

# DR. COURTNEY A. GRIFFIN

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## EDUCATION

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DePaul University, Chicago, IL <b>Doctor of Education, Education Leadership</b>	2023
Saint Joseph's University, Philadelphia, PA <b>Master of Science in Education, Instructional Technologies</b>	2017
DePaul University, Chicago, IL <b>Master of Arts, Writing, Rhetoric and Discourse</b> <b>Area of Concentration: Professional and Technical Communication</b>	2013
DePaul University, Chicago, IL <b>Graduate Certificate, Teaching English to Speakers of Other Languages</b>	2013
Michigan State University, East Lansing, MI <b>Bachelor of Arts, Professional Writing</b>	2011
Michigan State University, East Lansing, MI <b>Bachelor of Arts, in Media, Arts and Technology</b>	2011

## LEADERSHIP EXPERIENCE

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Black Girls' College Guide  
Detroit, MI 48207

**Founder & Executive Director**

**September 2024 – Present**

I lead an organization advancing college access, readiness, and holistic success for Detroit youth. Develop partnerships with schools, community organizations, and universities to deliver mentorship and co-curricular programming. Manage organizational operations, fundraising, budget, and assessment of program impact. Advocate for educational equity and social-emotional development in underserved communities. Facilitate workshops, keynotes, and wellness programs addressing belonging, resilience, and leadership for college-bound students.

*Accomplishments:*

- Exposed 95% of participating middle school students to college life for the first time through on-campus engagement activities.

University of Detroit Mercy School of Law  
651 E. Jefferson Ave. Detroit, MI 48226

**Assistant Dean, Diversity Equity, Inclusion and Belonging**

**September 2022 – Present**

In this inaugural position, I lead the strategic integration of mission, values, and accreditation standards across the School of Law, ensuring alignment with the university's institutional goals. I develop and implement programs that advance the holistic success of students, faculty, and staff while strengthening a culture grounded in the School's core values. I identify and define the five-year strategic plan for the Office of Diversity, Equity, Inclusion, and Belonging, and collaborate closely with faculty, administration, and student organizations to embed mission-driven principles into curriculum, policy, and campus culture. I host annual cultural competency trainings for faculty and staff and developed an online cultural competency course for students in accordance with American Bar Association standards. I also lead an admissions campaign to recruit and enroll Students of Color and review prospective student applications for admission decisions. In addition, I build partnerships with legal professionals, alumni, and community organizations to

expand mission-centered initiatives and enhance the School's visibility and impact within the broader Detroit and legal communities.

*Accomplishments:*

- Founded and trademarked *EquiLaw*, an innovative pipeline program connecting middle and high school students to legal education and professional mentorship.
- Established *The Parents' Nook* and *Inclusion Lounge*, dedicated spaces fostering belonging, visibility, and well-being for students, encouraging them to bring their authentic selves to the law school experience.
- Increased diverse student enrollment from 4% to 13% through targeted outreach, culturally responsive recruitment initiatives, and community partnerships.
- Introduced high school students to members of the legal community, 92% of whom had never previously met a lawyer or judge, strengthening early exposure and access to the profession.

DePaul University – Engage and Persist in STEM Project  
2320 N. Kenmore Ave., Suite 110 Chicago, IL 60614

**Advisor**

**March 2022– July 2023**

The Engage and Persist in STEM Project, or EPITEM, awarded annual scholarships of \$10,000 for four years to two cohorts of eight freshmen who were STEM majors. I hosted a mentoring program and a series of workshops, learning communities and research opportunities every quarter throughout their college experience. I developed and oversaw programming for academic support, including but not limited to coaching, tutoring, and workshops to increase student persistence rates and promote student success. Oversaw an early alert system for high-risk students, report on high-risk students and identify opportunities of interventions to improve student retention.

DePaul University – Arnold Mitchem Fellows Program  
2320 N. Kenmore Ave., Suite 110 Chicago, IL 60614

**Interim Director**

**March 2021 – September 2022**

I managed an annual budget of \$150,000, overseeing student stipends, curriculum materials, cultural events, and domestic and international travel while ensuring efficient and strategic use of resources. I developed and implemented the department's strategic plan, establishing clear goals and initiatives to strengthen program outcomes. I planned and executed quarterly events designed to build learning communities and support the personal and academic growth of fellowship students. Through a strategic, collaborative approach with university partners, I attracted a diverse pool of applicants to the fellowship program and led the interview and selection process for first-generation, low-income, and underrepresented students, ensuring an equitable and inclusive experience. Additionally, I supervised a team of instructors and staff, advancing the Arnold Mitchem curriculum and enhancing the overall student learning and research experience.

*Accomplishments:*

- Promoted from Instructor to Interim Director in recognition of leadership and program innovation.
- Achieved an 80% graduate education continuation rate among program participants, demonstrating strong mentorship and student success outcomes.

Kellogg School of Management at Northwestern University  
2169 Campus Dr, Evanston, IL 60201

**Learning Engineer**

**September 2019 – September 2022**

In this inaugural role, I designed and led the development of executive education online programs focused on business analytics, leadership, strategic change management, and organizational transformation for C-suite executives. I oversaw cross-functional collaboration between Kellogg faculty, the Executive Education Online team, and external program management partners to create tailored, on-brand learning solutions that advanced organizational leadership and innovation. I guided the strategic design, development, and execution of online leadership programs that

enhanced managerial effectiveness and drove institutional growth. Additionally, I participated in expanding the online team by 50% within one year through active involvement in recruitment, interviewing, and onboarding processes. I also leveraged data-driven insights to measure program impact, track key performance indicators, and inform continuous improvement, while reviewing and approving participant applications for Kellogg's Senior Executive Programs.

Wiley Global Education Solutions

1415 W. 22<sup>nd</sup> Street, Suite 800 Oak Brook, IL 60523

**Learning Designer**

**February 2016 – September 2022**

I designed and developed graduate-level courses in business management and nursing, adhering to IBSTPI standards within a structured six-month development cycle. In this role, I expanded graduate program offerings by implementing course scaffolding that supported progressive student learning each term. I conducted biannual training sessions for graduate faculty on online teaching pedagogy and best practices, strengthening instructional quality and consistency across programs. To enhance student engagement and learning outcomes, I optimized learning management systems and integrated interactive tools such as Adobe Captivate, Articulate 360, H5P, and Padlet, creating dynamic and high-impact digital learning experiences.

**Learning Technologist**

**September 2013 – February 2016**

Promoted to Learning Designer. In this inaugural role, I streamlined the course production process by developing an 8-week timeline highlighting responsible parties and task. Decreased number of course errors by 40% by creating a term and program specific quality assurance checklist utilizing google forms. Quality assurance checked a minimum of 8 courses every 8 weeks to check for broken links, incomplete instructions and overall consistency. Delivered both online and in-person training every 8 weeks to increase faculty knowledge of various learning management systems including Blackboard, Canvas, D2L and Moodle.

Morton Jr. College

3801 S. Central Avenue, Cicero, IL 60804

**Instructional Technologist**

**January 2016 – August 2018**

Improved online course quality by creating an online course template and training course in Blackboard for faculty interested in teaching online. Developed and awarded 3 adjunct faculty online teaching certificates from Morton College for completion of the first online teaching and training course. Introduced first-year students to online learning by establishing a term-by term online student orientation course. Expanded online course offerings by collaborating and developing the first online law-enforcement course at the college utilizing peer-reviewed articles, real-world experiences and publisher content.

Faculty Instructional Technology Services, DePaul University

25 E. Jackson Chicago, IL 60604

**Instructional Technologist Assistant**

**September 2011 – June 2013**

Researched and implemented third-party online tools to embed into Desire2Learn (D2L) courses to improve online student experience for undergraduate students studying strategic communications. Eliminated course term errors by providing a minimum of 5 courses with a quality assurance check based on the Quality Matters framework. Increased faculty knowledge of D2L by providing a minimum of 6 one-on-one and group training sessions per 10-week term.

Institute of International Health, Michigan State University

B-301 W. Fee Hall East Lansing, MI 48824

**Program Coordinator**

**April 2009 – July 2011**

Prepared \$50,000 budget for twice annual study abroad program for 20 students by collaborating with international partners and the college. Streamlined study abroad process by digitizing application and documents and adding them to the department website using Adobe Dreamweaver. Enhanced study abroad experience by developing an in-person training for both students and faculty on what to expect on their first study abroad.

**CONSULTANT/TEACHING EXPERIENCE**

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**Consultant****2025**

Detroit College Access Network

Provide inclusive leadership and strategies for creating an equitable and inclusive organization.

Learning Objectives:

1. Explain the importance of inclusive leadership in fostering equity and diversity within organizations.
2. Explore key concepts such as unconscious bias, privilege, and microaggressions, and their impact on leadership and organizational culture.
3. Learn practical strategies for recognizing and addressing bias in decision-making processes, team dynamics, and organizational policies.
4. Develop an action plan for implementing inclusive leadership strategies within your organization or team, including setting measurable goals and tracking progress over time.

**Consultant****2024**

313 Presents

Learning Objectives:

1. Identify your role as an intern and how diversity impacts 313Presents
2. Explain the importance of inclusivity in promoting equity and diversity within organizations.
3. Explore key concepts such as unconscious bias, privilege, and their impact on organizational culture.
4. Learn practical strategies for recognizing and addressing bias in decision-making processes, team dynamics, and organizational policies.

DePaul University - Arnold Mitchem Fellowship Program

**2019 - 2023**

2320 N. Kenmore Ave. Chicago, IL 60614

**Instructor/Advisor****WRD 227 – Writing Research with Identity**

In a seminar setting, students consider how they see the world and how their lived experiences define or relate to their chosen research field.

**WRD 228 – Writing an Annotated Bibliography**

In a seminar setting, students learn how to write annotated bibliographies that align with their research identity. Students identify a research topic, develop preliminary research questions, and analyze sources to create an annotated bibliography.

**WRD 229 – Writing a Literature Review**

In a seminar setting, students learn how to write literature reviews that align with their research identity. Students outline, draft, and finalize a literature review and presentation that improves their understanding of a research topic in preparation for future research projects.

College of DuPage

2014-2016

425 22<sup>nd</sup> St, Glen Ellyn, IL 60137**Adjunct Faculty- College English****ENGLI-1102 – Composition II**

A constructivist composition course that introduces students to a process approach to writing incorporating independent research. Students also develop and support a thesis in an essay incorporating research while using discourse appropriate for an academic audience.

**ENGLI-1101 – Composition I**

A constructivist introduction to composition course that encourages critical thinking skills, utilizing reading and writing and defining your writing process for undergraduate students. Focusing on applying rhetoric, practicing APA format and writing for your audience.

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**INVITED TALKS**


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*Affirmative Action – Our Continuous Fight for Inclusion*  
Wolverine Bar Association

October 12<sup>th</sup>, 2023

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**PRESENTATIONS**


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*Law in the Americas and International Law Joint Program, Co-Sponsored by Critical Theories, Diversity, Equity, Inclusion, and Belonging Professionals, and Minority Groups - The Courage to Engage: Celebrating DEIB in the Face of DEIB Bans*

Presentation at American Association of Law Schools (AALS) in San Francisco, CA January 10<sup>th</sup>, 2025

*Building Equity in Higher Education: Strategies for Inclusive Leadership in College Access*

Detroit College Access Network's Metro Detroit College Access and Success Conference October 4<sup>th</sup>, 2024

*Stories Untold: Identifying and Overcoming Obstacles of Black Women in Legal Education* October 6<sup>th</sup>, 2023

Presentation at Northern Illinois College of Law's Chicagoland Junior Scholars Conference in Chicago, IL.

*Stories Untold: Using Counter-Storytelling as a Research Methodology*

September 29<sup>th</sup>, 2023

Presentation at Lumivero's Virtual Conference 2023

*Community Cultural Wealth: Examining Programs and Faculty to Support Students of Color* March 9<sup>th</sup>, 2023

Presentation at AAC&U's Diversity, Equity, and Student Success Conference in Henderson, NV.

*Community Cultural Wealth: Examining Programs and Faculty to Support Students of Color* February 2023

Virtual Presentation at AAC&U's Conference on General Education, Pedagogy, and Assessment

*Retention Challenges & Solutions of Undergrad Black Girls*

March 2020

Virtual Presentation at AAC&U's Diversity, Equity, and Student Success Conference

*Increasing Social Capital and Inclusion On-ground Using Online Courses*

July 2020

Virtual Presentation at the Online Learning Consortium's (OLC) Innovate Conference

*Let's Innovate: Using Social Media to Promote COI in Online Courses*

July 2020

Virtual Presentation at the Online Learning Consortium's (OLC) Innovate Conference

*A Straight Line: Rhetorical "Othering and Higher Education*

February 27<sup>th</sup> 2014

Presentation at Illinois Black Council of Concerns in Higher Education Drive-in Conference at Eastern Illinois University in Charleston, IL

*Inner-city ideological similarities and differences of African American Vernacular English and Multicultural London English*

March 21<sup>st</sup> 2013

Paper presented at the Purdue University Graduate Student Symposium on Second Language Studies and English as a Second Language in West Lafayette, IN

*Rhetoric, Gender and "Othering"*

March 13<sup>th</sup> 2013

Paper presented at the Duquesne University English Graduate Organizations' (anti)Foundations Conference in Pittsburgh, PA

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**PUBLICATIONS**


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Griffin, C. *I'm Not Just Pretty, I'm Smart Too: A Book of Affirmations for Black Girls* (2025)

Griffin, C. *You Got This: A Book of Affirmations for College-Bound Black Girls* (2025)

Griffin, C. *Championing Diversity, Equity, and Inclusion in Legal Education: A Critical Imperative in Challenging Times*. University of Toledo Law Review, Volume 55. (2024)

Griffin, C. *Stories of those Untold: Identifying and Overcoming Obstacles of Black Women Pursuing Legal Education*. 100 U. Det. L. Rev. Online (2024)

## **PROFESSIONAL SERVICE & COMMUNITY LEADERSHIP**

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*Chair*, Cody Advisory Board (2025 – Present)

*Member*, State Bar of Michigan Diversity and Inclusion Advisory Committee (2024 – Present)

*Member*, Cody Advisory Board (2024-2025)

*Communications Chair*, Michigan State University Black Alumni Association – Chicago (2016 – 2017)

*Founding President*, Winans Academy of Performing Arts High School Alumni Board (2015 – 2019)

*Co-Founder & Community Engagement Liaison*, Young, Ambitious and Beautiful (2012 – 2020)

## **UNIVERSITY COMMITTEE ASSIGNMENTS**

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Detroit Mercy Law, Teaching Effectiveness Committee

Detroit Mercy Law, Mission & Identity Committee

Detroit Mercy Law, Professional Development Committee

## **AREAS OF EXPERTISE**

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Academic Leadership | Strategic Planning | Faculty Development | Interdisciplinary Program Design | DEIB Strategy | Community-University Partnerships | Student Success | Educational Technology | Creative Pedagogy | Detroit Engagement