDMITCHELL2/

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Dr. Donald “DJ” Mitchell, Jr., is vice president for diversity, equity and inclusion at Molloy University in Rockville Centre, New York.

Dr. Mitchell's scholarship and presentations focus on diversity, equity, and inclusion in higher education contexts. More specifically, he engages in critical conversations on race, gender, identity intersections, and intersectionality within higher education settings.

His scholarship has been recognized locally and nationally. He is recipient of the Diverse: Issues in Higher Education 2020 Emerging Scholar Honor; the Association for Fraternity/Sorority Advisors and Sigma Phi Epsilon's 2018 Dr. Charles Eberly Oracle Award (with Dr. John Gipson, Jakia Marie, and Tiffany Steele); the Ethnographic and Qualitative Research Conference's 2016 McGraw Hill Distinguished Scholar Award; the American College Personnel Association's 2015 Emerging Scholar Award; Grand Valley State University's 2015 Distinguished Early-Career Scholar Award; the Multicultural/Multiethnic Education Special Interest Group of the American Educational Research Association's 2014 Dr. Carlos J. Vallejo Memorial Award for Emerging Scholarship; the American College Personnel Association's Standing Committee for Men and Masculinities 2014 Outstanding Research Award (with Dr. Darris Means); and, the Michigan College Personnel Association's 2013 John Zaugra Outstanding Research/Publication Award. He was also awarded the Center for the Study of the College Fraternity's 2012 Richard McKaig Outstanding Doctoral Research Award for his dissertation, “Are They Truly Divine?: A Grounded Theory of the Influences of Black Greek-Lettered Organizations on the Persistence of African Americans at Predominantly White Institutions.”

A native of Portsmouth, Virginia, Dr. Mitchell earned a Bachelor of Science in chemistry from Shaw University, the first historically Black institution in the South, a Master of Science in educational leadership from Minnesota State University, Mankato, and a PhD in educational policy and administration with a concentration in higher education from the University of Minnesota—Twin Cities. He also holds a diversity and inclusion certificate from Cornell University and the Certified Diversity Executive credential from the Institute for Diversity Certification.

Dr. Mitchell is a life member of Kappa Alpha Psi Fraternity, Inc. and a member of the Most Worshipful Prince Hall Grand Lodge of New York.

B I O G R A P H Y

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SPEAKING INTERESTS

INTERSECTIONALITY & HIGHER EDUCATION

Building upon Kimberlé Crenshaw’s articulation of intersectionality, Dr. Mitchell advocates for an intersectional imperative to make sure all college students have the support they need to succeed. Dr. Mitchell served as lead editor for three editions of *Intersectionality & Higher Education: Theory, Research, and Praxis*, published by Peter Lang Publishing.

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

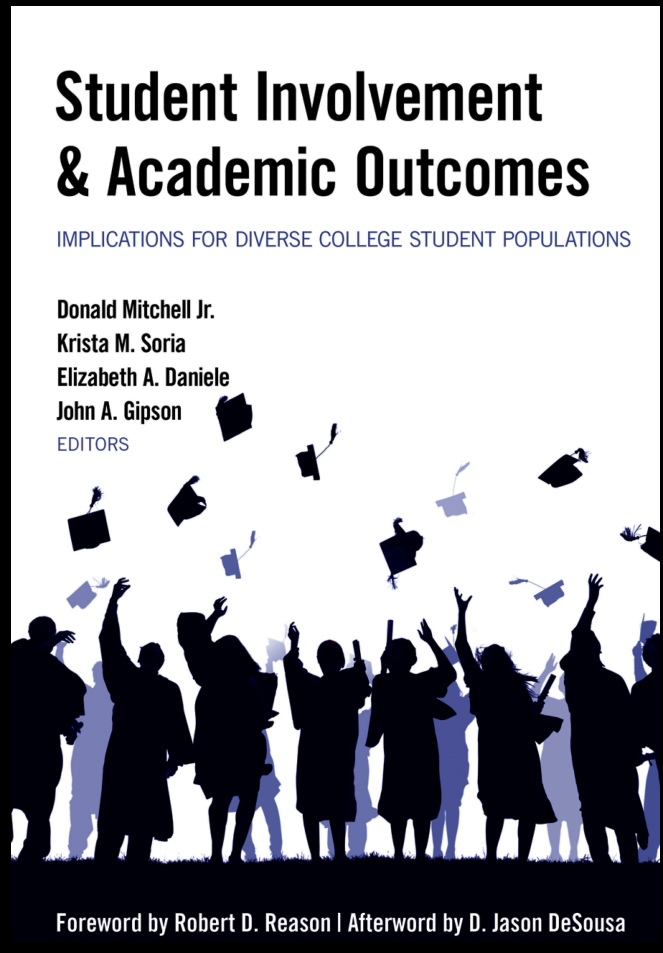
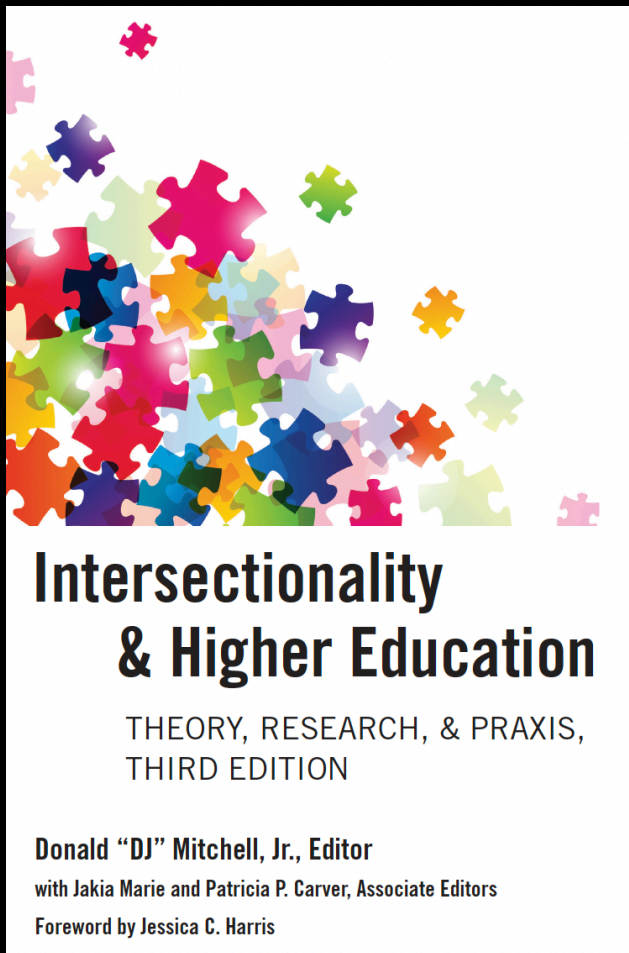
Historically Black Colleges and Universities (HBCUs) are institutions that were established to provide African Americans with options for an education during years of overt racial discrimination when education and socioeconomic comforts were limited for the vast majority of Americans of African descent. While educational access has expanded, HBCUs are as relevant today as they were in the 19th century. Without these institutions, many national needs will be left unmet. Dr. Mitchell’s research and talks introduce audiences to HBCUs using an anti-deficit lens.

RECRUITMENT AND RETENTION OF DIVERSE POPULATIONS

Dr. Mitchell’s co-edited volume, *Student Involvement and Academic Outcomes: Implications for Diverse College Student Populations*, brings together several dynamic authors to explore how various forms of involvement (e.g., work, family, high-impact practices, student organizations, institutional) impact education outcomes. He helps audiences reflect on what they are doing well and highlights specific areas where institutions can improve educational outcomes for diverse students.

BLACK GREEK-LETTERED ORGANIZATIONS (BGLOS)

In his award-winning dissertation, “Are They Truly Divine?: A Grounded Theory of the Influences of Black Greek-Lettered Organizations on the Persistence of African Americans at Predominantly White Institutions,” Dr. Mitchell found BGLOs provide students with social support, connect students to campus and helped students persist.



SELECT PUBLICATIONS

EDITED BOOKS

- Mitchell, D., Jr., Marie, J., & Carver, P. P. (Eds.). (2024). *Intersectionality & higher education: Theory, research, and praxis* (3rd ed.) Peter Lang.
- Mitchell, D., Jr., Soria, K., Daniele, E., & Gipson, J. (Eds.). (2015). *Student involvement and academic outcomes: Implications for diverse college student populations*. Peter Lang.

JOURNAL SPECIAL ISSUE

- Mitchell, D., Jr., & Sawyer, D., III. (Eds.). (2014). *Informing higher education policy and practice through intersectionality*. *Journal of Progressive Policy & Practice*, 2(3).

REFEREED JOURNAL ARTICLES

- Bailey-Fakhoury, C., & Mitchell, D., Jr. (2018). Living behind the veil: How Black mothers with daughters attending predominantly White schools experience racial battle fatigue when combating racial microaggressions. *Du Bois Review: Social Science Research on Race*, 15(2), 489-515.
- Mitchell, D., Jr., Gipson, J., Marie, J., & Steele, T. (2017). Intersectional value? A pilot study exploring educational outcomes for African American women in historically Black sororities versus non-historically Black sororities. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 12(2), 44-58.

- Greyerbiehl, L., & Mitchell, D., Jr. (2014). An intersectional social capital analysis of the influence of historically Black sororities on African American women's college experiences at a predominantly White institution. *Journal of Diversity in Higher Education*, 7(4), 282-294.
- Mitchell, D., Jr., & Means, D. (2014). "Quadruple consciousness": A literature review and new theoretical consideration for understanding the experiences of Black gay and bisexual men at predominantly White institutions. *Journal of African American Males in Education*, 5(1), 23-35.

REPORT

- Mitchell, D., Jr., Weathers, J., & Jones, M. (2013). *A 20-year history of Black Greek-letter organization research and scholarship*. Indiana University.

EDITORIALS

- Mitchell, D., Jr. (2016, May 31). How to start a revolution: Use intersectionality as a framework to promote student success [Web log post].
- Mitchell, D., Jr., & Hilton, A. (2016, November 29). Historically Black for whom? A challenge for 21st century historically Black colleges and universities to embrace Blackness, just Blackness [Web log post].

SELECT HONORS AND AWARDS

2022

40 UNDER 40
Blank Slate Media



2020

EMERGING SCHOLAR
Diverse: Issues in Higher Education



2018

DR. CHARLES EBERLY ORACLE AWARD
Association for Fraternity/Sorority Advisors and Sigma Phi Epsilon

2017

OUTSTANDING UNIVERSITY SERVICE AWARD
Grand Valley State University



2016

GRADUATE FACULTY KIMBOKO INCLUSION AWARD
Graduate Student Association, Grand Valley State University

2015

MCGRAW HILL DISTINGUISHED SCHOLAR AWARD
Ethnographic and Qualitative Research Conference



• DISTINGUISHED EARLY-CAREER SCHOLAR
Grand Valley State University

• DISTINGUISHED YOUNG ALUMNI AWARD
Minnesota State University, Mankato

• EMERGING SCHOLAR AWARD
American College Personnel Association

2014

DR. CARLOS J. VALLEJO MEMORIAL AWARD FOR EMERGING SCHOLARSHIP
Multicultural/Multiethnic Education Special Interest Group, American Educational Research Association

• OUTSTANDING RESEARCH AWARD
Men and Masculinities Standing Committee, American College Personnel Association

• OUTSTANDING YOUNG ALUMNUS AWARD
United Negro College Fund

• RISING ALUMNI HONOREE
College of Education and Human Development, University of Minnesota

2013

SOLIDARITY AWARD
Pride Awards, LGBT Resource Center, Grand Valley State University

• GRADUATE OUTSTANDING FACULTY MENTOR
Graduate Student Association, Grand Valley State University

• JOHN ZAUGRA OUTSTANDING RESEARCH/PUBLICATION AWARD
Michigan College Personnel Association

OUTSTANDING FACULTY MEMBER
Student Life Awards, Grand Valley State University

TESTIMONIALS

Higher Education Executives, Administrators, & Students

“Dr. Donald Mitchell is one of the preeminent scholars and thought leaders on experiences of students of Color, and the institutions that serve them. His fresh introspective on the historical contexts related to the subject matter is insightful and informing. I have had the pleasure of hearing his presentations in both small and large audience settings. In all cases, he is able to captivate the audience with facts, personal experiences, and perspectives that are deeply moving and inspiring.

SEAN HUDDLESTON
PRESIDENT, MARTIN UNIVERSITY

“Dr. Mitchell is a thoughtful and committed scholar whose passion for high-quality education for all students is clear in his research and practice. With a kind insistence, he urges educators to develop policies and practices that allow for higher education to live up to its potential in leading and serving a diverse world.”

REBECCA ROPERS, PHD

Senior Advisor for Academic Leadership
and Conflict Resolution
University of Minnesota-Twin Cities

“As soon as I expressed an interest in research, I was directed to Dr. 'DJ' Mitchell. And it was clear why after reviewing his work. Yet, while his scholarship is impressive, his dedication to his students and passion for diversity, equity and inclusion in education impresses me more. As an educator, he fosters learning experiences that you remember and for me, he has become a very important mentor.”

NICOLE ROMBACH

Former Master's Student

“Dr. Mitchell is a superb scholar on diversity, equity, and inclusion in higher education contexts. He challenges individuals to reconsider their understanding of diversity while providing an environment for people to grapple with today's issues of diversity and equity in higher education.”

DARRIS R. MEANS, PHD

Associate Professor,
Department of Educational
Foundations, Organizations, and Policy
University of Pittsburgh

“Dr. Mitchell's approach to student learning is simple, yet profound at the same time. By providing consistent support and developing personal connections, he's someone who inspires students and professionals to be the best version of themselves.”

KYLE MARTIN

Former Master's Student



HEADSHOTS



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