

# WOMEN

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## Stepping Up to Talk About Race: Race-Conscious Leadership in Higher Ed

By Dr. Robin Selzer, Josie Evans-Phillips and Dr. Marcus Johnson

It is time for racial realism on our campuses. Racial realism is moving beyond civil conversations about tolerance and recognizing that color-blindness doesn't help us. Race matters, and gender matters in race-conscious leadership on college campuses, because both racism and sexism are deeply embedded into the structure of our campuses. Women can help shift the culture of leadership in higher education to embrace a new form of leadership: race-conscious leadership.

### Women Leaders as Race-Conscious Leaders

Women leaders on campus, who understand interlocking systems of oppression like racism and sexism, recognize that individual racist and sexist acts are part of larger power relations that reinforce white-male dominant interests and power. Condemning individual "bad" racist or sexist behavior doesn't change the system. Race-conscious leaders know the difference between individual and systemic racism and understand that while white people may not consider themselves racist, they still benefit from a system that favors them.

Women leaders must use their voices to actively help others become race-conscious leaders and dismantle the structures of racism at their schools. Women leaders can become allies to one another and can powerfully impact change on matters of race. As long as white women and women of color remain at odds, white-male-dominated institutions will only change incrementally. When women, white women and women of color, unite and fight social inequality in all forms, society will change.

### How to Become a Race-Conscious Leader

In a 2015 presentation on "Responding to Racism on College and University Campuses," Shaun Harper introduced four steps to becoming a race-conscious leader (RCL):

- Understanding the current moment,
- Authentic conversations and collaborations with people of color that entail feeling and hearing, which leads to action,
- Accurate understanding of the realities of race on campus, and

- Boldly confronting long-standing racial problems embedded into the structure of the institution.

### Understanding the Current Moment

Race-conscious leadership starts with intention to read, learn, listen to and discuss the racial violence that impacts the lives of people of color. From Trayvon Martin to Sandra Bland and Terrence Crutcher, we have seen an archive of black people's deaths posted online. People on our campuses are experiencing the stress of racial trauma. This is difficult because it requires we acknowledge we aren't in a good place.

On our campus at the University of Cincinnati, The Irate 8 emerged out of frustration about the quality of life for black students and escalated after the murder of Samuel Dubose by a white campus police officer. The number 8 represents the 8.4% total of the black student body present at our predominantly white institution (PWI) and encompasses both main and branch campuses. The Irate 8 requested changes that resulted in university police department reform, diversity fundraising initiatives, and integration of diversity and inclusion into the general education curriculum. Women emerged as leaders in these efforts. They were not afraid to understand the current moment of racial reality on our campus.

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## Authentic Conversations and Collaborations With People of Color

The next step in RCL is engaging in authentic conversations across race without expecting people of color to teach white people. This involves practicing humility and mutual respect. White people need to get past the fear of saying something stupid, and people of color can choose to show others grace. White fragility, the idea that white people tend to have a low emotional threshold for having meaningful conversations about race, is critical to this step. Without taking the time to reflect on what it means to be white, *authentic* conversation and collaboration cannot take place. This takes empathy, patience, and emotional intelligence to tolerate discomfort. It requires that one not be defensive or “shut down” if it becomes too much to handle.

White people should ask for resources to educate themselves, but not expect that one person of color speaks for all other people of that racial background. This puts the emotional burden of racism back on people of color when white people need to take ownership of these issues. White people need to understand that racism affects them too, while not centering themselves in the conversation. We can understand racial reality through real interaction, not what is heard, read or seen in the media. This deep, hard work creates fertile ground for action alongside and in solidarity with people of color to work toward dismantling systems of racism that white people created.

### Accurately Understanding the Realities of Race on Campus

To truly understand the racial realities on our own campuses is to learn your institution’s history of racial

inequalities. On our campus in 1982, the Sigma Alpha Epsilon fraternity hosted a “Martin Luther King Trash Party,” where members listed derogatory comments about MLK and African-American people. In 2014, a racist cartoon drawn of two African-American administrators was posted inside campus buildings. Allegedly, the perpetrator was a tenured faculty member, who was not held accountable. A third example includes our African-American Cultural and Resource Center, which had mice, mold and crumbling ceilings. Members of The Irate 8 energized efforts for renovations.

Racial realism also involves understanding the larger landscape of issues across campuses.

For example, microaggressions like cultural appropriation are routinely shared as encounters on predominantly white campuses, even at the highest levels of leadership.

In 2015, the University of Louisville’s president wore a sombrero and fake mustache, portraying a Mexican stereotype. When people pick certain aspects of a marginalized culture for personal amusement or use other identity-related cultural practices for

their own purposes without the inclusion of people who are represented, that is cultural appropriation. In short, race-conscious leaders are aware of not only the history of race on their campus, but also what is happening more broadly.

### Confronting Long-Standing Racial Problems

Because racism is pervasive on campuses, women who are race-conscious leaders must go beyond being aware of these challenges. Race-conscious leaders create change by constant questioning and critical self-reflection. They question meritocracy when they see racial inequities and

*Race-conscious leaders know the difference between individual and systemic racism and understand that while white people may not consider themselves racist, they still benefit from a system that favors them.*

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segregations. They recognize that overwhelmingly white leadership teams are a sign of a malfunctioning organization and seek out other perspectives. They own their imperfections by being vulnerable.

This type of change takes intentionality. On our campus, we made the intentional switch from using “diversity and inclusion” to “equity and inclusion.” Requests from The Irate 8 led to systemic changes, including a new associate director for targeted populations focused on these issues. Black Faculty Association and Women in STEM affinity groups were created *and* funded. Search committees can partner with these groups to give candidates equity and inclusion-related resources on campus to speak with before or during an on-campus interview. This helps to integrate diverse new hires.

On the topic of hiring, race-conscious leaders understand the appointment of one Latino dean is not a signal that significant progress has been made. They refuse to be convinced that there is a shortage of qualified diverse candidates for faculty positions (especially tenure-track) and key leadership roles. Establishing multilevel accountability that incentivizes professional literacy on this topic, where race-conscious leaders hold themselves and their colleagues accountable for actualizing inclusive campus environments, is how you establish systemic cultural change.

### Race-Conscious Leaders Raise Questions

To be race-conscious leaders, women in higher education must be critical of and confront the racial problems embedded into the architecture of their institutions. Race-conscious leaders must not be afraid to ask: How do my (in)actions reproduce racial inequity? What ways does racism exist in my institution’s identity/architecture? Where and why is there racial inequity at my institution? How can diversity be harnessed for empowerment? How can I be a change agent for my institution’s diversity, equity and inclusion efforts?

Women leaders have been change agents at our institution. They have organized diversity conferences and town halls confronting the questions mentioned. Instead of ignoring or avoiding, women leaders have instead owned our campus’s racial problems.

Given that the university is a microcosm of the greater sociopolitical environment, our contention is that higher education is uniquely positioned to do more than pay lip service to ending racism and throw money at these issues. Women leaders are poised to reimagine current leadership toward embracing race-conscious leadership. ■

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*As of Sept. 1, 2017*

## Harvard Revokes Acceptance for Students Due to Social Media

Harvard University MA revoked acceptance to at least 10 students for controversial content that they posted to their social media accounts. However, it appears that reviews of potential students’ social media content won’t become a common component of the admissions process for most schools. Advocates of free speech claim that these previously accepted students are protected by the First Amendment, which they are. However, these advocates fail to realize that the First Amendment doesn’t protect these students from the *consequences* of their speech. There have been numerous cases of employees losing their jobs due to what they posted on social media; it shouldn’t be surprising, then, that potential students could lose their spots at elite schools. *Education Dive* notes individual schools can track the social media activity of their students, but “most are probably likely to err on the side of such an action being too far-reaching.” Instead, the site argues that higher ed should start to teach more about digital citizenship and how to handle one’s self in our increasingly connected digital world.

—*Education Dive* on Aug. 1, 2017

## Women Doctors Are Less Likely to Be Called ‘Doctor’

In a recent study, “Speaker Introductions at Internal Medicine Grand Rounds: Forms of Address Reveal Gender Bias,” researchers from Arizona State University, Mayo Clinic Arizona and Texas Tech University discovered that women doctors are less likely to be called “doctor” than doctors who are men. Examining videos of “speaker introductions at two major medical gatherings” showed a gendered difference in intros. Women introduced men as “doctor” at a rate of 95%, but men introduced women as “doctor” at a much lower rate, 49%. One of the co-authors, Dr. Patricia Friedrich of Arizona State, noted, “I think this is one of those linguistic situations where we called attention to something that might not be intentional but now we have the ability to try and change it by initiating practices that are more even across genders.” Newswatch will put it more bluntly: Call women “doctor” because they are doctors. They earned their title, so use it.

—*Women in Academia Report* on July 31, 2017

## U.S. Justice Department Plans to Sue Colleges Over Affirmative Action Policies

*The New York Times* reported on an announcement internal to the U.S. Justice Department’s Civil Rights Division that sought out lawyers on a project of “investigations and possible litigation related to intentional race-based discrimination in college and university admissions.” What kind of discrimination is the Justice Department concerned enough about to pursue investigations and potential lawsuits? It appears that rather than take on

issues that students of color face routinely on campus, the Justice Department will spend time, money and resources combating supposed discrimination of white applicants at colleges and universities. Particularly, the Trump administration appears to be targeting programs that bring more students of color to campuses across the nation while trying to claim that reverse racism is an actual problem. It's not; structural racism is. (*WIHE's* Katie Rose Guest Pryal writes about what's wrong with the Justice Department's singular focus on so-called reverse racism in this very issue. It's a timely, necessary read.)

Scott Jaschik of *Inside Higher Ed* notes that the Supreme Court upheld admission decisions that factor in race and ethnicity at the University of Texas at Austin a little over a year ago, so supporters of these policies were surprised by the Justice Department's renewed attack on them. Michael A. Olivas, director of the Institute for Higher Education Law and Governance at the University of Houston, told *IHE*, "Mr. Trump's record in higher education is hardly exemplary, and his unfortunate rhetoric on racial relations has convinced many whites that they have been disadvantaged by people of color—despite all the evidence to the contrary." And there's *so much* evidence to the contrary.

—*The New York Times* on Aug. 1, 2017, and *Inside Higher Ed* on Aug. 2, 2017

## College Admission Has Never Been Merit-Based

Georgetown University DC started a new program to address the school's history of slavery: "preferential admission to the descendants of the 272 individuals it sold over time, acknowledging the burdens caused by slavery, segregation and discrimination." Andre Perry notes that it would be difficult to claim that the school shouldn't offer preferential admission to the descendants of the enslaved people sold by the school to pay off debts. This practice proves to be an example of affirmative action, which is a policy "that permits the consideration of race, national origin, sex or disability, along with other criteria, in order to provide opportunities to individuals who have been historically denied." And it's clear that many Americans have been denied the ability to attend colleges and universities due to race and/or gender. Perry writes, "America has *never* had a merit-based system for college attendance."

The U.S. Supreme Court, as mentioned above, has upheld the constitutionality of affirmative action. What's striking is that most critics of affirmative action fail to acknowledge that white women have benefited the most from the policy. Yes, that's right, white people have actually benefited from affirmative action. The backlash to this policy is steeped in racism and a fear that black and brown people will gain access to opportunities that white people have already had access to. That's what makes the Justice Department's recent attacks on affirmative action so troubling. Perry writes, "Going after programs that seek to include historically disenfranchised people is not a solution—it's injustice." Newswatch can't help but agree.

—*The Hechinger Report* on Aug. 8, 2017

## First Black Woman Leads West Point's Corps of Cadets

Simone Askew, an international history major, became the first captain of West Point's Corps of Cadets for the 2017–18 school year. She's the first black woman to attain the top position in the cadet chain of command. In a press release, Brig. Gen. Steven W. Gilland, commandant of cadets, said, "Her selection is a direct result of her hard work, dedication and commitment to the corps over the last three years." Askew will now be in charge of the "overall performance" of over 4,000 cadets. Congrats, Ms. Askew! All of us here at *WIHE* wish you the best of luck in your new post and are happy to see you make history.

—*The Root* on Aug. 8, 2017

## Navigating the Glass Cliff

It seemed that 2017 might be a good year for women who made it to the C-suite. After all, "more than 5 percent of chief executive roles at publicly traded companies on the Standard & Poor's 500 Index were held by women," a grand total of 27 women in chief executive positions. However, recent announcements of women resigning and retiring from these positions suggest a more complicated picture for women at the top. Last year, a report from researchers at Utah State University showed that women are more likely than men to be picked for a company's top job, if the company is in *trouble*. "Activist investors" also target women leading companies by claiming the need for a change in strategy. Additionally, women leaders can feel the pressure to take on risky endeavors that set them apart, but can have the potential to harm their career trajectories. The glass cliff remains a problem for women and shows little sign of going away.

—*The New York Times* on Aug. 4, 2017

## What Should Schools Do About Students Attending Hate Rallies?

After the "Unite the Right" events in Charlottesville, VA, colleges and universities are now dealing with the fact that some of their students attended public events centered on white nationalism and white supremacy. The reason they know? Photos of attendees are making the rounds on the internet. Various news outlets reported on the attendees chanting neo-Nazi slogans, anti-Semitic slurs and racist comments. More than that, a counter-protester, Heather Heyer, was killed and dozens others were injured when one of the attendees drove his car into a crowd of counter-protesters. Many folks have been tracking down who the attendees are, and some prove to be college students like James Allsup, a student at Washington State University and leader of the College Republicans on campus.

So, what are schools doing with this knowledge? Washington State will likely not punish Allsup for participating under the claim of his First Amendment rights. The school's president claims that "[u]niversities are places where controversial voices must be heard." News-watch wonders if universities actually *are*. Administrators should carefully consider whether "controversial" should cover hate speech and what their responsibility is to the students who are targeted by white supremacist rheto-

ric. If the only controversial voices allowed are white supremacists, the school has a problem to address.

—*Inside Higher Ed* on Aug. 13, 2017

## How Should We React to Passive Racism in Higher Ed?

Gwendolyn Beetham notes that while many in higher ed are disturbed by the obvious racism of the events in Charlottesville, there's still a question of what white faculty are doing in the face of passive racism in academia. She writes, "We have all witnessed acts of passive racism, whether acknowledged or not. The racist mascot, the lack of diverse curriculum, the Black man who is not a 'good fit' for a faculty position, the Native woman who is denied tenure because she has not published in the 'right' journals, the sole woman of color in the Department being asked to provide the 'diversity' content for office meetings, the Black student who has been passed over for a research position by a faculty member because of the way she wears her hair." How do we work against these forms of passive racism? She recommends reading *Presumed Incompetent: The Intersections of Race and Class for Women in Academia* (2012) and *Conditionally Accepted*, a blog about racism and a whole host of other -isms in higher ed, for better understandings of what it means to an anti-racist in practice.

—*Inside Higher Ed* on Aug. 15, 2017

## The Google Anti-Diversity Manifesto Is About Gender and Race

So much for "don't be evil." A senior software engineer at Google wrote a manifesto that called for "ideological diversity" rather than Google's current diversity initiatives. The document went "internally viral" before it began to make the rounds on the internet and social media. Tweets from Google employees noted that the engineer, who is a man, "argued that the representation gap between men and women in software engineering persists because of biological differences between the two sexes." He further suggested that the company should no longer offer programs for "underrepresented racial or gender minorities." While some at Google wanted to claim that the manifesto reflected only one employee's opinion, this controversy occurred while the Department of Labor investigates Google about the company's gender pay gap and the tech industry faces much scrutiny for discrimination against women and people of color. This one opinion, then, is not just a personal opinion of one engineer, but likely points to a larger issue of whether employees at Google feel that women are qualified for positions there and what kinds of discrimination continue to happen at the company.

—*Motherboard* on Aug. 5, 2017

## Students in U.K. Still Afraid to Report Sexual Assault

A 2010 study of 2,000 women in the United Kingdom found that one in seven suffered "serious" physical or sexual assault as a student. The National Union of Students and student activists have brought attention to the importance of this issue for U.K. schools, and a recent publication offered a set of policies and practices to pre-

vent sexual assault on campus. But Hareem Ghani notes that the real test of any policy is "the extent to which it empowers survivor/victims." Confidential reporting for sexual violence becomes a requirement, and the students should maintain control over this process. When schools take the control away from students, this leads to low reporting rates. Instead, Ghani wants reporting to become the "new norm," which will show that students have confidence in their school's ability to handle sexual assault.

—*Times Higher Education* on Aug. 7, 2017

## More Federal Sexual Assault Investigations Being Resolved, But How?

Candice E. Jackson, acting assistant secretary for the Office for Civil Rights, told her staff to "sharply scale back the scope of sexual-violence investigations under the gender-equity law known as Title IX." Yet, investigations are still being opened; there are currently 350 open cases. Cases are being resolved quickly, with this year on pace to have more resolutions than previous years. *The Chronicle of Higher Education* reports on 11 different cases that were resolved recently and OCR's lack of public information on the resolution of most of the cases. The disturbing new trend is that these cases are being closed through "administrative closure," which is "a closure letter but no findings or resolution agreement." This is a problem because "[t]here's less publicly available information about how the civil-rights office conducted those investigations or what it found." Resolution agreements offer detailed explanations about the investigations and findings, and administrative closure does not. Newswatch was already troubled by the direction of OCR under the Trump administration, and this report by the *Chronicle* does little to ease her worry. Jackson once again refuses to take sexual assault seriously, which continues to be bad news.

—*The Chronicle of Higher Education* on Aug. 3, 2017

## Women Bullying Women at Work

In a long read in *The Atlantic*, Olga Khazan delves deeply into the research about gender bullying at work and interviews working women on their varying experiences of bullying. Admittedly, Newswatch was a bit skeptical about this article because often the articles on women who are bullies are rife with stereotypes and personal anecdotes and contain little data. Khazan, however, traces the origins of a few of the common stereotypes, the Queen Bee for example, and how they came out of cherry-picking academic studies. The portrait she presents is complex. In fields dominated by men, women are likely to bully other women. This could happen because the women in these jobs start to mimic masculine styles of working and identify more with men co-workers than women. These women might also treat other women badly because they are seen as threats (i.e., the idea that there's only room for one woman at the top). What Khazan shows most importantly is that the culture of the workplace has a huge impact on whether or not there's bullying. Toxic workplaces lead to toxic culture. Newswatch suggests you take the time to read it yourself.

—*The Atlantic* on Aug. 2, 2017

—KJB

# Affirmative Action and the Fight for the Status Quo

In August of this year, the debate over affirmative action in higher education returned, once again, to the fore. *The New York Times* [published an article](#) based on an internal Justice Department memo it obtained; the memo described a plan wherein the Civil Rights Division would start “investigating and suing universities” over policies that “discriminate against white applicants,” presumably by admitting applicants of color.

The claim that affirmative action discriminates against white applicants is an old, tired argument at this point, and one that has been litigated to the point of obsolescence. Therefore, to clarify my position, I’m going to state for the record the following: affirmative action is not reverse racism. I could stop this now, but instead, I want to talk about the movies.

## Hollywood Whitewashing

In the latter part of August, the cast for the reboot of the comic-book movie *Hellboy* was announced, including the part of the character Major Ben Daimio. [Cast to play Daimio was Ed Skrein](#), who’d starred as the villain Ajax in the movie *Deadpool* and appeared in other films. There was backlash against his casting as Daimio because in the comics, the character is Japanese-American. Casting a white actor to play a role that is for a person of color is called “whitewashing.” Whitewashing is the erasure of culture—Daimio’s Japanese heritage is significant to the story and to the people who might want to see themselves reflected on screen. There is the problem of numbers—there are so few roles for actors of color to begin with that when you cast the few roles that *do* exist with white actors, the opportunities for actors of color in Hollywood grow even more minuscule.

[As Vox reported](#), whitewashing Asian characters with white actors has happened recently in *Doctor Strange*, when the white Tilda Swinton was cast to play what had been an Asian character in the book; it also happened with Scarlett Johansson in *Ghost in the Shell*, Jake Gyllenhaal in *Prince of Persia* and Emma Stone in *Aloha*. This happens a lot.

What is remarkable about the Skrein-*Hellboy* situation is this: Ed Skrein backed out of the Daimio role. He provided a statement that supported inclusivity and representation. As far as anyone can tell, this is the first time a white actor has turned down a role and declared that a person of color should be cast instead.

## The Predictable Backlash

But [the backlash to arguments of whitewashing is so predictable](#): “Why is nobody complaining when black actors take over known white characters? Where was the outrage when Will Smith was announced to play Deadshot? Why is nobody complaining about whoever

that black woman is [sic] playing Domino in *Deadpool 2*?” You only have to surf social media for a few minutes to find the complaints of reverse racism that erupt whenever the whitewashing debate arises.

But the fact remains that there is an immense number of roles for white actors when compared to those for actors of color. If you take one of those roles and cast an actor of color (Will Smith as Deadshot in *Suicide Squad*, for example), the number of roles for white actors doesn’t become noticeably smaller. But there are so few roles for actors of color that if you take just one of them away, *proportionally* that role’s disappearance makes a very large difference.

So what do whitewashing and *Hellboy* and Hollywood have to do with affirmative action? On one level, you could say, nothing at all. When you go to the movies, who you see on the screen has nothing at all to do with what you learn in the classroom and who your classmates are and who your doctor or lawyer or accountant is.

*But affirmative action can't be reverse racism (if such a thing existed), not anymore, not with how the U.S. Supreme Court has limited the use of race in college admissions during the past decades of litigation.*

But affirmative action and whitewashing and every other battleground for racial equality must fight a similar battle. When Ed Skrein backed out of *Hellboy*, people got angry and cried reverse racism. When students are admitted to college and race is a factor that is taken into account, people get really, really angry.

## The Reverse Racism Myth

[I can't believe we still have to talk about this.](#)

But we do.

Reverse whitewashing, that is, casting an actor of color in a traditionally white role in a way that has negative racial consequences (see the Deadshot example) can’t be a thing when, in comparison, movie roles for white characters are as plentiful as water at Niagara Falls. Why can’t reverse whitewashing (a subset of reverse racism) exist? Because when one small change makes no difference to the lives of white actors or white moviegoers, it causes no harm. It has no material effect on the lives of people. If it can’t hurt you, it isn’t real.

But, on the other hand, having one more actor of color on the screen makes a huge difference in the lives of moviegoers—whites and people of color. To have more actors of color on the screen, proportionally, changes things *a lot* when most roles are predominantly written by white people about white people for white people. One role starring a person of color makes an enormous difference in showing us what our world looks like and the possibilities of who we can be as a society.

What about affirmative action, though? What about Donald Trump ordering the Civil Rights Division of the Justice Department to sue institutions of higher education for reverse racism for taking race into account in

college admissions? The memo seems to take as a given that affirmative action is a manifestation of reverse racism.

### What Affirmative Action Isn't

But affirmative action can't be reverse racism (if such a thing existed), not anymore, not with how the U.S. Supreme Court has limited the use of race in college admissions during the past decades of litigation. Think of the criticisms you hear of affirmative action. "Affirmative action is quotas!" Well, no. Institutions can't use racial quotas of any kind, not since [Regents of the University of California v. Bakke in 1978](#). "Affirmative action is race-based admissions!" Again, no. Race can only be used as one of many factors, and *not* as the deciding factor, and only for the purpose of creating educational benefits that flow from a diverse student body, according to [Grutter v. Bollinger in 2003](#). In other words, the purpose of affirmative action can't even be to remedy past or present racism. Its only purpose can be to create the educational benefits of a diverse student body.

As a sidebar, ask yourself this: Who, exactly, benefits educationally from a racially diverse student body? The 11% of the student body that is black, say, or the majority of the student body that is white?

And never forget, these affirmative action fights are over seats in only the highest of higher education institutions—one could say, over the college equivalent of a Hollywood casting call. For most students, getting into Harvard, Yale and Stanford is the same as landing an acting gig in a Hollywood movie. Both are pipe dreams. In other words, the affirmative action fight is over something that perhaps shouldn't exist at all: it is over seats in institutions that support the U.S. class hierarchy as strongly as family wealth or connections or race itself.

No one sues the University of Texas at El Paso for admission. They sue the flagship in Austin, the Texas equivalent of Harvard. They sue Berkeley and Michigan and every "highly selective" institution out there because the ugly secret is that attending college isn't always good enough to even make it out of poverty anymore. You have to attend *certain* colleges.

That simply attending college provides the same opportunity for all is a terrible myth. Elite educational institutions maintain our socially stratified status quo—after all, 35% of Harvard's latest class are legacy admits ([according to Harvard's own newspaper](#)). Attending an elite institution gives an attendee the chance to leapfrog into Mount Olympus. Those fighting over the precious few seats know it. (I am firmly against the stratification of our higher education system, but that discussion is for another article.)

That's what reverse racism is really about, and always has been about: When the racist status quo starts breaking down, those who benefit from such racism feel as though they're losing something they deserve—when really, they never should have benefited from it in the first place.

Reverse racism is the destruction of institutional racism, and I welcome it. 

—KRGF

## Women on the Move

*As of Sept. 1, 2017*

- **Deiderie Allard** moves from associate director of housing and residence life at the University of North Florida to executive director of the Department of Housing and Residence Life at Mississippi State University.
- **Dr. Stella N. Batalama** becomes dean of the College of Engineering and Computer Science at Florida Atlantic University.
- **Dr. Ashley Blamey** becomes Title IX coordinator at the University of Tennessee.
- **Felicia Blow** becomes associate VP for development and campaign director at Hampton University VA.
- **Dr. Enobong Branch** becomes associate chancellor for equity and inclusion and chief diversity officer at the University of Massachusetts at Amherst, in addition to her previous duties as associate professor of sociology.
- **Teare Brewington** becomes VP for finance and management and chief financial officer at South Carolina State University and the first woman to have this position at the school.
- **Dr. Danita Brown Young** moves from vice provost of student affairs and dean of students at the University of Minnesota-Twin Cities to vice chancellor for student affairs at the University of Illinois at Urbana-Champaign.
- **Dr. Susie Brubaker-Cole** moves from vice provost for student affairs at Oregon State University to vice provost for student affairs at Stanford University CA.
- **Susan Cancelosi, JD**, becomes associate dean at Wayne State University Law School MI.
- **Dr. Shari Clarke** moves from vice provost for diversity and inclusion at Ohio University in Athens to inaugural VP for diversity and inclusion at Eastern Washington University.
- **Paula Congelio** becomes VP and chief financial officer at West Virginia University.
- **Monique DiCarlo** becomes Title IX coordinator at the University of Iowa.
- **Dr. Maria de Lourdes Dieck-Assad** moves from distinguished professor of economics at the Monterrey Institute of Technology and Higher Education in Mexico to VP for hemispheric and global affairs at the University of Miami FL.
- **Claudia Donald** becomes senior director of online communications and client services in the Office of University Relations at the University of Massachusetts at Amherst.
- **Maggie Burkhart Evans** becomes associate VP for campus living and director of residence life at the College of William and Mary VA.
- **Mercedes Pinckney Fabers, JD**, moves from assistant general counsel at the College of Charleston SC to general counsel at South Carolina State University.
- **Dr. Wanda Fleming** becomes director of human resources at Alcorn State University MS.
- **Dr. Marche Fleming-Randle** becomes VP for diversity and community engagement at Wichita State University KS.

*continued on page 10*

# New Book Addresses Health and Well-being for African-American Women

Although Dr. Stephanie Y. Evans was achieving success in her career, including attaining the lofty status of full professor and chair of African American studies and Africana women's studies and history at Clark Atlanta University GA, she found herself riddled with anxiety and stress. Her research on black women's intellectual history had always been grounded in the narratives of autobiographies and memoirs. As she tried to understand her personal situation, she noticed that reading the wisdom of black women held keys to improving both the quality and longevity of life.



**Dr. Stephanie Y. Evans**

"I realized that life writing contained life lessons on stress management and the memoirs of black women educators were essential as personal guides as much as professional guides," says Evans. "Eventually, I moved from appreciating [Dr.] Anna Julia Cooper as a black feminist intellectual to also appreciate her as a centenarian who left clues about how to live a 'life of the mind' while simultaneously nurturing the body and spirit."

Evans joined two other prominent scholars, Dr. Kanika Bell and Dr. Nsenga Burton, to edit the recently published book *Black Women's Mental Health: Balancing Strength and Vulnerability* (SUNY Press). Bell is a psychology professor and psychologist, and Burton is a media scholar. In the book, they build a framework for life balance and mental health.

## Collaboration

The 256-page book has over 25 authors for its 15 chapters. Some of the authors were invited to contribute, and the editors also put out a call for book chapters. Those selected spoke to the main themes of balancing strength and vulnerability as well as learning to nurture body and spirit. Evans says the collective work presents a rich dialogue on the issues.

With an interdisciplinary approach, the book examines the challenges of black women's struggles for inner peace and mental stability. The contributors have diverse backgrounds, including psychology, sociology, law, medicine and the humanities. Topics addressed include stress, sexual assault, healing, self-care and parenting.

Evans describes writing the book as being like a "girls' trip" of scholarship. During the editing process, several of the authors gathered in what she describes as "healing spaces" (including a spa) to write and edit in a positive and supportive atmosphere. With research, writing and publishing being challenging, it was important to work in mutually supportive and calming ways.

The editors are also presenting the Black Women's

Mental Health Research Collective ([bwmentalhealth.net](http://bwmentalhealth.net)), which offers research and resources about African American women's wellness—from networking to exercise and meditation.

"The collaborative effort is to at once highlight and inform the work of scholars in various fields and to create an interdisciplinary resource network for activists, practitioners, educators and policymakers," says Evans.

## Identity

The book was completed in the fall of 2016, but with edits and revisions the final version was sent to press this May. Evans says the book is absolutely relevant given stresses that black women face in the current political climate.

"From issues of identity, incidences of violence (from interpersonal to state violence), political and economic disparities, in addition to family, work, school and community life stress," she notes. "The book also addresses historical underpinnings of stress we face today and ends with a forward look at policy and practice that must be engaged in order to improve our health and wellness."

"The challenge this book addresses is the understanding of the simultaneous need to remain 'strong' and activate forward movement while at the same time take rest, get help and admit our needs and vulnerabilities so they can be addressed."

## To the Classroom

By bringing together people in the social sciences, the humanities and policy in the writing of *Black Women's Mental Health*, the editors help women in the academy begin to forge partnerships that help center and amplify black women's voices. The book provides a bibliography of sources that researchers can utilize to build models for future research and programming.

"This experience was outstanding in that it enabled communication and team-building in the Atlanta University Center (consisting of four HBCUs in southwest Atlanta) and beyond," says Evans.

"There are several authors from Clark Atlanta University, Spelman College GA and Morehouse School of Medicine GA, so this demonstrates the rich work that is being done at each of these institutions, but also the exponential power of a collective discussion with HBCUs."

Black feminist scholars continue to engage in conversation and collaboration and build networks. The scholarship being produced is informed by and informs issues on local, national and international levels.

Evans, recipient of the 2017 Delores Aldridge-Eldridge

*continued on page 15*

*Evans:  
"I realized that life writing contained life lessons on stress management and the memoirs of black women educators were essential as personal guides as much as professional guides."*





## Multiple Positions - Auburn, AL

Auburn University is one of the nation's premier public land-grant institutions. In 2018, it was ranked 46th among public universities by *U.S. News & World Report*. Auburn maintains high levels of research activity and high standards for teaching excellence, offering Bachelor's, Master's, Educational Specialist, and Doctoral degrees in agriculture and engineering, the professions, and the arts and sciences. Its 2017 enrollment of 29,776 students includes 23,964 undergraduates and 5,812 graduate and professional students. Organized into twelve academic colleges and schools, Auburn's 1,450 faculty members offer more than 200 educational programs. The University is nationally recognized for its commitment to academic excellence, its positive work environment, its student engagement, and its beautiful campus.

Auburn residents enjoy a thriving community, recognized as one of the "best small towns in America," with moderate climate and easy access to major cities or to beach and mountain recreational facilities. Situated along the rapidly developing I-85 corridor between Atlanta, Georgia, and Montgomery, Alabama, the combined Auburn-Opelika-Columbus statistical area has a population of over 500,000, with excellent public school systems and regional medical centers.

**College of Agriculture:** <http://www.ag.auburn.edu/employment>

- **Agricultural Economics and Rural Sociology - ALFA Endowed Eminent Scholar Chair:** <http://aufacultypositions.peopleadmin.com/postings/2259>
- **Biosystems Engineering - Asst/Assoc Professor:** <http://aufacultypositions.peopleadmin.com/postings/2367>
- **Crop, Soil and Environmental Sciences - Asst Professor:** <http://aufacultypositions.peopleadmin.com/postings/2429>
- **Entomology and Plant Pathology - Asst Professor:** <http://aufacultypositions.peopleadmin.com/postings/2442>
- **Horticulture - Department Head:** <http://aufacultypositions.peopleadmin.com/postings/2366>

**College of Architecture, Design and Construction:** <http://www.cadc.auburn.edu>

**School of Architecture, Planning & Landscape Architecture – Asst/Assoc Professor – Interior Architecture, Architecture, Rural Studio**

**College of Education:** <http://education.auburn.edu/employment/index.html>

- **Educational Foundations, Leadership, and Technology - Asst/Assoc Professor:** <http://aufacultypositions.peopleadmin.com/postings/2406>
- **Educational Foundations, Leadership, and Technology - Asst Professor:** <http://aufacultypositions.peopleadmin.com/postings/2421>
- **School of Kinesiology - Asst Professor:** <http://aufacultypositions.peopleadmin.com/postings/2247>
- **Special Education, Rehabilitation, and Counseling - Visiting Asst Professor:** <http://aufacultypositions.peopleadmin.com/postings/2174>
- **Special Education, Rehabilitation, and Counseling - Asst Research Professor (SERC/CDRP):** <http://aufacultypositions.peopleadmin.com/postings/2172>
- **Special Education, Rehabilitation, and Counseling - Asst Professor:** <http://aufacultypositions.peopleadmin.com/postings/2448>; <http://aufacultypositions.peopleadmin.com/postings/2446>

**Samuel Ginn College of Engineering:** <http://www.eng.auburn.edu/>

- **Aerospace - Asst/Assoc/Full Professor (2):** <http://aufacultypositions.peopleadmin.com/postings/2453>; <http://aufacultypositions.peopleadmin.com/postings/2454>
- **Chemical - Asst/Assoc Professor (5):** <http://aufacultypositions.peopleadmin.com/postings/2469>
- **Computer Science & Software - Asst/Assoc/Full Professor:** <http://aufacultypositions.peopleadmin.com/postings/2460>
- **Industrial & Systems - Asst/Assoc/Full Professor (2):** <http://aufacultypositions.peopleadmin.com/postings/2467>
- **Mechanical - Asst/Assoc/Full Professor (3):** <http://aufacultypositions.peopleadmin.com/postings/2473>

**College of Human Sciences:** <http://www.humsci.auburn.edu/main/>

- **Human Sciences – Admin – Executive Director, Joseph S. Bruno Auburn Abroad in Italy:** <http://aufacultypositions.peopleadmin.com/postings/2362>
- **Nutrition, Dietetics, & Hospitality Management – Asst/Assoc Professor (Community Nutrition):** <http://aufacultypositions.peopleadmin.com/postings/2438>

**College of Liberal Arts:** <https://aufacultypositions.peopleadmin.com/>

- **Communication and Journalism – Asst Professor – Journalism (broadcast and digital media); Asst Professor Journalism (multimedia, design and data visualization), Asst Professor – Media Studies, Instructor (Public Speaking) :** <http://cla.auburn.edu/cmjn>
- **Economics – Asst Professor (1 or more positions)** <http://www.cla.auburn.edu/economics/>
- **English – Asst/Assoc/Professor – African American Literature:** <http://www.cla.auburn.edu/english/>
- **Foreign Languages & Literature – Asst Professor – French (linguistics), Asst Professor – German:** <http://www.cla.auburn.edu/forlang/resources/faculty-information/employment-opportunities/>
- **History – Asst Professor – African American History; Asst Professor – War & Society:** <http://www.cla.auburn.edu/cla/undergraduate-programs/history/>
- **Political Science – Asst Professor – American Politics and American Government; Asst Professor – International Relations:** <http://www.cla.auburn.edu/polisci/>
- **Psychology – Asst Professor – Clinical Neuroscience; Asst Professor – Behavioral Neuroscience; Asst Professor – Quantitative Psychology, Lecturer:** <http://www.cla.auburn.edu/psychology/>
- **Sociology – Asst Professor – Social Work (3 positions):** – <http://www.cla.auburn.edu/sociology/>

**School of Nursing:** <http://www.auburn.edu/academic/nursing/>

- **Assoc Dean of Research**

**College of Sciences & Mathematics:** <http://www.auburn.edu/cosam/>

- **Admin - Asst Professor - Science Education Research:** <http://www.auburn.edu/cosam/>
- **Biological Sciences - Asst/Assoc Professor – Virology; Asst Professor – Global Change Biology-Plant Systems; Asst Professor - Computational Biology – Host-Microbe Interactions; Asst Professor – Evolutionary Developmental Biology:** <http://www.auburn.edu/cosam/departments/biology/>
- **Geosciences - Asst Professor - Economic Geology:** <http://www.auburn.edu/cosam/departments/geosciences/index.htm>
- **Mathematics & Statistics - Assoc/Full Professor – Pure Mathematics (Rosemary Brown Endowed Chair); Asst Professor – Discrete Mathematics; Asst Professor – Computational Mathematics; Asst Professor – Data Science:** <http://www.auburn.edu/cosam/departments/math/index.htm>
- **Physics - Asst/Assoc/Full Professor – Biophysics:** <http://aufacultypositions.peopleadmin.com/postings/2437>; **Asst/Assoc/Full Professor – Atomic, Molecular, and Optical Physics:** <http://aufacultypositions.peopleadmin.com/postings/2445>

**College of Veterinary Medicine:** <http://www.vetmed.auburn.edu/careers/external-veterinary-employment-opportunities/>

- **Pathobiology – Anatomic Asst/Assoc/Full Professor:** <http://aufacultypositions.peopleadmin.com/postings/2404>

In support of our strategic plan, Auburn University will maintain its strong commitment to diversity with standards to help ensure faculty, staff, and student diversity through recruitment and retention efforts.

**Auburn University is an EEO/Vet/Disability Employer**



*California State University, San Bernardino, a comprehensive regional university, is one of 23 California State University campuses. It serves approximately 20,000 students and graduates 4,000 annually. CSUSB reflects the dynamic diversity of the region and has the most diverse student population of any university in the Inland Empire, and has the second highest African American and Hispanic enrollments of all public universities in California. CSUSB employs 410 full-time faculty and offers 48 undergraduate, 34 graduate, one doctoral degree and has 13 academic programs with national accreditation. The university consists of five academic colleges: Arts and Letters, Jack H. Brown College of Business and Public Administration, Education, Natural Sciences, Social and Behavioral Sciences. The university also operates a branch campus in Palm Desert. CSUSB is situated 70 miles east of Los Angeles, offering easy access to beaches, mountain and desert resorts.*

## Tenure-Track Positions for 2018-2019 Academic Year

Rank is assistant professor unless otherwise noted.

California State University, San Bernardino is a preeminent center of intellectual and cultural activity in Inland Southern California. CSUSB is listed among the best colleges and universities in the Western United States, according to *The Princeton Review*, *Forbes* and *U.S. News & World Report*, in their respective annual rankings. CSUSB is committed to providing learning opportunities that are driven by teaching and research excellence, intellectual interaction, creativity and diversity. We invite applicants who share this commitment and dedication to apply.

California State University, San Bernardino is recruiting for tenure-track positions. Salaries are competitive and commensurate with experience and qualifications. To apply for any of the positions listed below, please visit our website at <https://www.governmentjobs.com/careers/csusb/transferjobs>

### COLLEGE OF ARTS AND LETTERS

**Art:** Design

**Communication Studies:** Generalist; Bilingual Multi-Media

**English:** Composition; Creative Writing/Digital Media

### JACK H. BROWN COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION (OPEN RANK FOR ALL POSITIONS)

**Information and Decision Sciences:** Cybersecurity and Analytics

**Accounting and Finance:** Accounting; Finance

**Management:** Organizational Behavior; Communications

### COLLEGE OF EDUCATION

**Teacher Education and Foundations:** English Language Learners; Generalist; Reading/Literacy

**Special Education, Rehabilitation and Counseling:** School Psychology; Counselor and Guidance (Open Rank)

**Educational Leadership & Technology:** EdDoc-Educational Administration (Associate Professor Rank)

### COLLEGE OF NATURAL SCIENCES

**Computer Science and Engineering:** Computer Engineering

**Chemistry and Biochemistry:** Biochemistry

**Health Science and Human Ecology:** Environmental

Health; Public Health/Healthcare Management

**Kinesiology:** Biomechanics/Motor Behavior (Associate Rank); Generalist

**Mathematics:** Statistics/Applied Mathematics

**Nursing:** Associate Rank

### COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

**Anthropology:** Applied Archaeology

**Criminal Justice:** Generalist

**Economics:** Environmental/Heterodox/Feminist Economics

**History:** African-American History

**Psychology:** Clinical/Counseling Psychology; Psychology - Statistics

**Sociology:** Community-based Sociology; Department Chair (Associate Professor/Professor Rank)

**John M. Pfau Library:** Head, Library Information Technology Department (Rank is Librarian)

**Counseling and Psychological Services:** Counselor

*California State University, San Bernardino is an Affirmative Action/Equal Opportunity Employer. We consider qualified applicants for employment without regard to race, religion, color, national origin, ancestry, age, sex, gender, gender identity, gender expression, sexual orientation, genetic information, medical status, or protected veteran status.*

## Women on the Move, continued from page 7

- **Karla Foster** becomes director of the Black Cultural Center on the campus of the University of Wisconsin-Madison.

- **Dr. Amy Freeman** moves from assistant dean of engineering outreach and inclusion at Pennsylvania State University to associate provost and chief diversity officer at Tufts University MA.

- **Dr. Susan Gardner** becomes director of the Rising Tide Center for Gender Equity and director of the Women's, Gender, and Sexuality Studies program at the University of Maine.

- **Dr. Joffery Gaymon** becomes VP of enrollment and student affairs at the University of West Florida.

- **Dr. Catherine L. Gilliss** becomes dean of the School of Nursing and associate vice chancellor for nursing affairs at the University of California, San Francisco.

- **Pamela Goines** moves from manager of disability services for Cincinnati State Technical and Community College OH to director of accessibility resources at the Blue Ash College campus of the University of Cincinnati OH.

- **Dr. Chassity Holliman-Douglas** moves from director of the Center for Graduate and Professional Diversity Initiatives at the University of Kentucky to VP and vice provost for equity and inclusion at Evergreen State College WA.

- **Dr. Anette Hosoi** becomes associate dean of the Massachusetts Institute of Technology's School of Engineering, in addition to her previous duties as the Neil and Jane Pappalardo Professor of Mechanical Engineering.

- **Dr. Lisa Huffman** moves from dean of the School of Graduate and Professional Studies at Cameron University OK to dean of the College of Professional Education at Texas Woman's University.

- **Dr. Nicole Jacobs** becomes director of the Office of Diversity

and Inclusion and associate dean of diversity and inclusion at the University of Nevada, Reno School of Medicine, in addition to her previous duties as an associate professor of psychology.

- **Charlene Johnson** becomes VP for enrollment management and student affairs, as well as director of athletics, at Voorhees College SC.

- **Angela Jones** becomes VP for advancement and executive director of the Eastern Washington University Foundation.

- **Jenae Jones** moves from assistant director of sports information at Jackson State University MS to director of athletic communications at the Mississippi University for Women.

- **Dr. Nancy Kass** becomes vice provost for graduate and professional education at Johns Hopkins University MD.

- **Janice Kaushal** becomes dean of career technical education at Prairie State College IL.

- **Tamara King** moves from associate dean of students and director of student conduct to associate vice chancellor for student support and wellness at Washington University in St. Louis MO.

- **Dr. Robyn S. Klein** becomes vice provost and associate dean for graduate education in the Division of Biology and Biomedical Sciences at Washington University in St. Louis MO, beginning Jan. 1, in addition to her previous duties as a professor of internal medicine.

- **Kellie Knight** moves from executive director of university initiatives in university development to assistant vice chancellor for university development

*continued on page 12*

## University of California, Riverside

### Assistant Professor in Art – Painting and Drawing

The Department of Art at the University of California, Riverside invites applications for a full-time tenure-track Assistant Professor position in Art with a start date of July 1, 2018. We seek applications from individuals actively engaged in a contemporary art practice, working primarily in Painting and Drawing with a significant record of exhibition.

Candidates should hold an MFA or an equivalent degree in a comparable field and possess the breadth and expertise to teach approaches to painting, drawing and art making from beginning through graduate level courses. In addition, candidates are expected to have a broad understanding of the history and theory of art with an emphasis on painting that encompasses contemporary practices and concerns. Successful candidate will participate in shaping the curriculum and sharing the governance of the Department of Art.

The UCR Art Department is located in the Fine Arts Complex and offers extensive facilities for art production including spacious painting and drawing studios, state of the art photographic and digital imaging equipment, full sculpture lab with CNC and 3d printing capacities, and video production equipment as well as editing stations. Our MFA program is non-media specific and driven by explorative and open approaches to both traditional and interdisciplinary media. Graduate students are offered generously-sized, light filled studios and competitive funding opportunities. The University is located 60 miles east of Los Angeles and benefits from access to internationally acclaimed art community.

Advancement through the faculty ranks at the University of California is made through a series of structured, merit-based evaluations, occurring every 2-3 years, each of which includes substantial peer input.

Applications must include cover letter, CV, statement of teaching philosophy, teaching evaluations, a PDF of 20 images of the applicant's artwork, and a diversity statement. The contact information for three references who can provide a recommendation letter upon request is required. References will be contacted at a later time for applicants under consideration. Salary will be commensurate with education and experience.

Dossier of documents should be in PDF electronic format and should be submitted electronically via url:

<https://aprecruit.ucr.edu/apply/JPF00795>

Review of applications will begin on January 8, 2018, and will continue until position is filled.

UCR is a world-class research university with an exceptionally diverse undergraduate student body. Its mission is explicitly linked to providing routes to educational success for underrepresented and first-generation college students. A commitment to this mission is a preferred qualification.

*The University of California, Riverside is an Affirmative Action, Equal Opportunity employer with a strong institutional commitment to the achievement of excellence and diversity among its faculty and staff. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, disability, protected veteran status, or any other characteristic protected by law.*



South Dakota State University

### South Dakota Corn Utilization Council Endowed Dean of Agriculture and Biological Sciences

South Dakota State University is conducting a global search for the next South Dakota Corn Utilization Council Endowed Dean of Agriculture and Biological Sciences. The Search Committee invites letters of nomination, applications (letter of interest, full resume/CV, and contact information of at least five references), or expressions of interest to be submitted to the search firm assisting the University. Review of materials will begin immediately and continue until the appointment is made. It is preferred, however, that all nominations and applications be submitted prior to October 4, 2017. For a complete position description, please visit the Current Opportunities page at <https://www.parkersearch.com/sdsu-agdean>.

Laurie C. Wilder, President  
Porsha L. Williams, Vice President  
[pwilliams@parkersearch.com](mailto:pwilliams@parkersearch.com) | [eraines@parkersearch.com](mailto:eraines@parkersearch.com)  
Phone: 770-804-1996 ext: 109 Fax: 770-804-1917

*South Dakota State University is an Equal Opportunity/Affirmative Action Employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities and veterans are encouraged to apply. SDSU's policies, programs and activities comply with federal and state laws and South Dakota Board of Regents regulations prohibiting discrimination on the basis of race, color, religion, age, national origin, gender, gender identify and/or expression of sexual orientation.*



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## University of California, Riverside

### Assistant Professor of Art and Material Culture of the Islamic World

**Starting Date:** July 1, 2018

**Salary:** Commensurate with education and experience

**Application Procedure:** The Department of the History of Art at the University of California, Riverside invites applications for a full-time, tenure-track **Assistant Professor in Art and Material Culture of the Islamic World**. The department is searching for an energetic candidate whose teaching and research interests focus on Islamic Art, Architecture, and Material Cultures in the wider Mediterranean World, the Middle East, and Central and South East Asia, from the medieval period to the 20th century. The candidate will be versed in the most advanced theoretical and methodological concerns of the field, have competency in the languages the specialization requires, and will develop and offer courses that serve the Department of Art History. Collaborations with UCR's program for Middle Eastern and Islam Studies are encouraged.

Potential for teaching excellence and teaching experience and a promising record of research and publication are required. Ph.D. required at time of appointment. Salary will be commensurate with education and experience. Position begins July 1, 2018.

Review of completed applications will begin December 1, 2017, and continue until the position is filled.

Submit materials electronically via url:

<https://aprecruit.ucr.edu/apply/JPF00808>

Candidates must submit a letter of application, a research statement, curriculum vitae, writing sample (30 pages maximum), evidence of teaching, a statement of contributions to diversity, and three letters of recommendation.

Applicants who use Interfolio may utilize a feature provided by the Interfolio Service to allow Interfolio to upload their letters directly into AP Recruit. Applicants can input an Interfolio-generated email address in place of their letter writer's email address. Interfolio refers to this as Online Application Deliveries. The following link on the Interfolio website shows how to set this up. <http://help.interfolio.com/entries/24062742-Uploading-Letters-to-an-Online-Application-System>.

For further information, please contact the Islamic Art and Material Culture Search Committee at [arthistory@ucr.edu](mailto:arthistory@ucr.edu).

Advancement through the faculty ranks at the University of California is through a series of structured, merit-based evaluations, occurring every 2-3 years, each of which includes substantial peer input.

UCR is a world-class research university with an exceptionally diverse undergraduate student body. Its mission is explicitly linked to providing routes to educational success for underrepresented and first-generation college students. A commitment to this mission is a preferred qualification.

*The University of California, Riverside is an Affirmative Action, Equal Opportunity employer with a strong institutional commitment to the achievement of excellence and diversity among its faculty and staff. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, disability, protected veteran status, or any other characteristic protected by law.*

### Women on the Move, continued from page 11

at the University of Arkansas at Fayetteville.

- **Dr. Kim LeDuff** becomes VP for academic engagement at the University of West Florida.
- **Dr. Ellen J. MacKenzie** becomes dean of the Bloomberg School of Health at Johns Hopkins University MD.
- **Dr. Heidi L.K. Manning** moves from professor and chair of the Department of Physics at Concordia College MN to dean of the College of Arts and Sciences at Misericordia University PA.
- **Shannon Mantaro** becomes director of the Center for Women in Business at Texas Woman's University.
- **Jane Miyashiro** moves from VP for human resources and development at the Otis College of Art and Design CA to VP of human resources at El Camino College CA.
- **Dr. Elavie Ndura** becomes VP for equity, diversity and inclusion, also known as chief diversity officer, at Gallaudet University DC.
- **Erin Newmeyer** becomes director of communications and marketing for the Office of Strategic Initiatives at West Virginia University.
- **Catherine Serrin Niekro** moves from associate VP for advancement operations and director of special projects at Davidson College NC to VP for institutional advancement at Lenoir-Rhyne University NC.
- **Dr. Martina Nieswandt** becomes associate vice chancellor for research and engagement at the University of Massachusetts at Amherst.
- **Allison Lyng O'Connell, JD**, becomes Title IX coordinator and Clery Act compliance officer at Dartmouth College NH.
- **Mary Lou Ortiz** moves from vice chancellor for finance and administration at Rutgers University NJ to university budget officer at Pennsylvania State University.
- **Dr. Antoinette Phillips** becomes dean of the College of Business at Southeastern Louisiana University.
- **Dr. Lynn Phillips** becomes director of academic engagement and student success in the College of Social and Behavioral Sciences at the University of Massachusetts at Amherst.
- **Kimberly Fair Reese** moves from director of the annual fund and assistant director of admissions to executive director of the Office of University and Donor Events at Winston-Salem State University NC.
- **Ana Rodriguez** moves from director of development and alumni relations for the Naveen Jindal School of Management at the University of Texas at Dallas to director of the Latino Leadership Initiative at Southern Methodist University TX.
- **Dr. Elizabeth H. Simmons** moves from associate provost for faculty and academic staff development

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# Forget Goal Setting—Try Goal Getting

People are funny about goals. In over a decade of teaching first-year college students how to not only set their goals, but, more importantly, how to get them, I've increasingly found myself talking to friends and colleagues about the role goals play in their lives.

"Goals? Ugh," one of my friends recently said. "Too complicated."

"I prefer to live in the moment," one of my more spiritually minded friends said. "Goals are too much pressure."

These are valid concerns; I've had them myself. Yet the older I get, the more I've come to realize that modern life, if I allow it, will steal 100% of my time. If I have dreams that I want to bring into fruition, it's up to me to carve out a space to realize those dreams and then defend that space with vigor. What follows is a compendium of my goals' greatest hits—to help you appreciate the power of defining and achieving your goals.

## Goals Work

In the book *Creating Your Best Life: The Ultimate Life List Guide* by Caroline Adams Miller and Dr. Michael B. Frisch, the authors cite the work of Gary Latham, founder of goal setting theory, who states that over a thousand research studies have found that goal setting leads to increased performance and greater life satisfaction. In short, goals work. Yes, our relationships to goals can be complicated, but when done well and with thoughtful intention, achieving your goals will improve your life.

## Clean House First

I recently decided to set up a home office in my basement. Of course, that meant I had to clean out the piles of junk and cardboard boxes that were littering my future work space. In order to create the new, I had to clean out the old. Before you sit down to work on your goals, spend some time taking stock of what's no longer working in your life, including former goals, relationships and habits. Do the emotional labor of cleaning up your inner house. This might entail acknowledging that many of your prior goals have been built around pleasing someone else or finally facing your habit of persistent self-doubt. Cleaning up first will create more space for your goals when the time comes. Try journaling around this prompt: What's in my emotional basement?

## Do the Math

Many of us have tremendous addition skills, but we struggle with subtraction. Do you keep adding more to your personal and professional plates without ever taking anything away? That's a recipe for burnout. If you're going to add, you have to first subtract. As you prepare to get your goals, know that they will require time and effort. Where will that time and effort come from? Track your time for one week and highlight any

areas of interest, including low-value tasks that take up a great deal of time (e.g., texting, internet, television, etc.). For example, you may realize you can move your bedtime forward in order to wake earlier, creating high-value time at the start of your day to work on your goal-oriented tasks.

## Think Big

Does it seem like setting smaller goals would make them more achievable? Not so. Goal theorist Gary Latham states that bigger goals, even seemingly impossible goals, lead to higher performance. Setting a goal to have a dinner date with your spouse is reasonable, but think bigger. Have you envisioned a couples' trip to Paris? There's the better goal. Want to take a step up at work and earn a promotion? Fair enough, but why stop there? Perhaps your true goal is to lead your institution. When it comes to goals, bigger can often be better.

## Be a Little S.M.A.R.T.

The S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, Time-Bound) system of goal setting has some value, but can often feel a little dated. Focus on the first two letters, making your goals specific and measurable.

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We can all agree that happiness is a worthy goal, but how we define happiness likely differs. Your happiness might entail creating an organic farm in your backyard, learning a new language or purchasing your dream car. Be as specific as possible and make sure that your goal is stated in such a way that you'll know when it's time to check it off your list.

## Write and Track

I vaguely remember a time in my life when I could remember things without writing them down. That time has long since passed. Our goals are important. Invest the time in writing them down and post them somewhere that you'll see them regularly. Once you've created a list of your goals (it might include three or three hundred items), choose the three that are most important to you right now and start tracking them. To track goals, my favorite tool is a composition notebook that you can find for about a dollar. Each night, take five minutes to write down what you did that day to move you closer to your three highest-priority goals.

## Positive Planning

One of the reasons that I prefer the term *goal getting* to *goal setting* is that it's a stronger affirmation. When writing your goals, state them in the affirmative. Rather than saying, "By January 2018, I will start a regular meditation practice," envision that the goal has already been achieved. Instead, you could state, "By January 2018, I meditate for ten minutes per day." If you're like me, you'll notice a feeling of excitement build as you write down your goals this way. That energy will help

*continued on page 19*

# Military-Connected Students Find Welcoming Environment at Temple University

Temple University PA offers veterans, active-duty military and reservists as well as their dependents and survivors a strong support system to navigate the landscape of higher education. After two decades working in admissions, recruitment and enrollment management at Temple, **Laura S. Reddick** turned her full attention to the needs of these military-connected students. She has been integral in developing effective resources that not only yield educational success, but do so with the students' well-being in mind.



**Laura S. Reddick**

Reddick even makes sure to have a well-stocked kitchen at Temple's Military and Veteran Services Center, which opened last year. "Food is a draw to get people to come to you when you're trying to provide them information and assistance," says Reddick, associate director for adult and veteran student recruitment based in Temple University Veteran Affairs.

## Background

During Reddick's time in Temple's admissions office, veterans and adult learners were part of her portfolio. Her role was to help military-connected students get into Temple, but there was no program to help these students navigate the university experience. When the Post-9/11 GI Bill went into effect, it covered full tuition for veterans and could be passed on to spouses and dependents. Her then-boss approached her to be part of forming a veteran affairs office.

She helped create a veteran task force made up of student services departments that provide direct services to veterans. The task force met for one year, examining their workflow process. The goal was to have the departments work collaboratively to the benefit of military-connected students.

The veteran affairs office launched in 2010. There are currently more than 1,500 military-connected students enrolled in Temple (including a campus in Japan), and that number continues to grow. To ensure all students qualified to receive benefits are doing so, a question is posed as to whether they or their family members have served in the U.S. military. Coding systems have been developed and implemented that identify those students eligible for benefits and services.

## Vision

"I was very excited about having the opportunity to develop a blueprint for the veteran affairs office on how we can best serve military and veteran students who

choose Temple University," says Reddick, a Philadelphia native.

She addressed and accomplished the goal of making Temple a "military-friendly institution" and a "Yellow Ribbon" school. The Yellow Ribbon Program of the U.S. Department of Veterans Affairs makes private colleges and universities more affordable by helping bridge the gap between tuition fees and the amount covered under the Post-9/11 GI Bill.

Transitioning to civilian life can be challenging. Temple's veteran affairs office is designed to ease and facilitate the transition to a college environment. Reddick takes it a step further, examining their reasons for pursuing higher education, assessing their needs and then assisting them in achieving college completion with meaningful results.

The Military and Veteran Services Center has an inclusive environment. Reddick secured a technology grant, with which the center purchased laptops that the students can use. The Temple Veterans Association secured a Home Depot vet center grant, with which they furnished the premises. Students can come and hang out, and prospective students come to the center to talk to Reddick about applying to Temple.

After discovering that female veterans were often invisible on campus—some not even disclosing their veteran status—six years ago Reddick developed the Women Veterans Forum to address issues unique to military-connected women, such as health care, child care and psychological issues.

"I created the Women Veterans Forum to give our women veterans at the university a safe place to have real talk about the challenges they're facing transitioning," says Reddick. "I have a big resource fair, where I invite different veterans' organizations that provide specific services for women veterans, so they can connect."

## Purpose

"I hold FAFSA (federal student aid) completion workshops and make sure that our website has information. I do virtual information sessions to outreach to veterans and service members when they're looking at Temple. I always encourage them to make the connection with us before they decide to come here, so we can lay everything out for them in terms of resources and also so I can determine whether Temple is the right fit for them," says Reddick.

Reddick says military-connected students bring leadership abilities to Temple. However, given the challenges they faced during military service, these students tend to be very guarded, sometimes even downplaying their skills and abilities. She helps them fully embrace

*Reddick: "I created the Women Veterans Forum to give our women veterans at the university a safe place to have real talk about the challenges they're facing transitioning."*


their history and accomplishments, making sure they reflect it in résumés and on job applications.

She steers those military-connected students not ready for the rigors of a four-year institution to community colleges with bridge programs.

"I try to tell them as much information as I possibly can about resources that are available to them—financial aid as well as community resources," says Reddick, who has researched organizations that help veterans deal with homelessness, mental health issues and job placements. Temple has psychological counseling available.

Reddick doesn't concentrate exclusively on undergraduates, but also devotes time to students attending professional schools and graduate programs. There are veterans' advisors in each of the university's schools and colleges. Reddick even invites prospective employers to come in and meet with the military-connected students. November is Military Appreciation Month, which is designed to increase military awareness.

"I've been in higher ed a long time; I understand the bigger picture," she says. "I understand the different student populations in all the various programs.

"I'm blessed to have committed administrators and advisors who were part of the university's veteran task force who work very hard to streamline the process. We're never going to get it perfect, but we really try to meet the demands within what we can do as a university to help our veterans successfully complete a degree." 

—LE

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### **Women on the Move,** *continued from page 12*

at Michigan State University to executive vice chancellor for academic affairs at the University of California, San Diego.

- **Denese Skinner** moves from director of career services at West Texas A&M University to VP of student affairs at Amarillo College TX.

- **Margie Smith-Simmons** moves from assistant VP for strategic communications at Indiana University to assistant vice chancellor for finance and administration at Indiana University-Purdue University Indianapolis.

- **Dr. Patricia Sollars** becomes director of undergraduate education programs at the University of Nebraska-Lincoln, in addition to her previous duties as an associate professor of neuroscience.

- **Melinda Spaulding** becomes VP for university advancement at Texas Southern University.

- **Dr. Rayne Sperling** becomes associate dean for undergraduate and graduate studies in Pennsylvania State University's College of Education, in addition to her previous duties as an associate professor of educational psychology.

- **Cynthia Sweet** becomes associate VP of corporate and government relations at West Virginia University.

- **Dr. Melissa C. Thomas-Hunt** becomes inaugural vice provost for inclusive excellence and professor of management at Vanderbilt University TN.

- **Brittany Todd** becomes director of the Office of Risk Intervention and Safety Education at Texas Tech University in Lubbock.

- **Christina Trombley** moves from assistant vice chancellor for student recruitment, enrollment and retention at the University of Wisconsin-Green Bay to executive director of online education programs at Drake University IA.

- **Laura Valdez** becomes director of university advisement at the University of New Mexico.

- **Dr. Sarah Van Orman** becomes associate vice provost for student affairs and chief student health officer at the University of Southern California in Los Angeles.

- **Dr. Krystyn Van Vliet** becomes associate provost at the Massachusetts Institute of Technology.

- **Dr. Laura Vidler** becomes associate dean of administration for the University of South Dakota's College of Arts & Sciences, in addition to her previous duties as a professor and chair of the Department of Modern Languages and Linguistics.


- **Nashia Whittenburg** moves from director of multicultural affairs at Armstrong State University GA to director of multicultural student affairs at North Carolina State University.

- **Cheri Fisher Wilson** becomes executive director of advancement and development at Oakwood University AL.

- **Kathleen Worthington Wilson** moves from special assistant to the dean and associate provost for the Graduate School at the University of Maryland, College Park, to associate athletics director for student services at Cleveland State University OH.

- **Dr. Teresa K. Woodruff** becomes dean of the Graduate School and associate provost for graduate education at Northwestern University IL.


- **Dr. Cynthia F. Young** moves from vice provost for faculty excellence and professor of mathematics at the University of Central Florida to inaugural dean of the College of Science at Clemson University SC.

- **Dr. Danita Brown Young** moves from vice provost of student affairs and dean of students at the University of Minnesota-Twin Cities to vice chancellor for student affairs at the University of Illinois at Urbana-Champaign. 

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### **New Book Addresses Health and Well-being for African-American Women,** *continued from page 8*

McMillan Award for Excellence in Research, says the topics of health and policy figures prominently for some of her graduate students. Popular culture and media resonate for both undergraduates and graduate students, particularly given the national political landscape.

"Given current events and the blurring of 'facts,' we certainly hope for an increased interest in historical studies, as history grounds all we do in race and gender scholarship," says Evans. 

—LE

# An Experiment in Institutional Transformation

If a delicious steak dinner with all the fixings was presented to you on a trash-can lid, would you eat it? A mentor of **Dr. Tomikia Pickett LeGrande** asked her that question following an administrative meeting that Pickett LeGrande attended as a graduate student.

The mentor wanted her charge to understand that any comments a student would have made in a roomful of seasoned administrators would not have been well-received. Pickett LeGrande was told she was not in the right place to make change, but at some time she would be.

That lesson—and others like it—has anchored Pickett LeGrande’s career path from starting as a graduate student in chemistry to becoming VP of student affairs and enrollment management at the University of Houston Downtown TX.

## From Chemist to Academic Administration

Originally from Savannah, Georgia, as a youngster Pickett LeGrande thought she wanted to be a pharmacist. But an organic chemistry class “corrected” her beliefs.

While earning a master’s in chemistry from North Carolina A&T, Pickett LeGrande recognized there was an under-representation of women and particularly of women of color in the sciences. Working in a pre-college science program, she realized she didn’t want to be a “bench scientist” and transitioned into a position in student recruitment.

Recruiting students was a way to correct any wrongs they had experienced, she said.

She then became director of graduate student admissions at Winston Salem State University NC, a position that leveraged her love of numbers and her interest in social advocacy. After two years doing graduate recruitment, she was asked to take over the undergraduate admissions office.

Eventually she became assistant vice chancellor for enrollment management and then associate vice president at the school. “That environment was the best thing for my career,” she said. During her time at Winston Salem State, she reported to three different administrators, an experience that helped her learn the “value of a leadership team.”

“It takes a level of vulnerability with yourself and your team,” said Pickett LeGrande, “especially when you’re trying to transition an institution.”

She compared the process of transforming an institution to “labor pains” where after delivering a baby, the messiness and pain of labor is forgotten. Once the transformation is complete, the pain of getting there recedes.

While Pickett LeGrande and her staff did some “awesome” things at Winston Salem State, she wondered

whether the successes were related to her actual abilities or were the product of the environment. “I had risen through the ranks with a good group of peers,” she explained.

The male chancellor was supportive of her exploration and told her she owed it to herself to try for a new job. The female provost, to whom Pickett LeGrande reported, told her she needed a few more years before making a move.

(The differing viewpoints were due to the provost’s need for Pickett LeGrande’s talent.)

After applying at two schools, she decided on a position at the University of Houston Downtown, a former community college turned four-year school in 1974 that is “really growing into its maturity.” Pickett LeGrande was hired as the dean of enrollment management in 2015 and later named associate VP of student affairs and enrollment management.

On Oct. 1, 2016, she was named VP of student affairs and enrollment management. She currently serves as a member of the provost’s senior leadership team.

While at UHD, Pickett LeGrande navigated administrative shakeups and some initial hesitancy about her from the interim president.

“I had negotiated a pretty competitive package and didn’t realize that everyone knew it,” she said. The interim president questioned whether she was worth it.

Despite the initial doubts, Pickett LeGrande admitted that she feels “extremely supported” at UHD. She felt so supported that she managed to earn her

EdD in three years from Texas Tech University in 2016, accomplishing this while working full-time despite getting questions from the provost about her ability to juggle both work and a doctoral program.

“I told [the provost] my schooling is secondary to my work,” said Pickett LeGrande.

## Investing Time in What Matters

To balance work and earning an advanced degree, she relied on her staff and her personal circle of friends.

The grueling schedule was made easier by emphasizing “time to do the things that refresh and replenish me. Work is gratifying but also consuming.”

Pickett LeGrande dedicates a day each week to herself. She does what she wants to do, whether that’s a day at the spa or a day spent in bed.

Every three or four months, she tries to take a trip with friends. Although her family lives in Savannah, many of the trips involve girlfriends or immersive experiences in a new city, such as a tour of the California wine country or a trip to Puerto Rico. She admitted she does look at her

*continued on page 19*

*To balance work and earning an advanced degree, she relied on her staff and her personal circle of friends. The grueling schedule was made easier by emphasizing “time to do the things that refresh and replenish me. Work is gratifying but also consuming.”*



# CCNY Launches Master's Track in Dominican Studies

The chance for exploration of the history, literature, culture and legacy of the Dominican Republic has taken a step forward with the launch of a master's track in Dominican studies at the City College of New York/City University of New York. Dr. Ramona Hernández, professor of sociology and director of the CUNY Dominican Studies Institute, sees this as a rich opportunity to develop new scholars and scholarly work.



**Dr. Ramona Hernández**

## The Need for Dominican Studies

With no similar graduate program in Dominican studies in the United States, Hernández feels this master's is a warranted step forward. There are courses taught at colleges and universities, but there was a need to fill a vacuum in academia and formalize a coherent program. The track will be part of the Master of Arts in the Study of the Americas Program in the Division of Interdisciplinary Studies.

Since 2003, CUNY has offered a BA in Dominican studies that can involve courses taken at multiple CUNY colleges (there are 24 campuses across New York City's five boroughs), and some of that faculty will now develop graduate-level courses. Visiting scholars and additional academics will also be involved. Master's courses will be housed at CCNY's two campuses (one in uptown Manhattan and one downtown). Students studying for the BA see there is graduate study available as well.

Following in the tradition of programs that focus on a particular heritage, population or ideology, such as women's and gender studies or African American studies, the program will not only meet the needs of current CUNY students (there is a large number of Dominicans studying in the CUNY system), but also bring in new students drawn to the master's program.

"Whenever we create a program such as this, we are thinking of a larger society and the need that we have to know about this," says Hernández. "There is a large

Dominican population in the U.S. It has a history with the U.S. that goes as far back as the 17th century."

Hernández says it connects Latin American studies, the study of the countries in Latin America, and Latino studies, the study of people of Hispanic ancestry in the United States. Students will also develop skills relevant in the labor market, for places such as the United Nations and international organizations as well as international businesses.

## Gender Studies

Two professors from outside of CUNY are beginning work on a book that addresses women's and gender issues that will examine the work of Camila Henríquez Ureña (1894–1973), a Dominican writer and educator who taught in the United States from 1942–59. They will utilize resources from the CUNY Dominican Studies Institute, and Hernández eagerly anticipates having this as a text for courses.

"This book is going to contextualize this woman, a woman that belongs to us in the sense that she ... produced a corpus of work that speaks from a feminist perspective," says Hernández. "We are recuperating the history of a woman right here in the U.S.—she taught at Vassar College—that had a position about women."

Other somewhat lost histories that Hernández feels will gain new attention through the courses and scholarly examination of the master's students include 19th-century writer and poet Manuela Aybar (1790–1850), a gender-nonconforming woman who refused to wear a dress. She took a political position and wrote a book about women's history.

"The area of study is going to do a lot for ... areas of knowledge that somehow have remained hidden, ignored or not studied," says Hernández.

## Future Scholars

The MA in the Study of the Americas program addresses concepts such as racial and ethnic identities, popular culture, politics and human rights. Hernández offers as an example the sugar industry. Plantations and slavery have roots in the Dominican Republic, and young scholars can uncover and explore the history and legacy.

Utilizing an interdisciplinary perspective, the program develops students capable of working in diverse jobs that require international knowledge and focus. Among those careers is academia, and Hernández sees this Dominican master's track as a path for emerging scholars who will make an impact in the years ahead.

Dominicans are largely viewed as outsiders by institutions of higher learning, even though there are multiple generations of Dominican-Americans. Hernández wants to dispel negative depictions. This should create more opportunities for existing scholars and pave the

*continued on page 19*

*Hernández: "I'm hoping that people who take this master's will learn the U.S. is home for Dominicans and it has been a home for many years."*



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# The Hate U Give and Hard Conversations

Angie Thomas's *The Hate U Give* (2017) has ignited a cultural firestorm in the often minimized, but increasingly important, young-adult fiction genre. After witnessing the tragic death of her friend Khalil in a police shooting, 16-year-old Starr speaks eloquently as the book's narrator about her many conflicting feelings: "I always said that if I saw it happen to somebody, I would have the loudest voice, making sure the world knew what went down. Now I am that person, and I'm too afraid to speak."

## Breaking Down Assumptions

Yet as a protagonist wrestles to share with those around her, there are awkward and stilted exchanges. But, for me, the best conversation she has was with her father, Big Mav, during a car ride. Big Mav is a grocery store owner and pillar of the community, as well as a convicted felon and former gang member. And he uses his knowledge and understanding to help his daughter detangle complicated feelings about the police's assertion that Khalil "deserved" to be shot because he was a drug dealer.

In beautiful prose, Thomas breaks down assumptions about drug dealers and "gangsta" lifestyles, the systems in society that might draw people into drug dealing over "honest" work and how all people contain multitudes. It was moving to watch Starr realize the differing sides of the issue at hand, thought-provoking to examine my own take and even a little funny to watch her do all this and try to censor her language with her dad. As I read, tears came to my eyes (and I'm not a cry-reader), I couldn't help but think: *we need more of this.*

## Approaching Contentious Issues

We need more of these conversations—methodical, prolonged, nuanced, in-person dialogues—that allow us to pull apart complicated issues. Examining multiple sides of contentious issues, without the superfluous "devil's advocate" posturing that can equate dangerously divisive talk with legitimate inquiry, is important.

This admittedly is a skill I continue to struggle with. But here's what I do know we need in order for conversations like Starr and Big Mav's to be possible:

- **Discomfort.** It sounds odd to call for discomfort as a condition for difficult conversations, but it's that search for a "comfortable" or "right" time to start discussions that delays or altogether stifles them. This was particularly essential for Starr, who had been holding in her anxiety and fear around the shooting. Her father's discomfort with the silence she carried provoked a much-needed chat, which managed to lift burdens and dispel myths in one short car ride. Whether you suspect colleagues or students are carrying heavy loads or you are the one who is burdened, the need to relieve that stress can prompt these conversations.

- **Patience.** A favorite adage of mine is "wars are neither won nor lost at the first encounter." Embarking on dialogues that may turn contentious can benefit from this advice because some of our most complicated issues can't be resolved in one talk. It will take endurance to keep bringing these tough issues up, and it will take time for each side to acknowledge and understand the other's perspective. It was clear that Starr hadn't heard many arguments justifying gang membership and behavior, and it took her time to incorporate her dad's ideas into her worldview. And while that illuminated some things she hadn't thought of before, she continued to rumble with what she'd heard. Allow yourself to do the same with issues that come up, and afford others the opportunity to do the same.

- **Self-preservation.** Learning about one another as a means to facilitate understanding is a valuable goal, and one that these tough conversations should keep at their core. However, there are times when this is not possible or productive. Big Mav didn't try to engage his daughter too soon after the incident, recognizing that her trauma would have overwhelmed any attempts to talk. Similarly, as a loving father, he was cognizant of her humanity and treated her as an equal.

I say this because you can decline to participate if these conditions are not met. You don't have to use your voice if doing so will cause you mental or emotional pain, nor should you do so with the goal of causing the other party pain.

## Speaking Up

There is a difference between dissenting opinions and playing devil's advocate, and between constructive disagreement and destructive belittling. This is important to remember as we moderate for students or colleagues: Who will this dialogue help? Who will it hurt? And how can we maximize the former while minimizing the latter?

I'm sure we all have moments with issues that we care about, where we feel like Starr—deeply and personally invested in an important issue, but unable to find the words to express the intricate combination of emotions behind it. In classrooms or with students, we're

*It will take endurance to keep bringing these tough issues up, and it will take time for each side to acknowledge and understand the other's perspective.*

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often challenged by how frank we can be and who we represent when we speak up. But this wrestling with hard topics is worth it.

Starr's transformation from a fearful and silent victim of her circumstances to a vocal advocate for honesty and righteousness reminded me that as educators, mentors and members of a larger community, we have to use our voices. We have to create spaces where hard conversations can happen safely, with an eye on positive change. After all, as Starr points out, "[w]hat's the point of having a voice if you're gonna be silent in those moments you shouldn't be?"

—AM

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### **Forget Goal Setting—Try Goal Getting,** *continued from page 13*

to motivate you and start your goal-getting journey off with momentum.

There's rarely one solution for a challenge that suits all of us. Take these suggestions, test them, and modify them as needed until you have a system that works for you. One thing is certain: when all of our *WIHE* readers are setting and getting their goals, the world will be a brighter place.

—KC

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### **PROFILE: An Experiment in Institutional Transformation,** *continued from page 16*

email on those trips but doesn't always respond.

She also "invests time in those that matter to me." Currently single, Pickett LeGrande has two nieces ages 11 and 5 whom she dotes on.

Several years ago, while figuring out the next phase of her career, including whether or not to pursue her doctorate, she went through a divorce to a man she had met while working on her master's degree. The decision to split came when after finishing her master's, he asked her, "Haven't you done enough [education]?"

His remark made it seem she had to choose between him and her dreams. Spoiler alert: The dreams won.

Pickett LeGrande currently has a "significant other" who lives on the East Coast whom she sees every three or four weeks. The two have discussed what it would be like if and when she takes the next step in her career, that of a college presidency.

"He told me 'If you want to be a president, I will support your dreams,'" she said.

—MLS

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### **CCNY Launches Master's Track in Dominican Studies,** *continued from page 17*

way for future scholars.

"I'm hoping that people who take this master's will learn the U.S. is home for Dominicans and it has

been a home for many years," Hernández says. "The second issue is that the Dominican people do have a relationship with the Dominican Republic. Legacies are extremely important. You don't just cut your nexus. You keep that and you grow."

In addition to teaching undergraduate sociology courses and courses for the master's students, Hernández will be involved with curriculum development. Recent meetings between senior scholars and young scholars have been vibrant as they discuss their research in Dominican studies.

"It is exciting and challenging as well," says Hernández. "You have members of the power structure who don't think these things are important. We are saying, 'Yes, this is important, not only because it speaks of the legacy of our people, but also because it is better when you are equipped and can sit down and have meaningful conversation.'"

—LE

## **10 Academic Women Join the National Academy of Engineering**

The National Academy of Engineering elected 84 new members, who will be inducted this month in a ceremony in Washington, DC. Election to this academy is "among the highest professional distinctions accorded to an engineer." Engineers are elected for significant contributions to "engineering research, practice, or education, including, where appropriate, significant contributions to the engineering literature" as well as "pioneering of new and developing fields of technology, making major advancements in traditional fields of engineering, or developing/ implementing innovative approaches to engineering education." *Women in Academia Report* found that women made up 19, or 22.6%, of the new members. Of the 19, 10 hold academic positions:

- **Dr. Ellen M. Arruda**, University of Michigan
- **Dr. Andrea Jo Goldsmith**, Stanford University CA
- **Dr. Paula Therese Hammond**, Massachusetts Institute of Technology
- **Dr. Julia Hirschberg**, Columbia University NY
- **Dr. Kathleen Connor Howell**, Purdue University IN
- **Dr. Dina Katabi**, Massachusetts Institute of Technology
- **Dr. Jennifer A. Lewis**, Harvard University MA
- **Tsu-Jae King Liu**, University of California, Berkeley
- **Debbie A. Niemeier**, University of California, Davis
- **Dr. Katherine A. Yelick**, University of California, Berkeley

*WIHE* congratulates all of you on this distinction!

Source: *Women in Academia Report*.

## Furious, But Frightened

Weeks ago, I happened to check the visitor posts on my Facebook author page, which must be approved manually. I quickly approved a post from a radio show that interviewed me about my memoir.

A post from a man with a Trump avatar as his profile pic caught my attention. Rather than delete it outright, I clicked on it. This was a mistake. After watching my interview on *MSNBC Live* about white nationalism and Charlottesville, this man, a stranger, wrote that he wanted to drag me behind his truck until he killed me. He called me a number of derogatory terms reserved for women that I can't print in *WIHE*. Mostly, he threatened me with a gruesome death. This isn't the first time I've received a death threat; it won't be the last.

### Previous Threats

It's been awhile since I received an outright threat. After my op-ed on the history of white nationalism appeared in *The New York Times* last year, threats flooded my Twitter timeline and inbox. The piece ran the day after Thanksgiving while my family visited a nearby amusement park. A friend messaged me to see how I was doing with all the nastiness in my Twitter timeline. I had no idea that I had been targeted. While the kids rode rides, I sat on a park bench and waded through the hate. I felt like I had been punched in the gut as I blocked and reported every troll who threatened me.

My partner took my phone away when he realized what was happening and policed my mentions for the next few days. It was remarkably awful. I couldn't be happy about my op-ed because of the harassment. I wasn't sure that I ever wanted to write for such a big, well-known publication again. This wasn't my first brush with internet trolling; it won't be the last.

### Strangers Who Threaten

Strangers tweet, email and message to let me know they think I should be harmed violently or even killed for what I write. It is a weird, terrifying experience to know that strangers hate you this much. It is also a gendered experience: These strangers are predominantly men.

These men hate me enough because of what I wrote or said to tell me so. They hate me enough to call me names, comment on my appearance and threaten me. All of this because I'm a woman writing in public. My expertise, or even what I write, doesn't really matter. What matters is my audacity to be visible, to speak up and to keep writing even as they hope their threats will convince me to stop.

Throughout the spring, I continued to write about white supremacy, but not at large publications. I hedged where my work was published. There was still nastiness, but nothing dramatic or new. So, I got used to not being threatened for my writing. Let's pause for a moment: I got used to not being threatened because of my writing. How messed up is that?

What this means is that I started to let my guard down and not be as vigilant as I tend to be about email, posts or messages. I clicked on the Facebook troll's post before pausing to think about how terrible it could be. And it was terrible. I started shaking and crying. Anxiety made me queasy. My kids wanted to know what had happened to me and how they could help. How could I even begin to explain to them that a stranger threatened my life because of an interview? Why would I?

### Anger and Fear

I got angry, scorched-earth angry, at this man who threatened me. What kind of human being sends a death threat to another human being? I was angry at this troll for trying to scare me into silence. I was angry at him for ruining my day(s). I was angry that he dared to threaten my life.

And I was angry at myself for reacting exactly the way this troll wanted me to. I was frightened, and he wanted me to be frightened. I wished I was made of sterner stuff, so I could ignore his threats and carry on. I can't because his words were repeating in my head. The damage was already done.

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wonder if being a woman writer in the internet age is worth the threats and harsh words that follow my work. I wonder if it wouldn't be easier to keep my head down and my mouth shut.

Wondering makes me even more furious. I'm furious that I have to deal with this kind of harassment. I'm furious that other women, especially women of color, have to deal with so much worse than what I've faced. I'm furious that my story, this story, is not the exception, but the rule.

I'm furious, but I'm frightened.

This man, whose name I cannot remember, wants me to be frightened, to shut up and to cease to exist. I want to be brave and claim that I refuse to be cowed by trolls. But sometimes, this all feels too hard.

For now, I won't stop writing. I just wish this wasn't the terrain women writers are expected to inhabit. I wish I, and all women, could write and exist without threats. Don't you?

—KJB

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