Faculty Women of Color in the Academy
National Conference

Issues of Politics and Scholarship

April 3 to 5, 2013

Hosted by the
University of Illinois at Urbana-Champaign
ALMA MATER
Lorado Taft, 1929, Bronze
University of Illinois at Urbana-Champaign
On behalf of the University of Illinois at Urbana-Champaign, it is my great pleasure to welcome you to the inaugural Faculty Women of Color in the Academy National Conference.

We are excited to host this event and believe the discussions and presentations here will have an impact that goes well beyond the conference and meeting rooms.

The demographic face of our nation is changing rapidly – with the largest transformation coming among the K-12 age group. Simply put, the next generation of college students, and ultimately, university faculty and leadership, are going to look much different than they do today. But creating an environment that is both productive and welcoming to a diverse group of scholars isn’t simply a numbers game.

Success in that endeavor will come through sustained attention to the hard work of changing long-held ideas of what constitutes a university, and through relentless efforts to ensure that everyone with a stake in the matter has a voice in the decisions being made.

I see an inevitable transition on the horizon in the makeup of the Academy in the coming decades. I know that right now, we must lay the groundwork to ready our universities to embrace these changes and to realize the full intellectual potential of this next great influx of new ideas, new cultural identities, and new approaches to education. And you are the individuals who are actively doing that work. This is, of course, on top of the traditional scholarly and teaching demands your institution and your disciplinary fields place on your shoulders.

We ask that you be leaders in your academic careers – in publishing, exploring, and educating – and at the same time, modern pioneers in pushing the boundaries of race and culture within a higher educational system that, in some ways, still holds to traditions established centuries ago. In many ways, we expect women, particularly women of color, among our ranks to be role models and to break new ground – not just in research, but in personal potential.

As faculty, our job is to expand the universe of knowledge and to extend personal access and opportunity for everyone in the world to learn. Reaching that goal does not have to be limited to our research or discovery. Who we are – women, women of color – also gives us the ability to influence our environment and the future of our universities.

As a woman in neuroscience who came to the Academy in the 1960s, I know what these demands can mean, personally and professionally. Yet, I also know that with these challenges comes an enormous opportunity to make it easier for the next generation to enter the Academy and to lead it forward.
HALLENE GATEWAY
Dedicated 1998
University of Illinois at Urbana-Champaign

Image: Kari Peacock
Dear Sisters in the Academy,

Welcome to the inaugural Faculty Women of Color in the Academy Conference! Both of us, as well as our colleagues on the Conference Planning Committee, are very excited to see this conference come to fruition. What started as an impromptu conversation in the hallway of the Illinois Union last April, has grown into this amazing event with an impressive collection of world-class scholars sharing their insights, research and personal stories about navigating, surviving and thriving in the Academy. We are grateful for the leadership, support, and commitment of Chancellor Phyllis M. Wise and the opportunity to host this transformative conference here at the University of Illinois at Urbana-Champaign. As the state’s flagship university celebrating the sesquicentennial of both the historic Morrill Act and the Emancipation Proclamation during this academic year, we believe this moment is especially ripe for this conference.

As many of you know all too well, there are very few spaces where faculty women of color can go to make sense of our experiences. While some of us have forged relationships with other women of color with whom we can commiserate and do “check-ins” to help us process daily experiences with colleagues and students, formal spaces to examine issues and trends and even to commiserate and celebrate each other are rare, if they exist at all. As a committee we struggled to locate both scholars and scholarship that focus on the work lives of faculty women of color beyond the powerful first-person accounts that talk about the challenges that many of us face as teachers, scholars and “good citizens” of our universities and colleges. While we know that telling and sharing our stories is important, not only for our sanity, but also to help inform others, empirical research on the substance of work lives, i.e., committee and service responsibilities, tenure and promotion rates, salary disparities, entrée into administration, not to mention the use and misuse of teaching evaluations, is equally important but woefully under-represented in the higher education literature.

It is our hope that this conference will be an opportunity for not only creating a community of women of color who have the shared experience of being in the Academy, but also inspire and create a venue for more focused research on our experiences to inform our colleagues. Equally importantly, we recognize the continuing importance of creating venues for graduate women of color students to gain invaluable knowledge as they prepare for the Academy. As the Chancellor so eloquently stated in her welcome, the university is indeed mandated, due in large part to the shifting demographics, to make significant change in how we do our work. We believe that this inaugural event is an important first step.

We hope that over the next three days you will be enriched, encouraged, and emboldened to continue doing excellent, important, and transformative scholarship and that you will expand your circle of sisters to support you on your journey.

Greetings from the Co-chairs ——

Dr. Adrienne D. Dixson, Co-chair
Associate Professor
College of Education
University of Illinois
at Urbana-Champaign

Dr. Menah Pratt-Clarke, Co-chair
Associate Chancellor
Office of the Chancellor
University of Illinois
at Urbana-Champaign
Dr. Adrienne D. Dixson is an Associate Professor in the Department of Education Policy, Organization and Leadership and the Interim Director of the Center for Education in Small Urban Communities. She earned an MA in Educational Studies from the University of Michigan-Ann Arbor and a PhD in Curriculum and Instruction from the University of Wisconsin-Madison. A former classroom teacher in New Orleans, her research interests focus on how issues of race, class and gender intersect and impact educational equity in urban schooling contexts. Her scholarship is located within two theoretical frameworks: Critical Race Theory and Black feminist theories. Her current research focuses on how educational equity is mediated by school reform policies in the urban south. Specifically, she is examining school reform in post-Katrina New Orleans, how local actors make sense of and experience those reform policies and how those policies become or are “racialized.” She edited, along with her colleague, Celia K. Rousseau-Anderson, Critical Race Theory in Education: All God’s Children Got a Song (2006, Routledge), one of the first book-length texts on CRT in education. Her latest publications examine race and education or race and educational research and will be released this spring on Routledge-Falmer Press. Most notably, she and Marvin Lynn co-edited the Handbook of Critical Race Theory and Education, also published by Routledge.

Faculty Women of Color in the Academy (FWCA)

Conference Planning Committee

We would like to recognize our planning committee for their hard work in making this event a success!

Co-Chairs

◆ Menah Pratt-Clarke, JD, PhD
  Associate Chancellor
  Associate Professor, Institute for Government and Public Affairs
◆ Adrienne Dixson, PhD
  Associate Professor
  Department of Education Policy, Organization, and Leadership

Committee Members

◆ Kaamilayah Abdullah-Span, EdM, JD
◆ Lisa Cacho, PhD
◆ Margareth Etienne, JD
◆ Janine Franklin
◆ Derince Hood, PhD
◆ Areli Marina, PhD
◆ Malaika McKee-Culpepper, PhD
◆ Isabel Molina-Guzmán, PhD
◆ Yoon Pak, PhD
◆ Monique E. Rivera
◆ Candice Solomon-Strutz, MS
◆ Anjalé (AJ) Welton, PhD

Dr. Menah Pratt-Clarke joined the University of Illinois at Urbana-Champaign in 2006. She received a BA and MA in Literary Studies from the University of Iowa, an MA and PhD in Sociology, and a law degree from Vanderbilt University. Dr. Pratt-Clarke served as University Compliance Officer, University Counsel, and Assistant Secretary of the University at Vanderbilt University. She has more than fifteen years of legal, administrative, and academic experience, with expertise related to leading, executing, and coordinating large-scale change initiatives in higher education. Dr. Pratt-Clarke taught at Vanderbilt Law School, Fisk University, and American Baptist College in Nashville. She is an Associate Professor at the Institute of Government and Public Affairs, and is affiliated with the College of Law, Gender and Women’s Studies, and African American Studies. She teaches in the areas of critical race studies, Black feminism, and critical race feminism. Critical Race, Feminism, and Education: A Social Justice Model was published in 2010 (Palgrave MacMillan), as part of the Post-colonial Studies in Education Series, and received the “Outstanding Research Contribution in African American Studies Award” from the Department of African American Studies. At Illinois she is Associate Chancellor and serves as the Chancellor’s liaison to the Board of Trustees and University Administration; advises the Chancellor on diversity, governance, and strategic initiatives; and serves as a member of the Chancellor’s Cabinet. She is also responsible for oversight of the Office of Diversity, Equity, and Access and works to address social justice issues in Champaign-Urbana, including facilitating the Micro-Urban Transformational Leadership campus-community partnership.
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*The opinions and views expressed throughout the conference are those of the individual participants and do not necessarily represent the views of the FWCA Planning Committee nor the University of Illinois at Urbana-Champaign.*
FOELLINGER AUDITORIUM & MAIN QUAD
Designed by Architect Clarence H. Blackall (Class of 1877)
Dedicated in 1907
University of Illinois at Urbana-Champaign
# Conference Overview

## Wednesday, April 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>3:00 PM</td>
<td>Check-In</td>
</tr>
<tr>
<td>4:00 PM</td>
<td>Featured Presentations &amp; Poster Sessions</td>
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<tr>
<td>5:30 PM</td>
<td>Hors d’oeuvres &amp; Networking</td>
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<tr>
<td>7:00 PM</td>
<td>Choral Performance</td>
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<tr>
<td>7:30 PM</td>
<td>Keynote &amp; Conversation</td>
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<tr>
<td>9:00 PM</td>
<td>Book Signing &amp; Conference Book Shop</td>
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## Thursday, April 4

**Illini Union**

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 AM</td>
<td>Check-In</td>
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<tr>
<td>8:00 AM</td>
<td>Continental Breakfast</td>
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<tr>
<td>9:00 AM</td>
<td>Keynote &amp; Conversation</td>
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<tr>
<td>9:45 AM</td>
<td>Break</td>
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<tr>
<td>10:00 AM</td>
<td>Plenary Session: Chancellor’s Panel</td>
</tr>
<tr>
<td>11:30 AM</td>
<td>Lunch &amp; Keynote</td>
</tr>
<tr>
<td>1:15 PM</td>
<td>Break</td>
</tr>
<tr>
<td>1:30 PM</td>
<td>Plenary Session: Research on Women of Color in the Academy</td>
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<tr>
<td>3:00 PM</td>
<td>Break</td>
</tr>
<tr>
<td>3:30 PM</td>
<td>Concurrent Panel Sessions: Women of Color and Promotions: Strategies for Success</td>
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**I Hotel and Conference Center**

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>6:30 PM</td>
<td>Empowerment Exchange</td>
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<tr>
<td></td>
<td>Hors d’oeuvres &amp; Networking</td>
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<td></td>
<td>Conference Book Shop</td>
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</tbody>
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## Friday, April 5

**I Hotel and Conference Center**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 AM</td>
<td>Check-In</td>
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<tr>
<td>8:30 AM</td>
<td>Keynote &amp; Conversation</td>
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<tr>
<td>9:30 AM</td>
<td>Break</td>
</tr>
<tr>
<td>9:45 AM</td>
<td>Plenary Session: Research on Women of Color - Interdisciplinary Medicine and Health</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>Plenary Session: The Economics of Being a Faculty Woman of Color - Being Prepared and Planning Ahead</td>
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<tr>
<td>12:15 PM</td>
<td>Closing Remarks</td>
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**Illini Union**

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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:00 PM</td>
<td>Women of Color Student Organization Conference</td>
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<td></td>
<td>Keynote: Judy Smith, Crisis Manager and Inspiration for “Scandal”</td>
</tr>
<tr>
<td></td>
<td>Illini Rooms A, B, C</td>
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</tbody>
</table>
# Shuttle Service

Shuttle service between the Illini Union and the I Hotel will take place every 20 minutes on the hour.

**Shuttle Stops**  
Illini Union — Circle Drive  
I Hotel and Conference Center — Parking Lot

## Wednesday, April 3

**Peoria Charter**  
**Shuttle Service:** 3 PM to 10 PM

## Thursday, April 4

**Peoria Charter**  
**Shuttle Service:** 7 AM to 9 AM  
5 PM to 10 PM  
**Special Service:** 9 PM to 12 AM (I Hotel< >Downtown Champaign)

## Friday, April 5

**Van Service:** 7 AM to 9:00 AM  
12 PM to 2 PM

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The I Hotel offers complimentary shuttle service to all guests making trips to Willard Airport, the Illinois Terminal, and the University of Illinois campus.
ILLINI UNION

First Floor

Third Floor
Conference Agenda

**Wednesday, April 3**
**WELCOME: A NIGHT OF CELEBRATION**
3:00 PM to 9:00 PM
| HOTEL AND CONFERENCE CENTER |

**CONFERENCE CENTER**
3:00 PM to 9:00 PM  Check-In

**Alma Mater and Quad Rooms**
Poster Sessions
4:00 PM to 6:00 PM

**Lincoln Room**
Featured Presentations
- 4:30 PM  Featured Presentation 1
- 5:00 PM  Featured Presentation 2
- 5:30 PM  Featured Presentation 3

**Illinois Ballroom**
5:30 PM  Hors d’oeuvres & Networking
6:00 PM  Featured Presentation
*Dr. Violet Harris and Dr. Arlette Ingram Willis*
7:00 PM  Performance
*University of Illinois Black Chorus*
7:30 PM  Keynote and Conversation
*Professor Gabriella Gutiérrez y Muhs*
*Seattle University*

**Humanities Room**
9:00 PM  Book Signing & Conference Book Shop
*Professor Gabriella Gutiérrez y Muhs*
Editor of *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*

*Life shrinks or expands in proportion to one’s courage.*
~Anaïs Nin
Thursday, April 4
POLITICS IN THE ACADEMY
7:30 AM to 5:00 PM
ILLINI UNION

ILLINI UNION
Illini Rooms A, B, C

7:30 AM to 9:00 AM Check-In

8:00 AM Breakfast

8:55 AM Welcome
Associate Chancellor Menah Pratt-Clarke
University of Illinois at Urbana-Champaign

9:00 AM KEYNOTE AND CONVERSATION
Vice President and Chancellor Phyllis M. Wise
University of Illinois at Urbana-Champaign

9:45 AM Break

10:00 AM CHANCELLOR’S PANEL
Journeys into Leadership: Lessons to Be Learned
Vice President and Chancellor Phyllis M. Wise, University of Illinois
President Nancy “Rusty” Barceló, Northern New Mexico University
President Cassandra Manuelito-Kerkvliet, Antioch University Seattle

11:30 AM Lunch

12:15 PM PERFORMANCE
Ms. Latrelle Bright, Inner Voices Social Issues Theatre
University of Illinois at Urbana-Champaign

12:30 PM KEYNOTE AND CONVERSATION
President María Hernández Ferrier
Texas A&M University - San Antonio

1:15 PM Break
I LLINI UNION
Illini Rooms A, B, C

1:30 PM PANEL
Research on Women of Color in the Academy:
Perspectives on African American, Asian American, and Latina Women
President Patricia Arredondo, The Chicago School of Professional Psychology
Professor Shirley Hune, University of Washington
Professor Brenda Lloyd-Jones, University of Oklahoma

3:00 PM Break

3:30 PM CONCURRENT PANELS
Women of Color and Promotions: Strategies for Success

Room 314A
Pre-Tenure Panel
Vice Provost and Professor Adrienne Davis, Washington University
Professor Isabel Molina-Guzmán, University of Illinois at Urbana-Champaign
Professor Judy Tzu-Chun Wu, The Ohio State University

Room 314B
Post-Tenure Panel: From Associate to Full
Professor Mrinalini Rao, University of Illinois at Chicago
Professor Frances Aparicio, Northwestern University
Professor Elaine Richardson, The Ohio State University

Illini Room C
Panel: From Full to Administration
Dr. Irma McClaurin, CEO/Principal, McClaurin Solutions
Vice Provost and Vice President Valerie Lee, The Ohio State University
Dean Victoria Chou, University of Illinois at Chicago

The evening segment of the conference will continue at the I Hotel and Conference Center. Shuttle service will run from 5:00 pm to 10:00 pm, every twenty minutes on the hour, from the Illini Union Circle Drive to and from the I Hotel and Conference Center.

I HOTEL AND CONFERENCE CENTER
Chancellor Ballroom

EMPOWERMENT EXCHANGE
6:30 PM to 9:00 PM
❖ Hors d’oeuvres & Networking
❖ Music & Raffles
❖ Conference Book Shop
Women of Color  
24TH ANNUAL CONFERENCE  
TRUE Colors  
DEFINING AND EMBRACING THE REAL YOU

OPENING CEREMONIES  
FRIDAY, APRIL 5TH  
ILLINI UNION ROOMS A,B,C, 7:00-8:30PM  
FEATURING KEYNOTE SPEAKER  
JUDY SMITH  
CRISIS MANAGER & INSPIRATION FOR THE HIT SHOW "SCANDAL"  
AND VARIOUS PERFORMANCES.  
FREE admission!

SCANDAL

Office of Diversity, Equity, and Access
OMSA Office of Minority Student Affairs
Friday, April 5

INTERDISCIPLINARY SCHOLARSHIP: INTERSECTIONS AND CONNECTIONS
7:30 AM to 12:15 PM
I Hotel and Conference Center

**ILLINOIS BALLROOM**

<table>
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<tbody>
<tr>
<td>7:30 AM</td>
<td>Check-In</td>
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<tr>
<td>7:30 AM</td>
<td>Breakfast</td>
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<tr>
<td>8:30 AM</td>
<td>KEYNOTE AND CONVERSATION</td>
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<td></td>
<td>Professor Beverly Guy-Sheftall</td>
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<td>Spelman College</td>
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<tr>
<td>9:30 AM</td>
<td>Break</td>
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<td>9:45 AM</td>
<td>PLENARY SESSION</td>
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<td>Research on Women of Color: Interdisciplinary Medicine and Health</td>
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<td>Professor Ruth Zambrana, University of Maryland</td>
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<td>Professor Angela Rose Black, University of Illinois at Urbana-Champaign</td>
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<td>Professor Sumie Okazaki, New York University</td>
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<tr>
<td>11:00 AM</td>
<td>PLENARY SESSION</td>
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<td></td>
<td>The Economics of Being a Faculty Woman of Color: Being Prepared and Planning Ahead</td>
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<td>Professor Adrien Wing, The University of Iowa</td>
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<td>Professor Mari Castañeda, University of Massachusetts Amherst</td>
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<td>Professor Cynthia Turner, The Ohio State University</td>
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<tr>
<td>12:15 PM</td>
<td>Closing Remarks</td>
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<td></td>
<td>Professor Adrienne Dixson</td>
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<td>University of Illinois at Urbana-Champaign</td>
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FRIDAY, APRIL 5
Women of Color Conference*
7:00 PM to 8:30 PM
Illini Union, Illini Rooms A, B, C
KEYNOTE: JUDY SMITH, Crisis Manager
Inspiration for the hit show “Scandal”
*Women of Color is a Registered Student Organization
FOELLINGER AUDITORIUM
1907
University of Illinois at Urbana-Champaign
Featured Presentations and Poster Sessions
LINCOLN HALL
1913
University of Illinois at Urbana-Champaign
4:30 PM
Women’s Work in Academe: Candid Reflections of Academic Community Members about Women of Color Faculty
Dr. Crystal Renée Chambers & Ms. Katrina Ramsey Arnold
East Carolina University
Greenville, NC

“Many Black women veer off the path to tenure, researchers say,” is the headline at the Chronicle of Higher Education, September 28, 2009. While future empirical work by the researchers interviewed would cause them to recall the preliminary finding that Black women are the most likely of all faculty to leave the tenure track, responses to the headline are of significant interest as they are a cultural artifact of racialized sexism, sexist racism in academe. This study is part of a larger study, with this particular examination focusing on the patent acceptance of “White,” middle-class feminist issues as the universe of gender issues in academe. The reification of White women’s claims marginalizes not only Black and Brown women, but misconstrues pedestalled Asian American women as well.

5:00 PM
We Walk by Faith, Not by Sight: An Inquiry about Spirituality and Career Development of Black Women Leaders in Academe
Dr. Kecia Brown McManus
Curry College
Milton, MA

The purpose of the study was to explore, with eleven Black women leaders in higher education, their perception of spirituality, and its impact on their career development. A purposive sample of Black women leaders at research-intensive institutions along the Eastern seaboard was examined in order to understand: 1) How do participants define “spirituality?” 2) How do Black women leaders in academia describe their “spirituality and career development journey?” 3) How do they use their spirituality in their respective leadership role(s)? 4) What, if any, is the perceived connection between spirituality and career development?

5:30 PM
Exploring Social Contexts for Publishing in Teacher Education: A Writing Group Project for Africana Scholars
Dr. Joya Carter Hicks
Kennesaw State University
Kennesaw, GA

This project highlights a study of female doctorates forming a socio-cultural and political writing group at a Carnegie One urban research university. The researchers investigate how women of color in the field of teacher education manage to create and maintain an “activist-centered” writing group at an institution where they are part of an underrepresented group. How does a culturally relevant writing group facilitate opportunities and support for increasing high-quality productivity and satisfaction in educational research? And, how do signifiers of race and gender interact with how women understand themselves and advance as academic writers? Africana perspectives from this study inform the social contexts and settings for scholarship and publishing in the field of teaching and learning.

6:00 PM
Publishing
Dr. Violet Harris and Dr. Arlette Ingram Willis
University of Illinois at Urbana-Champaign

Dr. Harris and Dr. Ingram Willis are co-editors of the American Education Research Journal—Teaching, Learning and Human Development section. AERJ is the premier, top tier journal in the field of education. Drs. Harris and Ingram Willis will share insights and advice on successfully navigating the academic publication process.
DECORATIVE URN
Main Quad in the background
University of Illinois at Urbana-Champaign

Image: Brandon L. Jackson
Promoting Equity in Mathematics through Project-based Learning
Dr. Dionne Cross, Indiana University, Bloomington, IN
Dr. Olufunke Adefope, Georgia Southern University, Statesboro, GA

Studies have indicated that African American students show low mathematical achievement compared with other ethnicities (Secada, 1992). This warrants concern as mathematics is considered a gateway to higher education and career opportunities (Boaler, 2008; Gutstein, 2007; Martin & McGee, 2009). As such, research concerning equity and diversity issues in mathematics education has become more prominent. This study extends this body of work by evaluating our efforts toward creating an ‘equitable’ mathematics learning environment for elementary-aged, African American students. Applying Gutiérrez’s framework of equity, we evaluated the effectiveness of the design and implementation of a project-based learning (PBL) statistics unit on attaining access, power, identity and achievement.

Tell Me a Different Story: Re-Writing Black Women’s Experiences in Contemporary Romance and Erotica
Dr. Conseula Francis
The College of Charleston
Charleston, SC

Through textual analyses of mainstream narratives of Black womanhood (culled from Essence magazine, mainstream newspaper and magazine articles on the “unmarriagability” of Black women, and relationship guides) and of contemporary romance and erotic novels written by Black women and featuring Black heroines, I map the narratives and counter-narratives of Black womanhood circulating in our culture. Romance fiction offers a space for Black women to negotiate the politics of respectability, to try on/discard/modify sexual identities, to imagine and re-imagine a world built around their desires, and to see themselves as something other than “de mule uh de world.”

Still Standing on the Auction Block: Black Female Professors in Higher Education
Dr. Shewanee Howard-Baptiste
Ithaca College
Ithaca, NY

The unwritten “tests” to validate, prove one’s existence, research and ability still sits on the front steps of academe. Black female professors lived experiences reflect a struggle to overcome the perils of surviving in a climate that does not always welcome their presence. The major question posed in this study asks, “What does it feel like to teach in the Black female body?” What does it mean for this body, a Black female body, to be confined in a space that has historically denied its existence? Students enter the classroom with preconceived notions about Black women, sometimes only knowing their presence in the form of a nanny or maid. Historical Representations of Black women like Mammy, Sapphire, and “Jezebel” are juxtaposed with the experiences of 10 Black female faculty members to illustrate the continued struggle to adopt more positive images of Black women in history, popular culture, and in the Academy. The objective of this research is to explore the ways in which Black female faculty members experience teaching through the Black female body, bringing a special focus to both the act of teaching as well as the significance of the raced and gendered body of the professor.
The Absent Borrower in Leveraged Buyout Financings

Ms. Sung Eun (Summer) Kim, JD
University of Illinois at Urbana-Champaign
Champaign, IL

Leveraged buyouts (LBOs), where a company is acquired by a buyout firm (the private equity firm or PEF) with a combination of outside bank debt and the PEF's equity contribution, have reemerged as a post-crisis norm in the takeover markets. LBOs have traditionally been recognized by agency theorists as an antibiotic to the agency problem which results from the separation between ownership and control within the firm. LBOs, by combining a highly leveraged capital structure with the transfer of majority control to the PEF, which funds only a portion of the capital but takes most of the monitoring gains, are seen to approach the agency ideal. This work examines a previously overlooked but material strain of the agency problem which exists within the LBO financing structure, where it is the PEF that obtains the bank loan to finance the acquisition of the target (the portfolio company), and in turn it is the portfolio company whose assets are used to secure, and whose cash flow is used to repay, the bank loan. The aim of this work is to unbundle the LBO transaction to identify the conflicts of interest which arise from the agency role that the PEF performs in the financing context vis-à-vis its portfolio company, and to suggest prospective changes to contractual norms to mitigate this prevailing agency problem.

Sport Psychology in Action: Validation of Questionnaires Assessing Coaches’ Perception of Sport Injury

Dr. Dawn K. Lewis and Dr. David A. Kinnunen
California State University, Fresno
Fresno, CA

The purposes of this study were to modify the Interpersonal Reactivity Index (IRI; Davis, 1980) to include a sport injury-specific subscale, to modify the Causal Dimension Scale II (CDSII; McAuley, Duncan, & Russell, 1992) to reflect the suggestions of Biddle and Hannrahan (1998) and Lewis (2004), and to determine the validity and reliability of the revised instruments. While it was encouraging to find that the majority of coaches were empathic persons in general, it remains unclear if coaches are similarly empathic to sport injury and injured athletes because the IRI does not directly measure empathy responses for the sport injury domain. Therefore, the inclusion of a seven-item sport injury subscale to the IRI that measures empathy for injured athletes and the sport injury phenomenon may provide additional information to explain the cognitive process coaches undergo when forming opinions about and deciding how to interact with injured athletes. The addition of valid and reliable psychometric questionnaires specific to the study of sport injury can increase researchers’ ability to examine the coach-injured athlete dyad with greater accuracy and robust interpretation. Also, because previous research in this area typically employed qualitative methods where researchers asked similar, but different, questions in interviews, the continued and growing availability of quantitative inventories such as these can allow a variety of researchers to build on the professional and theoretical knowledge in this line of research.
Promoting Multicultural Competence Using Service Learning Pedagogy: What We Learned Along the Way
Dr. Jenelle S. Pitt
California State University, Fresno
Fresno, CA
The purpose of this study is to yield information that will be useful in describing how multicultural competence may be enhanced through the use of service learning. Specific aims of the study include: (a) informing multiple stakeholders such as students, practitioners, educators, community members, and administrators of the type of exposure to and interaction with culturally diverse populations that may impact multicultural competence; (b) improving future learning experiences for students, as well as enhancing ongoing partnerships between community-based organizations and universities; and (c) developing recommendations for the integration of service learning into courses aimed at enhancing multicultural competence. The integration of service learning into courses addresses a major criticism of teaching multicultural competence at the pre-service level. Research suggests that far too often, pedagogical methods in this area are didactic and cognitive without addressing experiential facets that shift learners into affective and behavioral realms (Dovidio, Gaertner, & Saguy, 2009; Kim & Lyons, 2003). Rehabilitation counseling educators have an ethical duty and professional responsibility to help prepare future practitioners who are multiculturally competent and are able to navigate the complexity that clients bring to the table. Given the importance of this mandate, students enrolled in a master’s level service learning enhanced course, which focused on social and psychological factors of disability during the Fall 2012 semester at California State University, Fresno served as the study’s sample.

And a Child Shall Lead Them: How Desegregation and the Civil Rights Movement Shaped the Work of Dr. Millicent E. Brown
Dr. Patricia Williams Lessane
The College of Charleston
Charleston, SC
Dr. Millicent E. Brown is Associate Professor of Sociology and History at Claflin University in Orangeburg, South Carolina. Born in 1948, to Charleston civil rights activist J. Arthur Brown and MaeDe Brown, Brown grew up in a world of activism. J. Arthur Brown served as state and local president of the NAACP from 1955-1965, and in 1963, she too was thrust into the movement when she replaced her sister as the primary plaintiff in a NAACP lawsuit known as Millicent Brown vs. Charleston County School District #20. As a result of the lawsuit, Brown was one of two African American students to integrate Rivers High School in 1963. Upon completion of high school, Brown enrolled in The College of Charleston, where she earned a B.A in History in 1975. She holds a MEd in Education and a PhD in History from Florida State University. This poster will utilize the Millicent E. Brown Papers and oral history recordings held at The College of Charleston’s Avery Research Center for African American History and Culture to examine how Brown’s upbringing in an activist family and her own experiences desegregating Charleston County Public Schools have impacted her scholarship and teaching philosophies. The researcher will also conduct interviews with Brown and her sister, Minerva King. Did those experiences inform her decision to teach in higher education? Do they shape her engagement with students and colleagues? What lessons can we learn from the Civil Rights that can reform higher education making it more inclusive to women of color?
**Changing Lives through Life Stories: Examination of Changing Students’ Attitudes through Elder Oral History Projects**

Dr. Toni Hill  
University of Nebraska at Kearney  
Kearney, NE

Some theorists have focused on the interconnectedness of humans. Specifically, the human ecology framework focuses on the multiplicity and complexity of relationships with the human social environment (Bronfenbrenner 1986). The individual influences and is influenced by both biological and environmental factors. College students would be expected to be influenced by the aging course and their exposure to elders and these would influence their views on aging. At the beginning and end of this study, students were asked individually to provide a list of stereotypes of elders. In between pre and post listing of stereotypes, students conducted life story research. The process of gathering elder life stories was based on several researched concepts. At the core, students were researchers completing qualitative, individual case studies with elders. Study participants voluntarily participated in the study, and the study was approved by the university Institutional Review Board. At the beginning, the majority of the comments were negative. The post comments were different than the pre comments in several ways. There were fewer negative comments, some of the comments were positive, and some of the statements seemed more empathic towards elders. Participant pre-study and post-study written comments were reviewed and classified into three categories, positive, negative, and other. These findings are consistent with several other studies which show a positive change in students’ attitudes towards elders following curricular interventions.

**Effect of Race/Ethnicity, Gender, and Job Type on Leader-Job Fit**

Dr. Meera Komarraju, with Dr. Alice Eagly, Ms. Megan Morrison, and Mr. Dustin R. Nadler  
Southern Illinois University at Carbondale  
Carbondale, IL

Using a 2x2x2 design with 135 undergraduate participants, we tested the effects of managers’ race/ethnicity, gender, and job type on leader-job fit. A significant 3-way interaction showed that among women managers, Caucasian sales managers had poorer fit than Indian American sales managers as well as Caucasian and Indian American engineering managers. In a workforce that is becoming increasingly diverse, an important question that arises is whether members of minority groups are perceived as effective when occupying leadership positions. Prior research suggests that stereotypes regarding race/ethnicity and job-type might have some bearing on perceived leadership qualities (Sy et al., 2010). We extended this research by investigating the impact of race/ethnicity (Caucasian American/Indian American), gender (Male/Female), and job type (Engineer/Sales) on perceived job fit as a leader.

**Another Day’s Journey: Black Women’s Critical Intellectual, Political, Social, and Spiritual Literacy Activism, 1955-1962**

Dr. Rhea Estelle Lathan  
Florida State University  
Tallahassee, FL

The objective is to dismantle essentialist assumptions and historical concepts of the Civil Rights Movement that place highly visible men on the "mountaintop" of the struggle against oppressive ideologies specifically by centralizing the intellectual activities of "grassroots" community-based Black women. The result is the development of a research methodology with theoretical concepts located within the methods, motivations, materials, and values that Black women develop to combat oppressive ideologies. This poster illuminates the role that community-based Black women played in initiating and sustaining politically, socially, and spiritually intellectual activities.
Raising the Barre: Culturally Relevant Pedagogy, Social Justice, and Curriculum Development through the Arts
Dr. Shirley Marie McCarther and Dr. Donna M. Davis
University of Missouri - Kansas City
Kansas City, MO

This poster includes an examination of culturally relevant pedagogy, seen in action. Ladson-Billings (1995) suggests that culturally relevant pedagogy must “allow students to experience academic success, develop and maintain cultural competence, and develop a critical consciousness through which they may challenge the status quo of the current social order” (p. 160). We believe that arts education is one way to provide a culturally relevant experience for students. Reif and Grant (2010) assert that the benefit of employing the arts to make meaning in classrooms is clear, and that overall, students who engage deeply with the arts have, “better reading and language skills, mathematics skills, thinking skills, social skills, motivation to learn, and a positive school environment” (p. 102). “The arts represent a direct connection between creative and analytical thought; they provide highly successful methods to convey academic ideas in an engaging and substantive manner. Learning, communicating, and questioning in conjunction with the arts develops a dynamic classroom environment where students and teachers are excited and engaged in the process (p. 102). Our goal was to determine if we could develop a meaningful, culturally relevant, socially just, arts experience to engage students and increase academic success.”

Multiple-Race Categorization and Implications for Health Research
Dr. Karen Tabb
University of Illinois at Urbana-Champaign
Urbana, IL

Multiracial [two or more races] American health related to racial stability over the life course is a pressing issue in a burgeoning multicultural and multicultural global society. Most studies on multiracial groups are cross-sectional and focus on a single time point, so it is difficult to establish how health indicators change for multiracial groups over time. This paper employs epidemiological methods and uses multivariate logistic regression to investigate a central research question: “How is consistency in racial categories over time related to self-rated health for multiracial young adults in the United States?” The weighted data used in this study are from the National Longitudinal Study of Adolescent Health (Add Health) (N = 20,774), a nationally representative school-based probability sample of Americans. Add Health is a study of youth. Researchers began collecting data in 1994 on social and behavioral factors. Using multivariate logistic regression, I found there to be differences in report of self-rated health when comparing mono-racial adults with multiracial adults who switch racial categories over time. Compared with consistent mono-racial young adults. Multiracial respondents that switch categories over time are less likely to report fair/poor self-rated health in the fully adjusted model (OR = 0.20; 95% CI [0.06-0.60]). These results demonstrate the importance of critically examining changes in racial categories as related to health status over time.

Men versus Women: Maslach’s Burnout in Part-Time Faculty
Dr. Chris Valentine
NorthWest Arkansas Community College
Bentonville, AR

In this study, the researcher examined burnout in part-time faculty at a four-year postsecondary institution in the Midwest. The purpose of the study was to examine Maslach’s Burnout in part-time faculty and to evaluate the effect, if any, of gender. Previous research, such as Brewer and McMahan (2003); Jackson, Barnett, Stajich, and Murphy (1993) revealed that gender is a demographic factor contributing to burnout levels. A convenience sample of over 400 part-time faculty was contacted to participate in this study. Participant emails were provided from the Institutional Research Office at a Midwestern Institution. Participants were emailed a follow-up one week later. Of those, 113 part-time faculty provided useable surveys, consisting of demographic questions, the Maslach Burnout Inventory Educator’s Survey (MBI-ES), and open-ended questions. Demographic questions included education level, gender, age, ethnicity, etc. The MBI-ES consisted of 22 questions, answered on a seven-point frequency scale ranging from 0 = never, to 6 = everyday (Maslach, Jackson, & Leiter, 1996). The questions were split across three components: Emotional exhaustion, depersonalization, and reduced personal accomplishment. Participants received scores on each component and the level of burnout was determined based upon a combination of scores on the components. E.g., if one had high emotional exhaustion, high depersonalization, and high reduced personal accomplishment, one was said to experience a high level of burnout. The open-ended questions addressed how participants felt about part-time faculty work.
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Image: Monique Rivera
Wednesday, April 3
7:30 pm
Illinois Ballroom
I Hotel and Conference Center

Dr. Gabriella Gutiérrez y Muhs is a multilingual, bicultural Chicana poet and academic cultural worker. She is the daughter of migrant workers and grew up in México, Texas, California, and Chicago. A poet since childhood, she first published in France at age 18. In 2000, she received her doctorate from Stanford University. She is an Associate Professor in the Departments of Modern Languages and Women & Gender Studies at Seattle University.

Dr. Gutiérrez y Muhs’s research interests lie primarily in the areas of Chicana/Latina and Latin American literatures, theorizing Chicana/Latina/Mexicana subjectivity, Chicana/Latina spirituality, cultural studies, and feminist theory. Her publications include multiple essays, poetry, encyclopedia entries, opinion pieces and other cultural work on Chicana subjectivity, spirituality, popular culture, transnationalism, feminist theory, and cross-cultural issues. She is currently working on a book exploring the diverse experiences and expressions of spirituality in the works of Latina authors. She is the author of *A Most Improbable Life*, *Communal Feminisms: Chicanas, Chilenas and Cultural Exile* (Lexington Books, 2007), the recently published *Rebozos de Palabras: An Helena María Viramontes Critical Reader* (University of Arizona Press, 2013), the groundbreaking transformational collection of essays titled *Presumed Incompetent: The Intersections of Race and Class for Women in Academia* (Utah State University Press, 2012) of which she is first editor. She also has a forthcoming dicultural novel *Fresh as a Lettuce: Malgré Tout*, and she’s working on a second novel, *Pregonera.*

For the past fifteen years, Dr. Gutiérrez y Muhs has actively delivered poetry readings, motivational talks and keynote speeches nationally and internationally in Argentina, Chile, France, Spain, India, Colombia, and México. In 2011, Dr. Gabriella Gutiérrez y Muhs represented the United States in India as one of three American featured poets at the Kritya International Poetry Festival. Her most recent collection of poetry *¿How Many Indians Can We Be?* addresses issues of colonization, im/migration, indigeneity, post-colonialism, and identity from a transnational feminist perspective. Dr. Gutiérrez y Muhs also serves as Co-Director of the Patricia Wismer Center for Gender, Justice, and Diversity and the Diversity, Citizenship, and Social Justice Track at Seattle University.
Phyllis M. Wise, PhD

Dr. Wise is Chancellor at the University of Illinois at Urbana-Champaign and Vice President of the University of Illinois. In this role, she is the chief executive officer for the Urbana-Champaign campus and is responsible for all financial programs, campus policies, and priorities with the mission of ensuring a transformative educational experience for America’s next generation of leaders. The Urbana-Champaign campus has a budget of $1.5B with more than $400M in research expenditures. There are 42,000 students and 3,000 faculty members. The university is renowned for its interdisciplinary collaborations, advances in human understanding, community outreach, global partnerships, and life-changing scientific developments.

Prior to this appointment, Dr. Wise was interim President of the University of Washington from 2010 to 2011. Before that appointment, she served as Executive Vice President and Provost at the University of Washington, a position she held for five years. During that time, Dr. Wise was a professor of physiology and biophysics, biology, and obstetrics and gynecology at the University of Washington.

Dr. Wise was dean of the College of Biological Sciences at the University of California-Davis for three years. Prior to that, she was professor and chair of the Department of Physiology at the University of Kentucky in Lexington from 1993 to 2001. Dr. Wise also was a faculty member at the University of Maryland, Baltimore, from 1976 to 1993, promoted through the ranks to full professor of physiology in 1987.

A fellow of the American Association for the Advancement of Science (AAAS) and a member of the National Academy of Sciences’ Institute of Medicine, she holds a bachelor’s degree from Swarthmore College in biology, and a doctorate degree in zoology from the University of Michigan.

Dr. Wise continues an active research program in issues concerning women’s health and gender-based biology. She has been particularly interested in whether hormones influence brains of women and men during development, during adulthood and during aging.
Dr. Ferrier serves as President for Texas A&M University-San Antonio. In this position, she provides leadership for the University’s recent growth and development as a self-standing University. As President and CEO, Dr. Ferrier provides on-site executive direction of academic, administrative, and student services; vision and guidance in strategic planning, collaboration with external constituencies (including the local community, business, and state leaders); and compliance with organizational policies and procedures. Dr. Ferrier is a leader who does not separate her faith from her work. She was the founding Chair of the Council on Faith in Action (CONFIA), a non-profit dedicated to educating Hispanics to our nation’s Christian-Judeo founding principles.

Prior to coming to the Texas A&M University-San Antonio, she held many prestigious positions, including her appointment in 2002 by President George W. Bush as Director for the Office of English Language Acquisition for Limited English Proficient Students in the United States Department of Education. During her tenure at the U.S. Department of Education, she was promoted twice, first to Deputy Under Secretary, and then to Assistant Deputy Secretary. Other national presidential appointments include the Commission on National and Community Service by President George H. Bush and, in 1992, Secretary of Education, Lamar Alexander, appointed her to serve in the position of Director of Bilingual Education and Minority Languages Affairs.

Upon her return from our nation’s capital, Dr. Ferrier served as Executive Director for External Funding of the Southwest Independent School District and the Executive Director for the Southwest Independent School District’s Education Foundation. From 1995 to 2002, she served as founding Executive Director of City Year, a national service organization that became the model for the now federally funded program known as AmeriCorps. In 2008, Dr. Ferrier was appointed Executive Director of the then- Texas A&M University – Kingsville System Center at San Antonio, through its designation as a stand-alone university in May 2009.

A native San Antonian, she has served in San Antonio public schools for 20 years. She has received numerous awards for her work with underserved student populations including the Hispanic Heritage Award, US Department of Labor; Women of Action Award, La Prensa; National Hispanic Corporate Achievers Award, U.S. Hispanic Chamber of Commerce; Life of Idealism Award, City Year and has been inducted into the San Antonio Women’s Hall of Fame. Dr. Ferrier earned a Bachelor of Arts in Speech, a Masters of Education in Guidance and Counseling from Our Lady of the Lake University and a Doctorate in Educational Administration from Texas A&M University.
Dr. Beverly Guy-Sheftall is founding director of the Women’s Research and Resource Center (since 1981) and Anna Julia Cooper Professor of Women’s Studies at Spelman College. She is also an adjunct professor at Emory University’s Institute for Women’s Studies where she teaches graduate courses in their doctoral program. She is currently President of the National Women’s Studies Association (NWSA).

At the age of sixteen, she entered Spelman College where she majored in English and minored in secondary education. After graduation with honors, she attended Wellesley College for a fifth year of study in English. After a year at Wellesley, she entered Atlanta University to pursue a master’s degree in English. Her thesis was entitled “Faulkner’s Treatment of Women in His Major Novels.” A year later, Dr. Guy-Sheftall began her first teaching job in the Department of English at Alabama State University in Montgomery, Alabama. In 1971, she returned to her alma mater, Spelman College, and joined the English Department.

Dr. Beverly Guy-Sheftall has published a number of texts within African American and Women’s Studies which include the first anthology on Black women’s literature, Sturdy Black Bridges: Visions of Black Women in Literature (Doubleday, 1979), which she co-edited with Roseann P. Bell and Bettye Parker Smith; her dissertation, Daughters of Sorrow: Attitudes Toward Black Women, 1880-1920 (Carlson, 1991); Words of Fire: An Anthology of African American Feminist Thought (New Press, 1995); an anthology she co-edited with Rudolph P. Byrd entitled Traps: African-American Men on Gender and Sexuality (Indiana University Press, 2001). Her most recent publication is a coauthored monograph (with Johnnetta Betsch Cole), Gender Talk: The Struggle for Equality in African American Communities, which was published by Random House in 2003. Upcoming publications include an anthology of Audre Lorde’s writings (with Rudolph P. Byrd and Johnnetta Betsch Cole, Oxford University Press); a new edition of But Some of Us Are Brave (with Stanlie James and Frances Foster, Feminist Press); and a collection of writings on the race/gender debate during the 2008 U.S. presidential election (with Johnnetta Betsch Cole, SUNY Press). In 1983, she became founding editor of Sage: A Scholarly Journal on Black Women which was devoted exclusively to the experiences of women of African descent and published from 1983-1996.

Dr. Guy-Sheftall is the recipient of many fellowships and awards, among them a National Kellogg Fellowship; a Woodrow Wilson Fellowship for dissertations in Women’s Studies; and Spelman’s Presidential Faculty Award for outstanding scholarship. Involved with the national women’s studies movement since its inception, she provided leadership for the establishment of the first women’s studies major at a historically Black college. Beyond the Academy, she has been involved in a number of advocacy organizations, including the National Black Women’s Health Project, the National Council for Research on Women, and the National Coalition of 100 Black Women, on whose boards she has served. As director of Spelman’s Women’s Center, she has also been involved with the development of student activism around misogynist images of Black women in hip hop, and a broad range of social justice issues, including reproductive rights and violence against women. She teaches women’s studies courses, including feminist theory and global Black feminisms.
The inaugural Faculty Women of Color in the Academy National Conference is possible through the generous sponsorship by the colleges and units at the University of Illinois.

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MODERATOR
Dr. Phyllis M. Wise
Chancellor, University of Illinois at Urbana-Champaign
Vice President, University of Illinois

Dr. Wise began her role as chancellor and vice president on October 1, 2011. Prior to joining Illinois, she spent five years as the Executive Vice President and Provost at the University of Washington — stepping in to serve as the Interim President of that institution in 2010. During that time, Dr. Wise was a professor of physiology and biophysics, biology, and obstetrics and gynecology. Her research career has focused on issues concerning women's health and gender-based biology. She has been particularly interested in whether hormones influence brains of women and men during development, during adulthood and during aging. She is a fellow of the American Association for the Advancement of Science (AAAS) and a member of the National Academy of Sciences’ Institute of Medicine.

PANELIST
Dr. Nancy “Rusty” Barceló
President
Northern New Mexico College

Dr. Barceló received her Bachelor of Arts degree from Chico State College, and her Mater of Arts degree and Doctor of Philosophy degree from the University of Iowa. She became President of Northern New Mexico College on July 1, 2010. She has served as Vice President and Vice Provost for Equity and Diversity at the University of Minnesota and for Minority Affairs and Diversity at the University of Washington. Dr. Barceló is recognized nationally for her excellent professional presentations. Most recently, she was named the NACCS 2012 Scholar, a prestigious academic award bestowed by the National Association of Chicana and Chicano Studies (NACCS).

PANELIST
Dr. Cassandra Manuelito-Kerkvliet
President
Antioch University Seattle

In July 2007, Dr. Manuelito-Kerkvliet became the first Native American woman to ascend to the presidency of an accredited university outside the tribal college system. Prior to her appointment in Seattle, she served as the first woman president of Diné College, the first tribally-controlled community college, located on the Navajo reservation in Tsaile, Arizona. She is the great, great granddaughter of Navajo Chief Manuelito. At Oregon State University, she founded and directed the Indian Education Office, and serves on The Seattle Community Colleges Chancellor’s Advisory Council. Dr. Manuelito-Kerkvliet is a member of the executive board of Washington State Campus Compact and the Board of Directors of the Higher Education Resource Services and the Washington Women’s Foundation. She received a Bachelor of Arts degree in Social Work, a Master’s degree in Counselor Education, and a doctorate in Educational Policy and Management, with a specialization in higher education administration.
MORROW PLOTS
1876
University of Illinois at Urbana-Champaign
Dr. Patricia Arredondo is the first Latina to serve as president of The Chicago School. A licensed psychologist, she was formerly associate vice chancellor and interim dean for the School of Continuing Education at the University of Wisconsin-Milwaukee (UWM). Prior to UWM, she served as senior vice president for University Student Initiatives and Student Affairs at Arizona State University. She is also the vice chair of the Social Development Commission, the largest anti-poverty agency in Wisconsin, and has an extensive scholarship focus on multicultural counseling competency models; multicultural guidelines in psychology, immigrants and life changing processes; Latina/o issues in counseling; social justice advocacy; and organizational diversity assessment. She has served as president for professional associations, such as the American Counseling Association (ACA), the American Psychological Association’s Society for the Psychological Study of Ethnic Minority Issues, the Association for Multicultural Counseling and Development, and the National Latina/o Psychological Association. She has received the “Living Legend” award from the ACA, an honorary degree from the University of San Diego because of her multicultural scholarship, and holds Fellow status with the American Psychological Association. Dr. Arredondo earned her doctorate in counseling psychology from Boston University.

Dr. Shirley Hune currently teaches in the Educational Leadership & Policy Studies program at the University of Washington. From 1992 to 2007, she served as Associate Dean in the Graduate Division at UCLA, where she was also a Professor of Urban Planning. For three decades, she has been involved in the development of Asian American studies and ethnic and women’s studies at various campuses across the United States. Her publications include numerous books and articles on developing countries and United Nations global policies; international women migrants and their human rights; immigrant, race and gender issues from Critical Race Theory and Critical Feminist perspectives; and addressing access and equity issues in higher education.
Asian American Women Faculty and Administrators: Contestation, Resistance, and Agency

Dr. Hune’s presentation will stem from two recent publications: a chapter on Asian American Women Faculty Navigating Student Resistance in the Classroom in *Women of Color in Higher Education: Turbulent Past, Promising Future* (Diversity in Higher Education, Vol. 9) and a second chapter with co-author Edith Chen on Asian American and Pacific Islander Women: Gains and Leaks in their pipeline to the campus presidency in *Women of Color in Higher Education: Changing Directions and New Perspectives* (Diversity in Higher Education, Vol. 10). Both volumes were edited by Gaëtane Jean-Marie and Brenda Lloyd-Jones, and published by Emerald Books in 2011.

**PANELIST**
**Dr. Brenda Lloyd-Jones**
Professor
University of Oklahoma-Tulsa

Dr. Brenda Lloyd-Jones is Associate Professor of Human Relations at the University of Oklahoma, Tulsa. Co-editor of a two-volume book with Gaëtane Jean-Marie: (1) *Women of Color in Higher Education: Turbulent Past, Promising Future* and (2) *Women of Color in Higher Education: Changing Directions and New Perspectives* (2011, Emerald Group Publishing Limited). Her publications also include journal articles and book chapters on dimensions of human diversity within the contexts of leadership and organizations including race/ethnicity, gender, and generations and Experiences of African American women faculty and administrators on mainstream campuses from Black Feminist Thought. She currently serves as Associate Chair of the Department of Human Relations.

Research Interests of African American Women in the Professoriate: Responsibility, Risk, and Reality

Room 314A: Pre-Tenure Panel

This session features scholars sharing their insight and experiences on the path to tenure.

MODERATOR
Professor Adrienne Davis
Vice Provost and William M. Van Cleave Professor
Washington University

As Vice Provost, Professor Davis focuses on faculty diversity and development, consulting and collaborating with Washington University's seven schools on their diversity goals and also managing a suite of programs from the Office of the Provost. Professor Davis is renowned for her scholarship and teaching on gender and race relations; theories of justice and reparations; feminist and critical race theory; and law and popular culture. She has written extensively on the gendered and private law dimensions of American slavery, the legal regulation of intimacy, and how culture and law converge to distribute justice. A Distinguished Lecturer for the Organization of American Historians, Professor Davis directs the Black Sexual Economies Project at the law school's Center for the Interdisciplinary Study of Work and Social Capital. She also founded and is co-director of the Law, Identity & Culture Initiative.

PANELIST
Dr. Isabel Molina-Guzmán
Professor
University of Illinois at Urbana-Champaign

Dr. Molina-Guzmán is Associate Professor of Latina/Latino Studies, and of Media & Cinema Studies at the University of Illinois at Urbana-Champaign. From 2007 to 2008 she served as Interim Director of the Latina/Latino Studies Program, and from 2009-2013, she served as Chair of the Department of Latina/Latino Studies. Throughout her ten years at the University of Illinois she has served on a variety of College and Campus committees, among them the Provost Committee on Race and Ethnicity, Provost Committee on Women, Chancellor/Provost Faculty Consultation Group. Her administrative and service work is motivated by a desire to create a more equitable and socially just university for students and faculty. As a scholar, she focuses on the role of media and popular culture in mediating gender and ethno-racial difference in a global environment. Specifically, she focuses on the representation of Latinas/Latinos and the role such representations play in public understanding of immigration, citizenship, ethnicity and race.

PANELIST
Dr. Judy Tzu-Chun Wu
Professor
The Ohio State University

Dr. Wu is associate professor in the Departments of History and Women's, Gender, and Sexuality Studies, and coordinates the Asian American Studies Program. She is the author of Radicals on the Road: Internationalism, Orientalism, and Feminism during the Vietnam Era (Cornell University Press, 2013), which examines the international travels of American antiwar activists during the U.S. War in Viet Nam. She also authored Dr. Mom Chung of the Fair-Haired Bastards: The Life of a Wartime Celebrity (University of California Press, 2005), a biography of the first American-born woman physician. She is beginning a third book, a political biography of Patsy Takemoto Mink, the first woman of color to become a congressional representative. Dr. Wu teaches courses on Modern U.S. History, Asian American History, Women's History, Immigration History, History of Comparative Racialization, the 1960s, Intersectionality, Women and Labor, Race and Sex, and American Women's Movements.
Dr. Rao served as Vice President for Academic Affairs for the University of Illinois from 2007-2011. Prior to that, she served as UIC’s Vice Provost for Faculty Affairs, and as Associate Dean and Executive Associate Dean of the Graduate College. Dr. Rao received a Bachelor of Science degree and a Master’s degree from the University of Delhi, India and a Master’s degree and doctorate from the University of Michigan. Dr. Rao’s interests rest in how to create an academic climate that will foster diversity and will weave diversity into the core values and curriculum of an institution. She instituted the Diversity Summit series during her tenure as Vice President, which brought together faculty, staff, and students from the three University of Illinois campuses to engage in how to better support and foster diversity. Dr. Rao served as the P.I. of the Women in Science and Engineering Transformation Initiative (WISEST) team that procured funding from the National Science Foundation – ADVANCE program to address the long-term goal at UIC to increase the number and leadership status of women in academic science and engineering through institutional transformation. She was named 2004 Woman of the Year at the University of Illinois at Chicago, and received the College of Medicine Distinguished Faculty Award in 2010. She maintains a research program with help from a Research Assistant Professor and a research specialist. Dr. Rao was elected as a Fellow of the American Association for the Advancement of Science in 2012 for her contributions “to intestinal epithelial transport, and for leadership in academic affairs and diversity”.

Dr. Aparicio’s research interests include Latina and Latino literary and cultural studies, the cultural politics of U.S. Latino/a languages, Latino/a popular music, gender, and dance, literary and cultural translation, cultural hybridity, transnationalism, Latinidad, and mixed Latino/a identities. She is author of the award-winning Listening to Salsa: Gender, Latin Popular Music and Puerto Rican Cultures (Wesleyan 1998), and co-editor of various critical anthologies, including Tropicalizations: Transcultural Representations of Latinidad (University of New England Press, 1997), Musical Migrations (Palgrave, 2003), and Hibridismos culturales (Revista Iberoamericana, 2006). A founding editor of the Latinos in Chicago and the Midwest Book Series at the University of Illinois Press, she has facilitated and fostered book publications and new research on Latino/as in the Midwest. She is co-editor, with Suzanne Bost, of the Routledge Companion to Latino/a Literatures (Routledge, 2012) and is also writing on “intralatino/a subjects,” individuals who are of two or more national Latin American origins. In 2012 she was awarded the Frank Bonilla Award for Public Intellectual by the Latino Studies Section of the Latin American Studies Association.
On Promotion from Associate to Full
Dr. Aparicio’s presentation will focus on the process to full professorship. In contrast to the numerous discussions about the tenure and promotion review, the process of promotion from Associate to Full still remain a “mystery” to many women of color in the Academy. Given the flexibility of time and the different criteria established for Full Professorships, it is difficult to offer general advice throughout all institutions. Dr. Richardson’s presentation will focus on the importance of knowing the written and the unwritten rules for promotion to full professor. The focus is on uncovering practices normalized as “transparent” and established, as well as those that are opaque. The usual fare will be held up for inspection including but not limited to knowing what is required for promotion, the tradition, culture and politics of your unit. Another focus is navigating the politics of race, class, gender and sexuality that operate to stratify and pit (women) faculty of color against each other. The importance of making one’s own mark is addressed from the perspective of avocation. In other words, “doing you” – what it is that combines your unique interests, talents, teaching, research and outreach in ways that satisfy the soul and make the madness worth it all. The speaker will end with examples from her journey.

PANELIST
Dr. Elaine Richardson
Professor
The Ohio State University

Dr. Richardson is focused on literacy education of African American and African diasporic people, and specializes in critical language and literacy education for social equality. She belongs to a global network of Hip-hop activist-educators for social transformation, and founded The Ohio State University Hip-hop Literacies Conference and the SistaFriends Afterschool Program in 2011, currently serving girls in Grades 6 to 8 at Sherwood Middle School. She uses her story of recovery from human trafficking and drugs to becoming an award-winning doctor and recording artist to motivate others. Her latest book is the memoir PHD to PhD: How Education Saved My Life, covering her experiences in the street life and her road to education. She earned bachelor’s and master’s degrees from Cleveland State University, and a doctorate from Michigan State University. She has received awards from the National Council of Negro Women, the City of Columbus, and was the recipient of the Cleveland State University Distinguished Alumni Award.

“Doing You”: Knowing and Creating Rules and Unwritten Rules as Tools for Full Professor
Dr. Richardson’s presentation will focus on the importance of knowing the written and the unwritten rules for promotion to full professor. The focus is on uncovering practices normalized as “transparent” and established, as well as those that are opaque. The usual fare will be held up for inspection including but not limited to knowing what is required for promotion, the tradition, culture and politics of your unit. Another focus is navigating the politics of race, class, gender and sexuality that operate to stratify and pit (women) faculty of color against each other. The importance of making one’s own mark is addressed from the perspective of avocation. In other words, “doing you” – what it is that combines your unique interests, talents, teaching, research and outreach in ways that satisfy the soul and make the madness worth it all. The speaker will end with examples from her journey.
**Thursday**

**April 4**

**3:30 pm**

**Women of Color and Promotions: Strategies for Success**

**Concurrent Sessions — Illini Union**

**Illini Room C - Panel: From Full to Administration**

This session will focus on the challenges and opportunities from the classroom to the administrative corridors. The panel will share about their accomplishments, being a scholar and an administrator, and strategies to stay focused and committed to their communities of origin.

**MODERATOR**

Dr. Irma McClaurin  
CEO/Principal  
McClaurin Solutions

Growing up in Chicago in 50s and 60s, Dr. McClaurin saw first-hand social injustice as the child of southern parents who had migrated from Alabama (mother) and Mississippi (father) to what they believed was an urban promise land. She earned a bachelor's degree in American Studies, a master's degree in English, and a doctorate in Anthropology. Currently, Dr. McClaurin is CEO/Principal of McClaurin Solutions, a consulting firm specializing in REInvention Coaching/Leadership Development, Project Management, Community Partnerships, Diversity/Inclusion Initiatives, Social Policy Analyses, and Strategic Communications and Branding. She has designed workshops/webinars on Public and Engaged Scholarship for Ms. Magazine and NWSA, and most recently was technical adviser for a project to preserve an African American cemetery in Raleigh. Having served as President of Shaw University and Deputy Provost at Fisk University, she understands how to “lead under fire,” and is often described as a “vision architect.” She was the Associate Vice President and Executive Director of the University of Minnesota’s first Urban Research and Outreach/Engagement Center, and was lead P.I. for a $2.8M federal ARRA grant for Broadband Access. Her poetry has appeared in over 16 magazines and anthologies, and is the editor of the award-winning *Black Feminist Anthropology* and author of *Women of Belize*. She is on the Board of the Afro-Latina Project, the Hip Hop Education Center, ArtSpace, and *Fire!!!* A Multi-media Journal of Black Studies, and contributes regularly to *Insight News* of Minneapolis as the Culture and Education Editor.

**PANELIST**

Dr. Victoria Chou  
Dean, Professor, and Executive Associate Chancellor for External Affairs  
University of Illinois at Chicago

Dr. Chou earned her master’s and doctorate degrees from the University of Wisconsin-Madison, and joined the UIC faculty in 1978, after two years at The American University in Washington, D.C. Her research focused on understanding the predictors of K-12 and college students’ reading comprehension, as well as designing interventions to improve students’ comprehension. More recently, she has studied the variables influencing teacher candidate outcomes, including hiring and retention in high-poverty communities of color. She twice received UIC’s Silver Circle for Teaching Excellence, and chaired UIC’s Council for Excellence in Teaching and Learning, along with the Academic Affairs subcommittee of the Chancellor’s Committee on the Status of Women. She helped co-found the Chancellor’s Committee on the Status of Asian Americans, and the Institute for Research on Race and Public Policy. Dr. Chou has led a sustained faculty effort to demonstrate how a public land grant research college of education can be responsive to the educational needs of high-poverty communities of color, raising more than $28M in external funds from the U.S. Department of Education (USDOE) and local foundations to support faculty and drive systemic change, including among 22 Chicago area colleges of education comprising the Council of Chicago Area Deans of Education (CCADE). Currently, she is directing or co-directing three funded education capacity-building projects, including a four-university USDOE Teacher Quality Partnership grant.
Dr. Lee holds the distinction of having chaired two Ohio State departments: the Department of Women’s, Gender, and Sexuality Studies, and more recently, the Department of English for two terms. In addition to her appointment in the Department of English, she holds courtesy appointments in: African American and African Studies, Comparative Studies, Women’s, Gender, and Sexuality Studies, the Center for Folklore Studies, and the Center for Interdisciplinary Law and Policy Studies. Dr. Lee is the recipient of Ohio State’s highest teaching award, the Alumni Award for Distinguished Teaching, as well as Ohio State’s highest service award, the Faculty Award for Distinguished University Service. She teaches such courses as “Women Writers of the Harlem Renaissance,” “Contemporary African American Literature,” “Neo-Slave Narratives,” and “Law and African American Narratives.” Her books include *Granny Midwives and Black Women Writers: Double-Dutched Readings* and *The Prentice Hall Anthology of African American Women’s Literature*. On the national level, she chaired the Association of Departments of English (ADE) and is the co-editor of a book series on Black Performance and Cultural Criticism (The Ohio State University Press). Most notably, she has served on the MA thesis/examinations and PhD dissertations for over 100 students.

**PANEL OVERVIEW**

**OPPORTUNITIES**

- to revise the rules
- to transform the Academy
- to open up new spaces
- to mentor and support new talent
- to make people of color more visible

**CHALLENGES**

- new forms of marginalization
- being included in the “them” category (i.e., “us” and “them”)
- trying to maintain identity as a scholar
- knowing who to trust
New Connections
Increasing Diversity of RWJF Programming

Are you a scholar from a historically underrepresented group who has received your doctorate within the last 10 years or has 10-15 years of research and/or evaluation experience?

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If this sounds like you, consider connecting to the Robert Wood Johnson Foundation’s New Connections program. *New Connections: Increasing Diversity of RWJF Programming* offers early- to mid-career scholars an opportunity to conduct research and evaluation in areas relating to health and healthcare. Scholars also build their methodological and publishing skills, receive mentoring from prominent scholars and join a community that offers support, advice, and collaboration.

For more information, visit the program website, and follow us on twitter (@newconx), LinkedIn, and Facebook.

www.rwjf-newconnections.org

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After an amazing two days of conferencing, please join us for wine, hors d’oeuvres, music, and dancing!

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After 9:00 pm, consider a “night on the town” in Downtown Champaign! Shuttle service will be available until 12:00 am.
Thank You!

AG Beauty and Fashion
~ Antonie Gray ~

American Cancer Society
~ Lawrence Underwood ~

AMSPA Massage
~ Pamela-Alyse Shelley ~

Busey Bank
~ Amy Randolph and Lillian Wilcoxen ~

Carle Clinic
~ Tiffani C. Dillard, MD ~

ScriptureFlow
~ Cynthia Marshall ~

The Shoe Boutique
~ Minister Brenda Troy ~

State Farm Insurance
~ Joe Stovall ~

Suits by Souljah
~ Herbert Burnett ~

University of Illinois at Urbana-Champaign
~ Offices of the Chancellor and Provost ~

Cross-Campus Participants
~ Lisa Dixon ~
~ Grenita Hall ~
~ Andreea Leonard (DJ Dreea) ~
ROUND BARNs
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Built between 1907 and 1913
University of Illinois at Urbana-Champaign
Friday  
April 5  
9:45 am  
Illinois Ballroom  
I Hotel and Conference Center

**Research on Women of Color: Interdisciplinary Medicine and Health**

This session features women’s health scholars sharing what they believe women of color faculty should know about health as a member of an under-researched, under-theorized population. They will be sharing emerging research on health that could be personally transformative for women of color.

**MODERATOR**

Dr. Ruth Enid Zambrana  
Professor  
University of Maryland

Dr. Zambrana’s research focuses on the intersections of gender, race/ethnicity, socioeconomic status, nativity and structural inequality in health care and higher education. Her recent work is *Latinos in American Society: Families and Communities in Transition*, and an edited anthology with co-editor, Bonnie T. Dill, entitled *Emerging Intersections: Race, Class and Gender in Theory, Policy and Practice*. She has served as expert on health inequality on boards, working groups, and special panels for the federal government, Institute of Medicine and health foundations. She serves as co-director of the Research Training and Education Core (RTEC), University of Maryland Center of Excellence on Race, Ethnicity and Health Disparities Research, School of Public Health, and P.I. of the Robert Wood Johnson Foundation funded study *Understanding the Relationship between Work Stress and U.S. Research Institutions’ Failure to Retain Underrepresented Minority Faculty*.

**Toxic Academic Terrains: The Impact of Occupational Stress on the Health & Well-being of Underrepresented Minority (URM) Faculty in the Academy**

Dr. Zambrana will briefly present a preliminary overview and findings of a national study of occupational stress among underrepresented minority (URM) faculty in research-intensive universities, funded by the Robert Wood Johnson Foundation (2010-2013). Using mixed methods including an online survey (n=645) as well as in-depth interviews and focus groups (n=60), data were collected to examine the associations among occupational stress, coping strategies and physical and mental well-being among U.S. born tenure track assistant and tenured associate URM faculty. The following data were obtained: demographic information and occupational stress indicators including perceived racism, mentoring adequacy, self-reported health status, psychological stress and coping strategies. In-depth qualitative interviews and focus groups captured personal stories and experiences, using a life course perspective, which is particularly important in the investigation of the impact of systems of inequality on the health/mental health of URM faculty in the United States. The study assessed the perceptions of university environment/climate in the areas of diversity practices, access to support resources, racism, barriers to career progression, and the impact of career struggles and occupational stress on physical/mental health.

**PANELIST**

Dr. Angela Rose Black  
Professor  
University of Illinois at Urbana-Champaign

Dr. Black’s interests include linkages between stress and health in African American women, social determinants of mental and physical health disparities among African American women, deconstructing stigma surrounding mental health illness in the African American community, and cultural competence skills and awareness of health practitioners. She is currently developing a conceptual model to explain precursors for chronic mental and physical illness among African American women. Bridging feminist tradition with the health and social sciences, Dr. Black explores linkages among embodied racial and gender oppression, feminine scripts, particularly the “strong black woman” script (SBW-S), and strategies for daily life management to trace physiological and behavioral paths to stress-related and obesity-related illness among African American women. Initial applications of the model include asthma management, anxious and depressive symptomatology, and general physical health status.
Dr. Okazaki is the President-Elect of the Asian American Psychological Association, and conducts research on the impact of immigration and race-related processes (e.g., racism, racial identity, racialization) on Asian and Asian American adolescents and emerging adults within local and transnational contexts. With colleagues in anthropology, education, and developmental psychology as well as community partners, she has ongoing research projects with urban immigrant Chinese American adolescents and emerging adults in New York City; Chinese parents and adolescents in Nanjing, China; Korean American adolescents and parents in Chicago; and current and former Korean early study abroad students in New York City and Seoul, South Korea. She earned her doctorate from UCLA, and has served as an associate editor of the *Cultural Diversity and Ethnic Minority Psychology* journal (2004-2011).

**PANELIST**

Dr. Sumie Okazaki  
Professor  
New York University

Academic Stressors, “Strength”, and Black Academic Women’s Health: How Mindfulness and Self-Compassion Can Restore and Sustain Our Livelihood

Black women experience more chronic illness than White women—greater incidence, more associated secondary health problems, and higher resulting mortality. In the last two decades, evidence for the role of psychological stress on the health of black women has grown considerably. The behavioral and physiological consequences of stress—e.g., neuroendocrine, cardiovascular, metabolic, and inflammatory effects—can influence a variety of health conditions such as cardiovascular disease, Type II diabetes, and cancer. An emerging body of literature on stress, coping, and health among Black women identifies “strength” as an intriguing factor that may exacerbate the influence of stress on health outcomes in this population. Using Black academic women’s voices from the blogosphere, Dr. Black will address how Black academic women’s attempts at “being strong”—striving to be resilient and self-reliant in the face of academic stressors and life demands—may contribute to compromised health and cultivate an internal life of perfectionism and self-criticism. She will draw on mind-body approaches (e.g., mindfulness and self-compassion) to support alternate strategies for stress management and increased livelihood in the Academy and beyond.

Stress, Resilience, and Well-Being of Asian American Women in the Academy

Dr. Okazaki will discuss health and mental health issues facing Asian American women in the Academy. Although Asian American psychology is a burgeoning field of research, there is virtually no empirical data on factors associated with health or mental health for Asian American male and female faculty. The presentation will draw from the larger literature on what we know about Asian American women’s mental health, sources of stress as well as resilience, and what factors facilitate or promote well-being. These findings about general mental health will then be applied to the case of Asian American women in the Academy, with attention paid to the gendered and racial stereotypes and racial dynamics in multicultural education settings that serve as the larger context for, and complicate, our understandings of stress, resilience, and well-being of Asian American female scholars.
Friday
April 5
11:00 am
Illinois Ballroom
I Hotel and Conference Center

The Economics of Being a Faculty Woman of Color:
Being Prepared and Planning Ahead

This session features scholars sharing what they believe women of color faculty should know about economic issues (pay, wealth gap, financial management, family planning, retirement planning) that could be transformative for them personally.

MODERATOR
Adrien K. Wing, JD
Bessie Dutton Murray Professor of Law
The University of Iowa

Professor Wing presently teaches International Human Rights, Law in the Muslim World, and Sex Discrimination Law. She is the editor of Critical Race Feminism -- A Reader and Global Critical Race Feminism: An International Reader, both from NYU Press. Her US-oriented scholarship has focused on race and gender discrimination, including topics such as the impact of Hurricane Katrina, gangs, mothering, affirmative action, the war on terrorism, and polygamy in Black America. She has advised the founding fathers and mothers of three constitutions: South Africa, Palestine, and Rwanda. After receiving her Bachelor of Arts degree from Princeton, Professor Wing earned her Master of Arts degree in African studies from UCLA, and obtained her Doctorate of Jurisprudence degree from Stanford Law School.

PANELIST
Dr. Mari Castañeda
Professor
University of Massachusetts Amherst

Dr. Castañeda is Associate Professor of Communication and Director of Diversity Advancement for the College of Behavioral and Social Sciences. Her forthcoming co-edited book, Mothers in Academia, will be published in June 2013 with Columbia University Press. Her fields of study include digital media, communication policy, and Latino/Chicana media studies. She has contributed essays to multiple book collections, such as Technofuturos and Latina/o Studies Today, and has published articles in academic journals, such as Latino Studies, Radio Studies, and Television and New Media. Most recently, she received a digital humanities grant for a collaborative project to develop a feminist media justice colloquium and network for Western Massachusetts, and is the former co-principal investigator for a HUD Center for Outreach and Partnership grant for research and engagement in the area of cultural and media assessment.

PANELIST
Dr. Cynthia Williams Turner
Professor
The Ohio State University

A graduate of North Carolina A&T State University, Dr. Turner received her Master’s and doctorate from The Ohio State University. For 17 years, she taught undergraduate and graduate courses in managerial accounting and auditing at the University of Illinois at Urbana-Champaign. As a researcher, her scholarly work has been published in the Journal of Accounting Research and the International Journal of Accounting. Prior to her academic career, she was a practicing accountant at Ernst & Young, LLP, and is a certified public accountant and member of both the American Accounting Association and the American Institute of Certified Public Accountants. She is a minister and a breast cancer survivor. In 2006, she was diagnosed with the triple-negative form of breast cancer, the deadliest form of cancer for women of color under 40. She educated herself on the disease, and learned about women of color, chronic diseases, and the influence of work-life balance, stress, lifestyle, and spirituality. From this, she wrote a memoir, titled “My Seven Day Makeover: One Breast Cancer Survivor’s Spiritual Journey.”
QUESTIONS TO CONSIDER FOR PLANNING YOUR ACADEMIC CAREER

- How can you increase your value to your institution as a woman of color?
- Is there any better time than another in your career to plan for a family?
- What price tag do you put on you and your family's emotional and physical health when managing your career?
- What other viable streams of income might you consider pursuing in your academic career?
- Do you know what the average salary is for your rank at your institution?
- What are the methods for increasing faculty salaries at your institution? (including promotions and merit increases post-tenure?)
- What are the family leave policies at your institution, and how do they compare across US colleges?
- Does your institution offer financial management or retirement planning workshops?
- Are you aware of tax write-offs related to work expenses?
- What are the policies at your institution concerning your family members pursuing a degree there? How do they compare across US colleges?
- What are some supplemental insurance policies worth investing in for you and your family?
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CAMPUS LIFE
Main Quad
University of Illinois at Urbana-Champaign
FREER HALL (background)
1931
University of Illinois at Urbana-Champaign
KRANNERT CENTER FOR THE PERFORMING ARTS
1969
University of Illinois at Urbana-Champaign
4. Tenure and Promotion

Recommendations for Administrators

- Make tenure and promotion policies as transparent as possible
- Be careful of assignments that will prevent women of color from engaging in their required research and scholarly productivity
- Address the culture of privilege and entitlement
- Faculty members perceive women of color through their own biased lenses
- Ensure due process throughout the institution and remember that equity is sometimes more important than equality
- Define and describe the role of collegiality
- Respect the significance of group-based research and teaching contributions by members of underrepresented groups
- Take community service into account when you consider tenure, promotion, and compensation
- Establish a mentoring training program and assign trained mentors
- Develop a formal grievance process that affords the grievant a realistic and fair opportunity to win his or her case
- Caution women about the challenges and risks associated with joint appointments
- Persons in token situations expend much energy spent on impression management
- Department heads make a difference

Recommendations for Women of Color and Allies

- Study the tenure and promotion materials of your university
- Women of color often invest much energy in impression management
- Women of color are especially subject to negative consequences of attributional ambiguity
- When addressing change, pick your battles
- Do not assume that the university will reward you for community service and engagements
- Work away from your office
- Regarding performance evaluation, learn to make a case for equity, not just equality
- Your success can be intimidating and threatening, not only to insecure White colleagues, but also to some colleagues of color who have internalized racist, homophobic, and sexist ideologies
- Do not assume that every negative experience or action toward you is grounded in racial, gender, or sexual-identity bias
- Develop teaching portfolios
- Be wary of joint appointments
- Learn how to interview
- Your department head is your main lifeline in the Academy
5. Networks of Allies and Mentors

Recommendations for Administrators

- Understand the different types of experiences and needs of members of United States underrepresented groups and foreign-born nationals on our campus
- Address intersectionality
- Do not assume that people of color support other people of color
- Facilitate development of social networks to counter isolation and create circles of safety and camaraderie
- Establish leadership-development paths and opportunities

Recommendations for Women of Color and Allies

- Establish informal, grassroots organizations for men and women of color
- Seek out alliances with productive faculty across race/ethnicity, socioeconomic status, and gender and sexual identities
- Take advantage of multiple identities
- Be proactive and cautious in choosing formal mentors, rather than relaying on a first-come rotation of the department’s available senior faculty
- Build relationships and alliances with foreign nationals
- Form alliances with White men and women who value intersectionality and acknowledge their White privilege
- If you’re interested in an administrative career, seek out and accept leadership-development opportunities by serving on committees and task forces and successfully chairing these groups
- The silence of reasonable and fair-minded members of the Academy allows the unethical treatment of their colleagues to continue
- Do not adopt victim status and/or make an identity for yourself out of the pain you have experienced
- Be conscious of other ways that we are privileged
- Understand that there is a price to pay for not remaining silent and for remaining silent

Final Words to Women of Color

“Nurture personal relationships with those who love you, and listen when they express concern for you. Sometimes loved ones know better than we do what is best for us. Be aware that, when psychologically injured at work, you may experience the stages of grief identified by Elisabeth Kubler-Ross (1969) — denial, anger, bargaining, depression, and acceptance. Awareness and understanding of these stages will facilitate your healing. Do not hesitate to receive support from a counselor or psychologist, especially when trusted friends are not physically accessible to you in your current location. Try not to take things personally. Finally, remember to laugh. Remember to take care of your body and your spirit. Enjoy the moments that make an academic’s life worthwhile and gratifying. Remember that, even under the most challenging circumstance, ours is a noble profession; we can transform minds and lives. We are privileged to be where we are. We may have to change work locales, but there is a place where our contributions and skills are valued.”

p. 499
Presumed Incompetent: Breaking the Silence of Racism in Academia
03/04/2013

There’s a hot new book making the rounds in the academic world: Presumed Incompetent. The book addresses the predicament that women of color high up in the ivory tower find themselves in – a predicament few of us really know. Here it is in a nutshell: often, women of color are recruited to universities in order to represent intellectual change, to burnish the image of so-called diversity. Yet so many people have a hard time getting promotion, achieving that holy grail of the academic ladder – tenure.

And this is precisely because they have to overcome so much. There’s a lot of institutionalized racism, even among the liberal crowd of tenured radicals. In fact, one of my friends, a law professor put it best: “It’s the liberal who can often have the least self-consciousness about the pain they inflict.” She smiled wryly and put on her best NPR voice. “I can’t be a racist; I voted for Obama.”

Women of color aren’t taken seriously because there exists a bias that is extremely destructive: the perception that they are tokens, that they are penny-ante players in the high stakes intellectual poker match. Yet institutions get many material benefits by recruiting people of color. And yes, they get even more by dumping them before they can become permanent. Another friend put it this way: “It’s like leasing a new car if you don’t grant tenure; you’ll get a new one in a darker color, only it will cost you less.” So, the revolving door of academia perpetrates and perpetuates a great loss... and the university can never be enriched by the gifts that a mature scholar of color can bring to the intellectual smorgasbord.

The problem is that you really can’t talk about this issue: it’s taboo. To do so is tantamount to grousing – as outré as scratching and farting at a cocktail party. And in large part this is why the system has been allowed to perpetuate itself, unchecked. I suspect this is why all my academic friends – white and black, gay and straight, minority and majority – are putting up images of the book on their Facebook Page. They don’t say much except “I’m ordering mine” but the proliferation of this cryptic message is enough: indicating a tectonic shift.

Though Presumed Incompetent itself focuses on women of color, it is more generally about scholars of color – both men and women – who find themselves not only having to perform the rigorous work of making it in academia but, also, having to deal with the battle fatigue of challenging the bias that dogs their every action. It can be a tiring, thankless job being a person of color in academia – one feels like an island in a vast, uncharted ocean. This is borne out by the many discrimination law suits that are popping up at universities left and right, nowadays.

Presumed Incompetent is an historic work for one key reason: it voices discontents through the personal accounts of high profile scholars who have already made it, who have experienced the outrages of the academic mill...but are secure enough in their own careers to now be able to talk about some of the tribulations of being a person of color without appearing to whine. You can’t say they’re belly-achers or that they’re working through a pile of sour grapes. They’re intellectual superstars; go ahead: Google them.

I’m glad that there is a book out there that can tell it like it is – a book that can do the talking for those who have to remain silent. Only in this way, with one party speaking to the other, can we begin a useful dialog. I hope everybody sticks Presumed Incompetent’s image on their Facebook page. Already, I hear it has sold out. May it sell out many times more. May it make it to the Bestseller’s List and become anointed alongside the collected works of J.K. Rowling and the most compelling Vampire Erotica available. It will make the world a much, much better place.

http://www.huffingtonpost.com/khanh-ho/presumed-incompetent_b_2778384.html
DOWNTOWN URBANA
2009
Urbana, Illinois
For Black Women Administrators, Merit Is Not Enough

'African American women need to be politically aware of the operation of race and gender in their specific organizations.'

Deeply ingrained in American culture is the belief that hard work plus education will lead to social and economic success, regardless of gender, race or class. This “meritocracy myth” or “achievement ideology” has motivated minority women and men to stay in school and pursue their dreams.

What happens when a hard-working high achiever discovers that her race and gender do matter after all?

Dr. Brenda Lloyd-Jones, associate professor and associate department chair of human relations at the University of Oklahoma–Tulsa, spoke about this tension at the University of Nebraska conference on Women in Educational Leadership in Lincoln NE in October 2011.

A meritocracy?

Most minority women and men who reach high-ranking university positions were raised on a belief that education plus hard work equals success. They accept this, attribute their success to it and teach their children and students to anticipate similar rewards if they stay in school and work hard.

Achievement ideology is a powerful motivator. “The success of people is based on their capabilities, merit and commitment. It’s up to you,” Lloyd-Jones said. At the same time, it ignores any social conditions that might keep people from attaining their goal. If your success is entirely up to you, then any barriers must be your own fault.

“The espousal of achievement ideology is prevalent in the African American community, and the community in which I came of age is no exception,” she told WIHE. Her parents lived out their belief in the American dream. Her mother left a paid job to give her children tutoring, emotional nurturing and academic support. Her father worked a fulltime job plus another part-time to pay for the children to attend private schools.

Two of their kids became valedictorians and two went to Ivy League colleges. “Academic preparation and diligent work continue to be two essential components to Black female career success in the Academy,” she said. But they don’t level the playing field. While vitally important, they are not equalizers.

Her interest in campus equity began with a bachelor’s degree in communication disorders and a master’s in audiology and speech pathology. She built a career as an audiologist, working with older adults and children who were deaf or hard of hearing.

Her work made her aware of the ways that power differences and social identities affect access to resources. Her PhD studies at the University of Tulsa pointed her research toward demographic shifts and dimensions of diversity in organizational leadership, including age and disability as well as gender, race and ethnicity.

Black women, white campus

Women of color have a long tradition of leadership as founders, presidents, deans and department chairs at historically black colleges and universities (HBCUs), especially those that initially targeted women students. But they're next to invisible at predominantly white institutions, despite such notable exceptions as presidents Ruth Simmons at Brown University RI and Shirley Ann Jackson at Rensselaer Polytechnic Institute NY.

Women of color made up 10.6% of professors in fulltime administrative positions in 2007; men of color were another 7.4%. Just over half of those were African American (women 6%, men 3.9%), serious under-representations compared with the U.S. population or the student body.

Unconscious bias toward women leaders follows from the contrast between ideals of leadership and racial or ethnic stereotypes. Many Latinas run businesses but they're rarely asked to serve on boards. Asian Americans are stereotyped as brainy but passive, without the personality required for leadership.

Like Latinas and Asian American women, African American women face discrimination based on race and gender intertwined. One study found that stereotypes about white women focused mainly on their skills, while stereotypes of black women had more to do with their identities.

White male cultural traits influence not only paradigms of leadership but also general expectations of interpersonal behavior. Where is the line between assurance and audacity? Between assertion and aggression? Between courtesy, deference and lack of self-confidence? The answers vary by culture.

Navigating academia is hard enough for most people. Add unspoken cultural assumptions and expectations, and the challenge for women of color can be huge. It’s aggravated at predominantly white schools by most people’s tendency to socialize with others who look like themselves, leaving women of color out in the cold.

Isolation, loneliness and lack of trust compound the effects of racism and sexism as barriers to African American women’s full participation in the upper levels of academia. These factors affect their job satisfaction and retention. Schools that avoid addressing issues in campus culture may pay a deep price.

One woman’s story

“Dr. Harris” (a pseudonym) is an African American woman in senior administration at a predominantly white research university. Lloyd-Jones interviewed her as a qualitative case study to learn how she navigated past the barriers to reach academic success.

When Harris was growing up, the two fields open to black women were nursing and teaching. This reflected both the constraints on all women in that period and the legacy of slavery, when slave women were responsible for childcare and domestic service.

She chose teaching. Her first job after college was teaching elementary school in the Midwest. Upon completing a master’s degree in counseling, she was a grade school counselor for two years. Then she began doctoral study, including an internship in higher education that focused on educational psychology.
Her career in higher education administration started with three years as a staff psychologist at a public university in the Midwest, which she left for a position with greater responsibilities. Later she moved to a university in the South as an assistant professor in psychiatry and behavioral science.

Now an upper-level administrator at a research university where most of her colleagues are white, she says they view her as an African American first and as a woman second. By contrast, women students and women faculty see her as an African American woman.

Among her many accomplishments, she increased black student enrollment in her medical school by 150%. She proposed the curriculum changes that raised their students into the top 20% on national medical board examinations. She’s a positive role model for women on campus.

She attributes her career success to her:

- high level of education
- extensive preparation
- strong work ethic
- sacrifices
- learning to read an organization’s culture.

The first four factors are at the core of achievement ideology. Education is the key to attracting opportunity; one can’t get onto the invitation list for an opportunity without the right credentials and qualifications.

Reading the organizational culture

“While education and hard work are salient to success in life, they are not the sole determinants of goal attainment. Political astuteness, mentorship and sponsorship are among the other areas of knowledge and skill sets necessary to African American women’s career trajectory in higher education,” Lloyd-Jones said.

Firmly believing that education and hard work would bring success regardless of race, Harris was very surprised by her first political confrontation. She had hoped to learn a lot from her immediate supervisor, the associate dean of the medical school, who was a white woman generally viewed as highly competent and powerful.

Instead their relationship began to deteriorate after the dean of student affairs (a white man) showed an interest in her career. He presented her with opportunities to serve on major committees and formulate policies, bringing her broad visibility but tension with her immediate supervisor. She eventually resigned to take a different position at another university where the culture was more supportive.

In other examples of resistance, some people who reported to her implied that they could never comfortably accept an African American as their supervisor; they went around her to get clearance for their assignments. Men in administration delivered messages through their administrative assistants instead of meeting with her personally, as they did with white colleagues.

Developing the ability to read the organizational culture enabled her to surmount these challenges and progress in her career. “Success is a lot about timing—knowing when to stay and when to leave a position or an institution,” she told Lloyd-Jones.
Reading organizational culture has been described as the ability to align personal career aspirations with organizational goals. Essential for everyone, it’s especially important for African American women.

Often isolated and holding marginalized positions, they can find it hard to distinguish the school’s stated theory from its actual practices.

‘Good, honest and fair’

“When I first entered administration at the university level, I believed that everyone was good, honest and fair,” Dr. Harris told Lloyd-Jones. Like traditional African cultures, African American culture today emphasizes interdependence and cooperation to ensure the survival of the group. This is in stark contrast to the individualistic, competitive orientation of white Western cultures.

After several incidents, she became less trusting and more politically aware. She has still not achieved the right to make autonomous decisions. Her responsibilities once called for her to choose a qualified person for a position. She evaluated the applicants and told her white male boss whom she had chosen. He said he had someone else in mind and, without further discussion, astonished her by offering the position to the other person.

This pitted her beliefs against her experience. She firmly believed in meritocracy, that anyone can make it in America with enough dedication, competence and educational credentials. But her experience said otherwise. Despite her superior track record, she learned that her decisions could be dismissed out of hand by someone whose power and privilege came from being a white man.

“African American women need to be politically aware of the operation of race and gender in their specific organizations,” Lloyd-Jones said. They need to develop such political skills as setting an agenda, mapping the political terrain, networking, forming coalitions, bargaining and negotiating. Neither graduate programs nor everyday life can reliably teach these skills. Mentorship, sponsorship and academic support are among the best ways to learn. Women of color can seek out mentors and sponsors, build networks and consciously build their political knowledge.

Black women and others who achieve tenure and promotion can reach out to support women on their way up. They can serve on boards and committees that influence policies and procedures limiting full participation by women and academics of color.

Departments or universities can pair women of color with key individuals who can provide academic and social mentoring. Colleagues can collaborate with African American women on research and publishing opportunities. They can serve as advocates for diverse leadership styles and the changing face of leadership.

Merit is essential, but alone it is not enough.
Understanding the Relationship between Work Stress and U.S. Research Institutions’ Failure to Retain Underrepresented Minority (URM) Faculty
Ruth Enid Zambrana, PhD, Principal Investigator
rzambran@umd.edu

Presented herein are a preliminary overview and findings of a national study of occupational stress among underrepresented minority (URM) faculty in research-intensive universities, funded by the Robert Wood Johnson Foundation (2010-2013).

Despite the trends toward greater representation of historically underrepresented minority (URM) students in colleges and universities and university-based discourses on diversity, URM faculty are still disproportionately underrepresented across all degree-granting institutions. Having such significant under-representation of URM in faculty ranks signals a call to conduct a more complete investigation of the barriers to full URM participation in the Academy. These findings shed some light on challenges URM faculty confront in higher education. These data may extend our knowledge of ways to increase URM faculty recruitment, retention, and successful tenure and promotion outcomes.

What do we know?

♦ The percentages of underrepresented minority (URM) African American (5%), Latino (3.6%), and Native American (0.4%) faculty are well below parity with the total population of all professoriate in degree-granting institutions, especially research intensive universities.1
♦ Occupational stress is a growing concern that manifests itself in stress-related disorders (both physical and mental), poor work performance, and reduced productivity and retention of qualified employees in the workforce.2
♦ Underrepresented and first generation college students and faculty report higher rates of stress, anxiety and depression due to racism and micro-aggressions, as well as higher rates of physical symptoms such as high blood pressure compared to Whites.3
♦ There is a consistent, positive correlation between occupational stress and perceptions of prejudice and discrimination.4
♦ Predictors of stress are promotion concerns, time constraints, and overall stress.5
♦ Despite the existing wealth of information that connects racism and discrimination with ill health effects,6,7 multiple gaps in our knowledge concerning the relationship between occupational stressors and physical/mental well-being for URM faculty remain.

Study methods
Using mixed methods including an online survey (n=645) as well as in-depth interviews and focus groups (n=60), data were collected to examine the associations among occupational stress, coping strategies and physical and mental well-being among U.S. born tenure track assistant and tenured associate URM faculty. We obtained the following data: demographic information and occupational stress indicators including perceived racism, mentoring adequacy, self-reported health status, psychological stress and coping strategies. In-depth qualitative interviews and focus groups captured personal stories and experiences, using a life course perspective, which is particularly important in the investigation of the impact of systems of inequality on the health/mental health of URM faculty in the United States. The study assessed the perceptions of university environment/climate in the areas of diversity practices, access to support resources, racism, barriers to career progression, and the impact of career struggles and occupational stress on physical/mental health.

Selected sample characteristics
The qualitative sample (n=60) included: 9 African American males, 14 African American females, 9 Mexican American males, 12 Mexican American females, 7 Puerto Rican males, 7 Puerto Rican females, and 2 Native Americans (male and female). The mean age was 41 years old, about three quarters were married, slightly over half (53%) had children, and almost half were first generation with Mexican Americans the most likely and African Americans the least likely to be first generation in their families to graduate from college. For the online survey sample (n=645), the population included: 313 African Americans, 119 Mexican Americans, 62 Puerto Ricans, 22 Native Americans, and 128 “other” Latino (e.g., Cuban, Central/South American). These data are currently being analyzed.
Results
The data reveal the contours of the struggles URM faculty face, including their various sources of marginalization (tokenism, “brown/black tax,” “only one” syndrome, etc.), intersectional struggles with systems of oppression (e.g., sexism, racism, and classism), issues of work/family balance, disruptive health events, institutional challenges to career progression, and limited access to institutional resources including mentoring. (See Table 1 below.)

Table 1. Preliminary Thematic Findings

Academic Environment and Diversity
♦ Low numbers of URM in universities-tokenism
♦ Hostile and unwelcoming climate
♦ Low value by institutions of higher education on community engagement research
♦ High racial/ethnic “tax” burden

Mentoring
♦ Low perceived support of senior mentors
♦ Few mentors who know their research area
♦ Need to develop patchwork of mentors
♦ 49% report that inadequate mentoring has significantly/somewhat impeded their career growth.

Perceived Racism and Discrimination
♦ Experiences which are subtle, intangible, difficult to name.
♦ Intersectional experiences of discrimination-struggle to disaggregate the experience.
♦ Faculty are perceived and perceive themselves as outsider, interloper, and having an unwelcome status within the Academy.

Coping Strategies
♦ Confrontation
♦ Intentional Ignoring
♦ Staying Below the Radar
♦ Resignation

Physical/Mental Well-Being
♦ Depression, anxiety, ulcers/GERD, migraines, asthma, and shingles, and high levels of stress and anxiety reported, associated with sleeping problems and stress-related disorders.
♦ A greater proportion of women (27.3%) met criteria for depression than men (4.2%). African American women were more likely to be depressed than Puerto Rican and Mexican American women.
♦ A greater proportion of men reported their health as excellent/very good compared to women.

In conclusion, these data capture the experiences of a segment of the current domestic work force that is vital to strengthening our higher education institutions, decreasing social and economic inequality of communities, and strengthening the education of future cohorts of diverse students. The number and nature of occupational stressors and their impact on physical and mental health elucidate some of the barriers to academic progress and retention for URM faculty. The findings also reveal sources of strength and possibility, both individually and institutionally, and offer a path forward for institutions wishing to address, or curb, the loss of URM faculty from the Academy.

ALLERTON PARK & RETREAT CENTER
Built in 1900
Monticello, Illinois
University of Illinois at Urbana-Champaign

Image: Kari Peacock
THE QUALITIES THAT DISTINGUISH WOMEN LEADERS

♦ Persuasive  ♦ Learn from adversity  ♦ Inclusive  ♦ Take risks

Women leaders are more persuasive, assertive and willing to take more risks than male leaders.

Mara Swan, Chief People Officer for Molson Coors, points out, "I believe this study shows that for a woman to become a leader today, she has to fight harder against the status quo, which requires her to be more focused and determined."

Women leaders are more assertive and persuasive, have a stronger need to get things done and are more willing to take risks than male leaders, according to a new study conducted by Caliper, a Princeton-based management consulting firm, which has assessed the potential of more than two million applicants and employees for over 25,000 companies around the world, and Aurora, a London-based organization which advances women and comprises a 20,000 member businesswomen’s network.

Women leaders also were found to be more empathic and flexible, as well as stronger in interpersonal skills than their male counterparts. "These qualities combine to create a leadership style that is inclusive, open, consensus building, collaborative and collegial," according to Herb Greenberg, PhD, President and Chief Executive Officer of Caliper.

"We should emphasize that the male leaders in this study were also exceptional in these areas. But the women leaders set a new standard," adds Dr. Greenberg.

As a footnote, the women leaders in the United Kingdom and the United States share very similar, very strong profiles. While scores of executives and academicians have weighed in on what it takes to be an effective leader, a participant in the study, Connie Jackson, Chief Executive of St. Bartholomew’s & the Royal London Charitable Foundation, provides an excellent working definition: "Strong leadership starts with being able to pull together a group of people—who may not have anything in common—and getting them to buy into a vision of themselves as a collective group who can achieve uncommon results."

Methodology

While much research has been published comparing the leadership styles of women and men, this study specifically focused on the personality qualities and motivational factors which are at the core of the underlying gender differences.

This study included a valid and reliable personality assessment, the Caliper Profile, as well as a demographic analysis and in-depth interviews with 59 women leaders from some of the top companies in the United Kingdom and the United States, including: Accenture, Bank of America, Deloitte & Touche, Deutsche Bank, The Economist Group, Enterprise Rent-A-Car, Ernst & Young, IBM, International Paper, Johnson & Johnson, Kohler, Lloyds TSB, Molson Coors and Morgan Stanley.

These women came from 19 different business sectors; the highest representation was Finance (26%), followed by 7% each in Computer, Education & Consulting, Health Products & Services and Real Estate. Age breakouts of the women leaders included: 30-39 years (24%), 40-49 years (49%) and 50+ years (27%). The majority (69%) of the women were married, 5% lived with a domestic partner and 26% were single. Forty-one percent had dependent children living with them in the home.

For comparison purposes, the women leaders in this study were matched to a representative sample of male leaders drawn from Caliper’s database, representing similar job titles.

To read more, visit http://calipercorp.com/cal_women.asp
FINDING 1
WOMEN LEADERS ARE MORE PERSUASIVE THAN THEIR MALE COUNTERPARTS.

The women leaders scored significantly higher than male leaders in ego-drive (persuasive motivation), assertiveness, willingness to risk, empathy, urgency, flexibility and sociability.

The strong people skills possessed by women leaders enable them to read situations accurately and take in information from all sides. This willingness to see all sides of a situation enhances their persuasive ability. They can zero in on someone's objections or concerns, weigh them appropriately, address them effectively and incorporate them into the grander scheme of things when appropriate. These women leaders are able to bring others around to their point of view or alter their own point of view—depending upon the circumstances and information they uncover. They can do this because they genuinely understand and care about where others are coming from. This allows them to come at a subject from their audience's perspective, so that the people they are leading feel more understood, supported and valued.

"The male leaders we've studied, on the other hand, have a tendency to start from their own point of view," explains Dr. Greenberg. "And because they are not as flexible or willing to interact with others, the male leaders may tend to force their perspective and convince through the strength of their position...rather than actually persuading. The male leaders we studied run the risk of not necessarily convincing people to agree with them so much as pushing for their point of view."

FINDING 2
FEELING THE STING OF REJECTION, WOMEN LEADERS LEARN FROM ADVERSITY AND CARRY ON WITH AN "I'LL SHOW YOU" ATTITUDE.

"With women, it's all about confidence and helping them believe that they can do whatever they want to do. And they don't have to change themselves in order to be successful. I find myself mentoring aspiring young women and giving them that push to get over being so hard on themselves," says Kate Rutherford, Partner at Accenture.

The women leaders were in the mid-range on ego-strength (resilience), which was lower, though not significantly, than male leaders. But they possess stronger interpersonal skills (empathy, flexibility and sociability) and are more assertive than their male counterparts.

This combination of traits enables the women in our study to express a unique approach toward dealing with disappointment, rejection or situations that don't work out their way. Dr. Greenberg explains, "They will feel the sting of being set back. They may even dwell on it, and tend to be a little self-critical. But then they will muster their assertiveness, shake off any negative feelings, learn what they need to carry on and a voice in the back of their heads will say, 'I'll show you.'"

Libby Sartain, Senior Vice President of Human Resources at Yahoo! Inc., says, "If I make a mistake, I may be hard on myself initially, but then I quickly shake it off and figure out how to get beyond the situation. I don't let it undermine my confidence. In fact, sometimes when my back is against the wall, the best in me comes out."

Dr. Greenberg adds, "Essentially, when a woman has the talent and the ambition to move ahead, yet she receives signals—subtle or overt—that others think she will not make the grade, this can fuel her ambition further."
FINDING 3

WOMEN LEADERS HAVE AN INCLUSIVE, TEAM-BUILDING LEADERSHIP STYLE OF PROBLEM SOLVING AND DECISION MAKING.

"Women do have a more inclusive way of leading," affirms U.S. Senator Barbara Boxer, who took part in the study. "We try to bring more people along with us."

While the male leaders demonstrate fine levels of empathy, flexibility, sociability, and urgency (a need to get things done immediately), the women leaders scored significantly higher in these areas. Leaders of both genders shared well above average levels of abstract reasoning and idea orientation. Interestingly, the women leaders were lower than their male counterparts in thoroughness.

The women leaders we studied were more interested in hearing all points of view, then making the best possible decision. The final decision did not necessarily have to be their initial point of view. They were able to read situations accurately and take in information from all sides, then make the most informed decision possible.

The difference in leadership styles between men and women starts with listening. Not just listening to form your answer, but really listening, learning, reflecting, then implementing a plan that incorporates the best of everyone's ideas.

This inclusive style of leadership is based on open lines of communication, according to Susan Rice, Chief Executive of Lloyds TSB Scotland. She says, "To learn you have to keep asking. It's all about asking questions. The people I work with will say that the process of my asking them questions helps them clarify their own thinking and they actually come out a little sharper. That takes a lot of trust. My job, as I see it, is to set a clear strategy, ask the right questions, and encourage our managers to be the experts in their business."

Because women leaders are more willing to share information, they will also talk decisions through with many more people than their male counterparts.

Dr. Greenberg speculates, "This inclusive style of leadership, incorporating facts and perspectives from as many sources as possible, positions women leaders ideally for the future, as the information age continues to evolve."

FINDING 4

WOMEN LEADERS ARE MORE LIKELY TO IGNORE RULES AND TAKE RISKS.

According to Connie Jackson, Chief Executive of St. Bartholomew's & the Royal London Charitable Foundation, "As a leader, there are times you need to risk going in a direction that no one else has ever taken before. You just have to step out there and follow the path you think is right."

Women leaders scored significantly lower than male leaders in external structure (adhering to established procedures) and cautiousness. They were also significantly higher in their levels of urgency and risk taking. And they have very high scores in abstract reasoning.

The women leaders are more likely to push back when they are overly bound by regulations and rules, engage in more risk taking and come up with innovative solutions. They tend to have a greater need to get things done than male leaders and are less likely to hesitate or focus on the small details.
Dr. Greenberg says, “Women leaders are venturesome, less interested in what has been than in what can be. They will run the risk of occasionally being wrong in order to get things done. And with their fine abstract reasoning skills, they will learn from any mistakes and carry on.”

Are women creating a new paradigm of leadership?
The answer may be “yes.”

“So much of what it takes to be a leader has been historically defined by men,” explains Libby Sartain of Yahoo! Inc. “And while I was determined to be a leader, the last thing in the world I was going to do was to try to be like a man so that I could be taken seriously. I had to continue to be myself and create a leadership style that worked for me. I’m just not capable of being anyone other than who I am.”

This study provides preliminary evidence that women bring distinct personality and motivational strengths to leadership. They have an open, consensus-building, collegial approach to leading. Dr. Greenberg adds, “These women leaders share a strong profile. They are assertive, persuasive, empathic, willing to take risks, outgoing, flexible and have a need to get things done.”

He concludes, “These personality qualities combine to create a leadership profile that is much more conducive to today’s diverse workplace, where information is shared freely, collaboration is vital and teamwork distinguishes the best companies.”

Jeannette Lichner, Managing Director, Bank of America, says, “The strong leadership profile exhibited by these women on both sides of the Atlantic points to the future. The female view that we strengthen ourselves by strengthening others is redefining leadership.”

“We’re looking at a different paradigm of leadership, and it plays naturally to the strengths of women,” says Regina Sacha, Vice President of Human Resources for FedEx Custom Critical. “The tide has turned. The leadership skills that come naturally to women are now absolutely necessary for companies to continue to thrive. It certainly is the reverse of how it was when I first started out in the workplace. It seems like poetic justice.”

About Caliper
For nearly half a century, Caliper has been helping companies achieve peak performance by advising them on hiring the right people, managing individuals most effectively and developing productive teams. The accuracy, objectivity and depth of our consulting approach enable us to provide solutions that work for over 25,000 companies.

###
10 Ways to Reduce the Stress of Being a Leader
by David Weiman

Numerous sources have referred to chronic workplace stress and burnout as an epidemic. Reports from major health services and surveys in business publications regularly report alarming statistics about the health consequences of chronic stress, and the cost to organizations of stress-related absences, accidents, poor productivity and morale problems.

Why is it so common? Hard work is an American value. But we’re probably adhering to that value too well, as people are working harder but taking less time off than ever before. Also, the days are gone when people worked for the same company for 30 years and then got a gold watch at their retirement party. Job changes are more frequent now, and that’s an additional source of stress.

How do you know if you’re overstressed? Ask yourself these questions:

· Do you rush in a panic to work every morning?
· Eat lunch at your desk to get as much work done as possible?
· Too exhausted at the end of the day to enjoy activities at night?
· Ruminating as you try to fall asleep about what needs to be done tomorrow?
· Dreaming (or having nightmares) about work?
· Putting off vacations because you’re too busy to take them?

If you answered yes to at least two of these questions, stress is probably affecting your life more than you realize.

And it’s not uncommon for overstressed people to either ignore or fail to recognize the signs that they’re over-committed to their work. But the physical and emotional consequences of working as hard and as fast as you can every day are serious, and include increased risk of a heart attack, decreased resistance to infections, anxiety and more.

How about some good news? Fortunately, the process of redesigning an overstressed life can be relatively straightforward, and includes an assessment of stressors, resources, commitments and opportunities for identifying personal and professional goals and values.

10 Ways You Can Reduce Your Workplace Stress:

1. Prioritize! Don’t try to get everything done at the same time.

2. When you get interrupted by someone at work, put them on your schedule and tell them you’ll get back to them at an agreed-upon time.

3. Don’t eat lunch at your desk, and don’t bring work with you to lunch.

4. Use deep-breathing exercises or relaxation techniques to de-stress during the day.

5. Reduce the noise in your environment by shutting your office door if you have one.

6. Don’t keep things bottled up! Let co-workers know if something they’re doing is causing you stress. Address things calmly and professionally.

7. Eat right, sleep right and exercise regularly (with your doctor’s permission).

8. Try leaving the radio off in your car on the way home. Many people find that the quiet helps them unwind.

9. When at home, don’t ruminate on work-related problems. Write them down, put them out of your mind and add them to your schedule the next day.

10. Use friends as a sounding board for discussing work-related issues.

Even if you’re not feeling particularly stressed right now by your work life, these ideas can help you continue to enjoy your work life to its fullest and protect you against future stressors.

For more information, visit http://www.emergingleader.com/article32.shtml


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