

WOMEN

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Dr. Becky Pettitt Works Toward Diversity and Inclusion

by Lisa Mednick Takami

Dr. Becky Pettitt was appointed the vice chancellor for equity, diversity and inclusion at the University of California, San Diego in March 2015. UC San Diego is a public research university serving 22,700 undergraduate and 6,300 graduate students. I became acquainted with Dr. Pettitt through my doctoral research on higher education chief diversity officers.

Please describe your job in one sentence.

My job is to help create the most ideal teaching and learning environment for all of our students, faculty and staff.

You previously served at Texas A&M University. What are some of the inherent challenges and opportunities in serving as a chief diversity officer (CDO) at UC San Diego?

I work to ensure that everybody who chooses to study or work at UCSD can thrive and that the teaching and learning environment is optimal for all. If people devote their mental or emotional resources to protecting themselves from assault or offense, they're not free to express their brilliance. While UCSD and Texas A&M have very different student demographics, both states have legislation that ostensibly makes it more challenging to pursue diversity. This legislation challenges educational equity because we don't all start from the same place. At both institutions, challenges and opportunities are more alike than they are dissimilar.

In general, when we advocate for greater inclusion, individuals perceive it as a force that may displace them somehow. At Texas A&M University, it took nearly 10 years for our diversity plan to take root and be a game changer. It may be the same at UCSD. While I'd like to accelerate the pace of change, it's important that I work at the pace that the organization can handle. It's a balance between demonstrating urgency and intentionally building coalitions to enable the change we need. I have to figure out how to go with the grain and make sure I take the time to engage people and help them understand how we all benefit from more inclusion while taking the temperature of the institution.

I've heard you discuss the importance of integrated and strategic diversity work and the role of senior campus leadership. Please elaborate.



Dr. Becky Pettitt

I've seen equity, diversity and inclusion efforts work, and I've paid attention to institutions where people in positions like mine have not been successful. One of the strategic mistakes made is when CDOs are not properly introduced to the academic community. When I was hired, I asked the chancellor to convey to every unit leader that they should each consider the CDO as part of their leadership and decision-making teams. What I meant is that for every leadership decision, for every institution-level decision, people should be thinking about the impact on equity, diversity and inclusion. For example, when a strategic decision is being undertaken, is an impact analysis being conducted? Together, let's ensure that this decision and all possible outcomes have been thoughtfully considered. Equity, diversity and inclusion should be integrated into every operation of the institution. When we are establishing completion criteria or time-to-degree expectations, we should be thoughtful about how that might impact various groups of students (e.g., those who work or those who want to retake a course for their own edification or for a better grade).

What was your educational and career path leading to your appointment as UC San Diego's vice chancellor of equity, diversity and inclusion?

My baccalaureate is in psychology and my master's and Ph.D. degrees are in higher education. Three things summarize my approach: (1) understanding people want to be seen, heard and valued and to live and work in an environment where they can do their best work and be the best version of themselves; (2) thinking about constituents who care about our mission, what it means to serve the public good and how higher education works; and (3) considering how to shift the culture of a large organization. Texas A&M is nearly twice the size of UC San Diego, but it's the culture not the size that

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matters, and the openness to change that counts. I often use the Peter Drucker quote “Culture eats strategy for breakfast.” Regardless of the strategy I use, what’s important is, have I really taken the time to understand this organization, to understand what matters and moves people, and invested time in learning how to work within the structure?

What impact did your family and upbringing have on your career choice as a chief diversity officer?

My father instilled the values of hard work and being ethical, and my mother was an activist and my deaf brother’s chief advocate. My mom helped me understand true inclusion and what it means to make sure there is room at the table for everyone. Combining the value of hard work with the model of inclusion are important lessons that have stuck with me. My brother didn’t want to go to a different school from the rest of his siblings, so my mother fought on my brother’s behalf to be included. She worked at a structural level to improve the quality of education not just for my brother, but also for other people who came after him. In so many ways, I’m following in my mom’s footsteps. I’m working for people at UCSD today, but also considering what it means to be an equitable and inclusive institution and removing barriers so the challenges of today are not the same years from now.

Which individuals or mentors have had the greatest impact on your professional development?

Damon Williams found a way to elevate the profession and put into the literature some of the important messages that helped not only professionalize our field, but also add to the body of knowledge. I feel honored to consider Damon one of my dear friends and thought colleagues. Also, I have deep respect for white allies. In my experience, there are white allies who *say* the right things and those who *do* the right things when the time calls for them to be courageous and step up. One of the things we have to understand is that we need each other. Many CDOs are people of color. Just like in the many

civil rights movements, we need allies to stand up and stand beside us when it matters. I have deep appreciation for white allies who show up when it really counts, and when they are not afraid to publicly demonstrate their solidarity. Finally, there is one person who told me I would never be a chief diversity officer. That person really strengthened my resolve to prove this person wrong. I value and appreciate people who believe in me and who have supported and encouraged me, but I’m also grateful to that individual who helped me to find my inner strength and do what I knew I could do.

What would you recommend to readers interested in pursuing a career as a chief diversity officer?

I think it’s important to read broadly. There is something to learn from various disciplines. I enjoyed reading Atul Gawande’s book *Better: A Surgeon’s Notes on Performance*. I love this

book because it examines optimizing organizational performance and being a “positive deviant”—using uncommon but successful strategies to facilitate better solutions. The chapter that stands out most is “On Washing Hands”: Infection control specialists learned that doctors were spreading infections from patient to patient because, in a rush, they were not washing their hands before and after each patient. It’s an interesting chapter about what it took to change the culture in a life-or-death situation. The answer was simple: Ask the doctors and engage the whole team in identifying solutions. We have to ask and engage those most directly involved in decisions what will help them to perform better.

What would you like your legacy to be at UC San Diego?

I’d like it to be said that my team and I were able to create a more welcoming, more inclusive, more vibrant community and that we encouraged people to take accountability seriously. 📌

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Pettit:
Equity, diversity and inclusion should be integrated into every operation of the institution.

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Go Ahead and Add Child Care to Conferences

There's still much talk about how to prevent women from leaving academia. A new paper in *Politics, Groups and Identities* suggests one way to make academia more family-friendly is to make it easier for women to bring their children to conferences. As we all know, conferences are essential for scholars to present their work and connect with colleagues. *Inside Higher Ed* notes, "Yet even though women's presence in the academy has increased, few institutions and academic associations have considered, much less addressed, the particular hurdles conference participation presents for women scholars with children." Conferences, in particular, aren't necessarily great at offering child care or even spaces in which children are allowed, but they could be, which would make it easier for women with children to attend conferences and further their academic careers.

—*Inside Higher Ed* on Feb. 7, 2018

Poet and Writer Becomes Next President for the Mellon Foundation

In a bit of exciting news, Dr. Elizabeth Alexander is the next president of the Mellon Foundation and the first woman president of the organization. She's a poet, writer and scholar who has taught at a variety of institutions within higher ed, most recently Columbia University NY. Her memoir was a finalist for the Pulitzer Prize in 2016, and she recited an original poem at President Obama's inauguration in 2009. At the Ford Foundation, she helped create the Agnes Gund's Art for Justice Fund, which is \$100 million. The president of Ford Foundation, Darren Walker, said, "This appointment is a milestone in the history of American philanthropy. It's the combination of being both rooted in the arts and grounded in the humanities and understanding philanthropy that is going to make her a success." *WIHE* offers hearty congratulations to Dr. Alexander, and we are eager to see what she'll do at the Mellon Foundation.

—*The New York Times* on Feb. 8, 2018

How Should College Presidents Not Behave?

The first example is President Beverlee McClure of Adams State University CO, who has "been put on leave following complaints of her caustic behavior toward college employees." McClure is the first woman president for the school, and she was hired to fix the school's woes, including declining enrollment and the school's probation by an accreditor. One of the main complaints against McClure was about a Halloween costume she wore to a Halloween party in 2016, in which she dressed like a blue-collar worker with a fat suit and fake teeth. She faced criticism of being classist. (Spoiler alert: she was.) But more distressingly, she banned a previous term-faculty member from campus after he supposedly made threats. The American Association of University Professors College Conference wrote her about the ban and was concerned that she was violating the faculty member's "free speech and due process rights." McClure was also accused of homophobic tendencies and creating a hostile work environment. Some faculty claim those accusing McClure have overexaggerated the complaints against

her. And yet, the president of the school is representative of the school's brand, so McClure is likely on her way out.

The second example is President Ron Langrell of Bates Technical College WA, who was put on administrative leave. While no one will say why exactly Langrell is on leave, the school is investigating claims of demeaning and intimidating behaviors toward employees. One of the allegations against him is of "unwanted hugging." An employee claims the president hugged her in a hallway in November, which he admits to doing, as well as telling her she "looked nice." There's a video from a security camera, and the employee told an investigator she was shocked he would hug her after all the media attention on #MeToo and sexual harassment. The lesson here is that presidents, and other administrators, should not hug their colleagues and staff. It's not appropriate at all.

—*Inside Higher Ed* on Feb. 21, 2018, and Feb. 19, 2018

'Brilliance' and Gender (and Racial) Gaps in Academia

In an article in *Scientific American*, researchers Dr. Sarah-Jane Leslie and Dr. Andre Cimpian documented how certain fields overemphasize brilliance as a somehow innate trait of scholars. This focus on brilliance "coincide[s] with a marked lack of diversity in the academic disciplines in which it prevails," which often means these fields are overwhelmingly white and male. In a follow-up study, Leslie and Cimpian did a survey of over 2,000 academics to measure the focus on genius in 30 fields and combined that with data from the National Science Foundation on race and gender of PhDs in the same fields. Perhaps unsurprisingly, what they found were greater racial and gender imbalances in fields that emphasize the innateness of brilliance. The data on African-American PhDs further shows the racial inequity that still plagues higher ed, and the emphasis on "brilliance" only exacerbates the problem.

—*Scientific American* on Feb. 19, 2018

Colleges Tell Students Protesting Guns Won't Hurt Admissions

After the tragic school shooting in Parkland FL that left 17 high school students and faculty dead, Parkland students and students nationwide started protests for gun control, including walkouts. While superintendents of high schools in Texas and Wisconsin threatened suspensions for students who participated in walkouts protesting guns, some colleges assured students that those suspensions would not affect their admissions to these schools. Those schools included Yale University CT, the Massachusetts Institute of Technology MA, Boston University MA, the University of Virginia, Tulane University, Dartmouth University and others. The full list is available at <https://www.nacacnet.org/news-publications/college-and-university-update-on-disciplinary-actions/>, and Newswatch hopes other schools will follow their lead.

—*BuzzFeed* on Feb. 24, 2018

William and Mary Hires First Woman President

Dr. Katherine A. Rowe will be the first woman president at the College of William and Mary VA, which is the second-

oldest institution in the United States. That means for 325 years, the school only had men presidents. This is definitely a step forward. Rowe is currently the provost and dean of Smith College MA, the private liberal arts college for women, and is the author of three books. Her PhD is in English and American studies from Harvard University MA. She begins her position in July.

—*Women in Academia Report* on Feb. 21, 2018

Harvard Hires Another White Man as President

Harvard University MA recently announced its new hire for president, Dr. Lawrence S. Bacow, and their choice has come under fire for possibly confirming the status quo at the Ivies. Previously president of Tufts University MA, Bacow is an economist who will replace Dr. Drew Gilpin Faust, Harvard's first woman president, who is retiring. *The Chronicle of Higher Education* reports that David McCabe of *Axios* noted that the school "has now had more presidents named Larry (three) than it has presidents who are women (one)." It's not surprising that folks are disappointed that the next choice to lead Harvard is a man, especially following a woman leader. But other schools outside of the Ivy League have also not had back-to-back women leaders, including the Massachusetts Institute of Technology, Purdue University IN, the University of Arizona and the University of Virginia. All of these schools hired men after women "stepped down." It's an unfortunate example Harvard sets. Newswatch would note that many schools are just now having their first women presidents in 2018 (see the above news brief for an example), which shows that college presidencies continue to remain white and male.

—*The Chronicle of Higher Education* on Feb. 12, 2018

Women Still Aren't Being Represented in Hollywood Movies

The Center for the Study of Women in Television & Film at San Diego State University CA released a new study, "It's a Man's (Celluloid) World," which follows the representation of white women and women of color in mainstream movies. The study finds that only "24% of the protagonists in the top 100 highest-grossing (domestic) titles of 2017 were women." This is "a decline (*A DECLINE*) of five percent from 2016's already measly 29%." Of the not-quite-a-quarter of protagonists in major motion pictures, 68% were white women, 16% African-American women, 7% Latinx women and 7% Asian women. So there's still a lack of racial diversity in these films too. As excited as Newswatch was about *Wonder Woman* and *Girls Trip*, it is clear Hollywood still lacks the much-needed gender and racial diversity. Perhaps it is time to let Shonda Rhimes make some more movies. Or perhaps Hollywood should pay attention to the success of these movies and give women more leading roles in major films.

—*Flavorwire* on Feb. 22, 2018

Trump Administration Rejects Trans* Protections of Title IX

File this story under no one is surprised, but we are still angry. The Trump administration rejected trans* students' bathroom complaints and suggested these students aren't covered under Title IX. Previously, Newswatch noted the

efforts of the Department of Justice, particularly Attorney General Jeff Sessions, to limit the definition of gender in Title IX. Now, unfortunately, the Department of Education seems to be following the DOJ's lead. The American Association of University Women (AAUW) rightly disagrees with this attempt to say that Title IX somehow doesn't apply to trans* students and notes that the rejection rescinds "vital civil rights protections." Kim Churches, the chief executive officer of the AAUW, offered a statement: "The Department of Education is making a misguided decision at the expense of our nation's students. Schools have an obligation to ensure that all students—including transgender students—receive an education free of sex discrimination. Title IX is critical for students who are experiencing sex discrimination on a regular basis to be able to attend school and continue their education."

—*American Association of University Women* on Feb. 12, 2018

But a Federal Court Ruled for LGBTQ Rights in a Major Case

While the Trump administration keeps trying to limit the rights of LGBTQ and trans* folks, they keep facing stumbling blocks from the courts. (Thank goodness.) The Court of Appeals for the 2nd Circuit recently ruled that the Civil Rights Act of 1964 does, in fact, ban "anti-gay workplace discrimination." BuzzFeed reports, "The decision rebukes the Trump administration—which had argued against a gay worker in the case—and hands progressives a win in their strategy to protect LGBT employees with a drumbeat of lawsuits." The federal court overruled a lower court and required the case "be litigated" in accordance with their interpretation of Title VII. This decision is of particular importance because the Department of Justice became a part of the case, even though the DOJ isn't normally involved in employment disputes in the private sector. Thus, the case became a "litmus test" for the Trump administration's attempts to limit LGBTQ rights through the courts. The decision, then, is a victory for LGBTQ rights and offers hope that the current administration's continued efforts to marginalize already vulnerable communities won't happen through court activism.

—*BuzzFeed* on Feb. 26, 2018

An Additional Degree to Get Equal Pay?

The Georgetown Center on Education and the Workforce DC released a new report, "Women Can't Win: Despite Making Educational Gains and Pursuing High-Wage Majors, Women Still Earn Less than Men." As the title of the report suggests, the news isn't good. Their researchers found that if women are to achieve pay equity with men, women have to have an additional degree than men. The director of the center and lead author Dr. Anthony P. Carnevale stated, "Women's earnings still lag their exceptional educational progress. At the heart of the gender wage gap is discrimination in pay for the same sets of qualifications and experience." When they compared men and women with the same majors, the same degrees and the same jobs, women made 92 cents while men made \$1.

This study presents an interesting problem for women who have achieved PhDs, which is the highest level of educational attainment, because there's no additional degree

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SciGirls Introduces Spanish-Language Episodes

By Lois Elfman

Now in its fourth season, the series *SciGirls*, which airs on PBS stations and is also available online at pbskids.org/scigirls, continues its successful formula of inspiring kids to explore the STEM fields (science, technology, engineering and mathematics). The big change for season four is a focus on girls of Latina backgrounds.

Real-life girls team up with female science professionals to solve STEM challenges, improve their communities and interact with other science-loving kids. The real-life *SciGirls* and their mentors tackle STEM-related activities in both Spanish and English, with subtitles provided to make sure the episodes are accessible to everyone.

Vision

Award-winning filmmaker **Maria Agui Carter** says Latina girls need to become part of the technological boom by learning about STEM, so they will be able to access jobs that will allow them to have sustainable 21st-century careers. An experienced bilingual producer, she's had a connection to *SciGirls* since its inception, and for season four directed the first episode and also served as a series advisor.

"Part of the idea is to make sure that there are role models and new images on television and in culture that encourage girls to stick with this because it's such an important part of modern society," says Agui Carter. "I've made a lifetime of countering the stereotypical and highly sexualized images of Latinas in U.S. media. Very few images treat us in the complexity of what we are and can be."

Agui Carter cites procedural TV dramas such as *CSI* shows leading to an increase of girls and women studying forensic science. *SciGirls* creates and amplifies media images of Latina girls delighting in science and technology alongside accomplished Latina science professionals.

"People connect seeing those role models and images on television," Agui Carter says. "We're showing girls the possibilities of new things they can be."

"There is so much excitement about having this kind of material available for parents to show their kids and for educators," she adds, noting that Spanish content enables parents to be integrally involved with their children's pursuit of science. "It's incredibly exciting to be able to go from total invisibility to seeing girls working through their science projects, succeeding at making things, solving problems and having fun while doing it."

Action

Dr. Violeta Garcia, a STEM consultant, serves as the on-camera mentor for the episode "Gallinas de Ciudad" (City Chickens). Garcia, who holds a PhD in biological

education, says her mission is to rewrite the narrative for Latina girls and women by being a vocal, visible role model and advocate.

"I have to be that person to show the girls this is what you can do with these ideas," says Garcia. "I don't empower kids. I provide tools for their own empowerment. It has to come from them to take action."

For her episode of *SciGirls*, Garcia put together some community resources for production, including identifying schools where they could hold casting auditions for girls to participate in the episode. Putting scientific work in a community lens increased the impact of the episode's content.

"This is a story of change, persistence, working hard and at the same time bringing our communities with us," says Garcia, who in addition to consulting teaches earth and life science at the University of Northern Colorado at Denver. "I want them to see that science is all around them and part of every single aspect of their lives."


Resolve

Garcia notes that many Latinx people have been scientific innovators, much of it propelled by economic necessity, but nonetheless impressive in terms of creating greater sustainability. She speaks of a friend's relative in East Los Angeles who recycled water from the washing machine to water a garden where he grew fruits and vegetables for his family.

If no one shows girls and women how they can use their individual talents and interests—writing, inventing or loving plants and animals—to make a scientific impact, they won't know. Teachers need to make the connections for girls and boys, so they can set on a path to becoming STEM professionals. Garcia authored the book *This Is What STEM Looks Like!* for the Women's Foundation of Colorado, which was written for educators and gives benchmarks for STEM success in young girls.

In the Denver area, where Garcia lives, there is a community with limited access to fresh food. By showing them the scientific details required to grow their own, positive change is made and young people are inspired to learn more.

She focuses on issues of permaculture, such as sustainability and design, that are now being adopted by mainstream American culture. In the episode of *SciGirls* in which she appears, Garcia taught the girls how to compost and how to observe their chickens using scientific reasoning skills. Garcia is also starting her own nonprofit organization, a permaculture learning lab in her backyard where she will teach classes about growing your own food.

"For girls, STEM comes to life through helping their communities," says Garcia. "*SciGirls* is changing the narrative." 

Garcia: "For girls, STEM comes to life through helping their communities. SciGirls is changing the narrative."

The Important Activism of Kids These Days

By Katie Rose Guest Pryal

This column is the first in a new series I'm writing for *WIHE* on how the personal is both public and political, all within the context of education and learning. Each essay takes as its starting point a public event, examining those stakes in a personal fashion and then politicizing those stakes for us all. This essay takes as its starting point the Parkland high school shooting in February 2018, which left 17 students and faculty members dead, and the student-led anti-gun activism that followed.

Hangin' Hopes on the Parkland Kids

As I wrote this article, high school student Cameron Kasky, one of the survivors of the recent Parkland school shooting, [tweeted at Dana Loesch on Twitter](#), "I understand that all the Dalmatians escaped your clutches, but you really need to get over that." The tweet was funny, witty and reveals the savviness with which the Parkland activists have deployed social media. After all, Dana Loesch is a spokesperson for the National Rifle Association and has taken an active role in fighting against the movement the Parkland kids have started with #neveragain and #marchforourlives.

The Parkland shooting was as horrific as the 1999 shooting in Columbine, Colorado, which created a new paradigm of school shootings in our modern age. (Few of us still talk about the sniper at the University of Texas back in 1966.) I was in Boulder CO, standing in a Wells Fargo bank when Columbine happened. I stood with the others, staring at television screens mounted to the wall, watching live as kids not much younger than I was were flinging themselves out of windows. It felt like the world was changing that day.

It didn't. It didn't change at all.

On Dec. 14, 2012, when Newtown happened, I'd just had my second baby, and I was working in my home office. I called my husband on the phone in a panic. "How can we let them be in this world?" I demanded. "How can we let them?" I flipped over to Facebook, and [Honest Toddler](#) had posted a single line: "So many angels. Can you see them?"

The world didn't change then, either.

But today, when I see [the still image of Emma González](#), Parkland survivor, staring stone-faced at Dana Loesch on CNN, looking as though nothing could scare her, I feel hope, finally. González survived a massacre. Loesch is a mouthpiece. González looks ready to tear down the world and build a better one in its place, and she's only a teenager.

Finally.

Stop Trashing Teens

I see lots of praise online of the Parkland kids. But a lot of the praise makes me think of how much derogatory language I hear launched toward teens the rest of the time. It's true that González and her team are doing amazing things. But it is also true that they are teens like any other teens. They're kids with big ideas and big hopes and dreams, and not a lot of fears (undeveloped brains and all). The things that make teens act like teens can be both annoying and incredible. If you love them, you have to love it all.

But usually, adults can't resist trashing teens (and teen girls in particular). As a former professor, I was constantly

seeing fellow teachers talk about their students online, complaining about students' inability to send a proper email or to address a professor in a professional fashion. The vitriol was—and is—astounding. If we want to empower our students to lead the world, we can't tear them down like that, even in our own minds. Especially on Facebook. We have to teach them instead.

And it's not just teachers. Remember when the *Twilight* book series first came out? It was wildly popular (like, over 100 million copies sold popular). And the reason it was popular, in large part, was teen girls. But the books—and their readers—were mocked mercilessly in popular media. For example, [Wired writes](#), "From a male point of view, the only redeeming feature of the Twilight books and movies is the ammunition they provide against female claims of innate moral superiority over men." (Way to lead with a straw man, Wired.) The writer then lists a host of reasons why he thinks the books are stupid. Curiously, [The New Yorker seemed to get it](#) in its review of the first film made from the books. *Twilight* is fantasy, yes, and it is ideal teen girl fantasy for one very profound reason: Bella isn't constantly fighting off Edward's desire to sleep with her. Teen girls are complicated in many ways, but I can guarantee that they're simple in one way: they don't want to be sexually assaulted.

If we believe teens deserve to be ridiculed for the books they like, how they speak or the clothes they wear, then we will never see teens and young people for the incredible gift to our society that they are. Teens will stumble. They'll make mistakes. They'll still have the fierceness to stand up to the Loesches of the world, if we don't tear them down for their teenager imperfections.

Not Created Equal

After the Parkland protests began, author **Roxane Gay** tweeted, "It is interesting to note the difference in support for the kids in FL versus the kids in Black Lives Matter. I say that with full admiration for the kids in FL, to survive such a trauma and fight for everyone to be safer. But that's also what was happening in Ferguson and beyond." Gay makes an important point—not all activist groups get the same support, and that difference in support is because of racism. She continues: "I started to think about this after George Clooney's announcement. And it isn't divisive to observe the difference in support from the media, from celebrities, etc. I think the FL kids are f[—] awesome but so are the kids in Ferguson and Baltimore and Chicago and more." Gay refers to massive donations to the Parkland activists from the Clooneys (\$500,000), [which has since been matched](#) by Oprah Winfrey, Steven Spielberg and more.

The BLM kids are alright, but white America has a really hard time seeing it. Why? According to expert **Mariame Kaba**, put simply, [white people hate \(black\) protests](#). According to various polls, most white Americans disapprove of BLM, while most black Americans approve. For example, according to a July 2017 Harvard-Harris poll, 35 percent of white Americans had a favorable view of BLM, but 83 percent of black Americans had a favorable view. That's quite a spread.

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Women on the Move

As of March 1, 2018

- **Dr. Sarah Ades** becomes associate dean for graduate student affairs at the graduate school of Pennsylvania State University, in addition to her previous duties as associate professor of biochemistry and molecular biology.
- **Gail D. Barksdale** moves from director of athletics at Indiana University-Purdue University Indianapolis to senior director of athletics at Sonoma State University CA.
- **Dr. Jeanette Bauchat** moves from section chief for obstetric anesthesiology at the medical school of Northwestern University IL to chief of the Division of Obstetric Anesthesiology at the Vanderbilt University Medical Center TN.
- **Dr. Ashley Blamey** becomes Title IX coordinator for the University of Tennessee System.
- **Dr. Gayle A. Brazeau** becomes dean of the School of Pharmacy at Marshall University WV, beginning May 12.
- **Kirsten Britton** moves from associate director of athletics for facilities, operations, and events for the College of the Holy Cross MA to senior associate director of athletics for sport administration at the University of Massachusetts at Amherst.
- **Traevana Byrd, JD**, moves from VP for legal affairs and human resources and general counsel at Towson University MD to VP and general counsel at American University DC, beginning April 9.
- **Georgia Luann Carter** becomes annual giving director at Mississippi State University.
- **Angie Chrestman** moves from interim director to director of the Career Center at Mississippi State University.
- **Victoria M. Chun** moves from VP and director of athletics at Colgate University to director of athletics, physical education, and recreation at Yale University CT.
- **Dr. Robin Means Coleman** moves from professor of communications, professor of Afro American and African studies and associate dean in the Rackham Graduate School at the University of Michigan to VP and associate provost for diversity at Texas A&M University.
- **Linda Cook** moves from assistant VP of communications for the Kansas State Alumni Association to chief of staff and director of community relations at Kansas State University.
- **Dr. Kavita Dhodapkar** moves from associate professor of pediatrics at the Yale School of Medicine CT to associate professor of pediatrics at Emory University GA and director of the Pediatric Immuno-Oncology Program for Children's Healthcare of Atlanta GA.
- **Dr. Nancy Fahrenwald** moves from dean of the College of Nursing at South Dakota State University to dean of the College of Nursing at Texas A&M University, beginning June 1.
- **Dr. Amy Galpin** moves from curator at the Cornell Fine Arts Museum at Rollins College FL to chief curator at the Patricia & Phillip Frost Art Museum at Florida International University.
- **Elizabeth C. Garvey, JD**, becomes vice chancellor for legal affairs and general counsel for the State University of New York System.
- **Jennie Hall** moves from director of communications

and strategic initiatives for the College of Letters, Arts, and Social Sciences to director of corporate and foundation relations at the University of Idaho.

- **Dr. Anne C. Hayes** moves from dean of institutional effectiveness and projects at Southside Virginia Community College to senior advisor to the president and associate VP for administrative services at Bennett College NC.
- **Dr. Aisha Haynes** becomes assistant director of the Center for Teaching Excellence at the University of South Carolina.
- **Dr. Carolyn Henry** is the new dean of the College of Veterinary Medicine at the University of Missouri. She has been serving as interim dean since August and since 2011 has been associate director of research at the Ellis Fischel Cancer Center.
- **Dr. Liping Huang** becomes associate dean for research and graduate programs for the School of Engineering at Rensselaer Polytechnic Institute NY.
- **Sabrina Johnson, JD**, moves from associate VP for human resources to VP for equity and access and chief diversity officer at the University of Mary Washington VA.
- **Sheila Johnson-Willis** becomes associate VP, chief equal opportunity officer and Title IX officer at Syracuse University NY.
- **Laurie Jones** moves from chief human resources officer at Columbus State University GA to director of human resources at Albany State University GA.
- **Dr. Sheryl Kubiak** becomes the dean of the School of Social Work at Wayne State University MI, beginning June 30.
- **Dr. Sandra S. LaBlance** becomes associate dean for student affairs in the School of Medicine at Oakland University MI.
- **Dr. Kim Michelle Lewis** moves from associate professor of physics, applied physics and astronomy at Rensselaer Polytechnic Institute NY to professor of physics and associate dean for research and graduate programs at Howard University DC.
- **Dr. Allyson Livingstone** moves from the social work faculty at Simmons College MA and Salem State University MA to director of diversity, equity and inclusion for education, training and development at Brandeis University MA.
- **Dr. Stephanie Lusk** becomes director of diversity for the College of Education and Health Professions at the University of Arkansas, in addition to her previous duties as assistant professor of counselor education at the University of Arkansas.
- **Dr. Laura Malinin** becomes director of Colorado State University's Richardson Design Center, which will open in 2019.
- **Gail Marsh** moves from senior associate VP in the Office of Health Sciences and chief strategy officer for the Wexner Medical Center to chief strategy officer at Ohio State University.
- **Missy Matella, JD**, moves from assistant general counsel to senior director of employee and labor relations in the Office of Human Resources at the University of Oregon.
- **Emilee Mathews** moves from research librarian for

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Black Women's Activism, Past and Present

By Amma Marfo

When Dr. Keisha Blain signed the contract to release her first book, *Set the World on Fire: Black Nationalist Women and the Struggle for Freedom* (2018), she had no idea of the world it'd be entering upon its release.

"[A]t the time that I selected the topic, I could not have foreseen some of the developments that have since taken place in the United States," Blain admits as we chat shortly after the book's debut. Of course, she refers to the dominance and scope of women-led movements like The Movement for Black Lives, #MeToo and the Women's March, each of which can trace elements of their roots to the methods and lessons of the women chronicled in Blain's book.

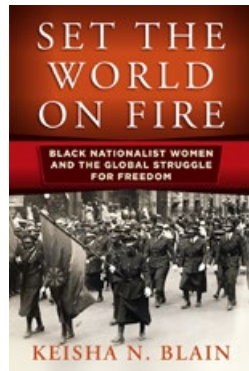
Teaching Black Women's History

Blain traces her interest in the topic all the way back to a memorable undergraduate research experience on Global Black Social Movements, where her focus narrowed on the Universal Negro Improvement Association, or Garvey Movement, of the 1920s. "I wanted to know more about women's roles. I wanted to understand the kinds of work that they did, I wanted to understand why they joined the organization when they did," she says. She credits her professor's encouragement of her curiosity with her deep dive into the topic, a dive that persisted through graduate school and all the way to the topic of her first book. "[H]e was very helpful—but I could tell oftentimes he didn't have all the answers, which was a great opportunity for me as a student because he encouraged me to do the research to ultimately find the answers to the questions I was asking," she says.

These days, she's creating similar moments of revelation and curiosity for her own students at the University of Pittsburgh PA, where she teaches classes on the civil rights movement, black women's history and other topics of race and gender in history. Blain notes:

If I'm teaching black women's history, I say, "Give me a list of names, the key black women in US history who you are aware of." As soon as I say, "You can't say Rosa Parks," students chuckle because that's exactly where they're about to go. Often it doesn't take long for there to be complete silence in the room. And an uncomfortable feeling where people realize, "I don't really know that many black women in our history."

She cites a recent moment where many students in her class learned about Fannie Lou Hamer for the first time with her, sharing their bewilderment about how they hadn't previously learned of her. This adjustment of expectations bears out in the book, particularly regarding expectations around the book's subject matter. "Even as I articulate the



term 'black nationalist,' I think immediately people will have all these thoughts about what that means," Blain says. "What they'll find in the book is that it's often very different from what they imagined."

Problems Beyond the Nation-State

Set the World on Fire centers many women who were essential to black nationalist movements who had previously been given a similar "hidden figures" treatment up to this point. Figures like Ula Taylor and Josephine Moody (whose 1942 writings inspired the title of the book) come alive as Blain shares their triumphs and struggles; in fact, she believes it was they who told their story to her as she wrote:

I wasn't always quite sure what I would find or even the path I would take. But in many ways, the sources guided me and once I found the key historical figures through the process of doing research, in a way the story sort of unfolded before me and thankfully I was able to flesh it out into this book.

The lessons the stories revealed, as you might expect, are ones Blain sees use for in this latest age of protest and demonstration. Perhaps the biggest, as the trajectory of the Garvey movement sought to prove? These problems are bigger than just America.

"It's important to understand that even as we express a call for #MeToo as a way to ... no longer accept sexual harassment and sexual abuse wherever they unfold, we also have to say that this isn't just a concern for the United States," she says. Citing Haitian author Edwidge Danticat's proclamation that the country's scandal with OXFAM is a #MeToo issue in the same way that many scandals in the hotel and migrant worker industries here in the United States are, Blain believes that "it's a global problem." She continues, "If we see it as a global problem, we can think about global solutions and the ways in which we could form alliances across geographic borders to change and transform, really, systems of oppression."

Expanding Knowledge

As we go forth to participate in these movements, and as we prepare our students—no matter their gender—to take part in this critical moment of change, I asked Blain how to expand the scope of our current movements in the way that the black women nationalists of her book's history did. What was her response? Expand knowledge and context, and then the scope will expand on its own.

"When I teach courses," Blain says, "I find that it's already difficult to encounter students who have a full grasp of US history in and of itself." Which means it can be even harder for students to grasp the global contexts too. But "with more exposure to these stories," students can begin to comprehend "what they're experiencing is certainly not unique to the nation-state." Blain hopes the lessons students learn in her classes "will help them with their own political organizing" and encourage them "to reach out, reach beyond their communities or beyond the nation-state." ■

*Blain:
"It's important
to understand that even as
we express a call for #MeToo,...
we also have to say that this
isn't just a concern for the
United States."*



THE UNIVERSITY of MISSISSIPPI

DEAN OF THE SCHOOL OF APPLIED SCIENCES

The University of Mississippi (www.olemiss.edu) is conducting a national search for its next Dean of the School of Applied Sciences. The Search Advisory 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 March 31, 2018. For a complete position description, please visit the Current Opportunities page at <https://www.parkersearch.com/olemiss-deanappliedscience>.

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The University of Mississippi is an EOE/AA/Minorities/Females/Vet/Disability/Sexual Orientation/Gender Identity/Title VI/Title VII/Title IX/504/ADA/ADEA employer.



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THE UNIVERSITY of MISSISSIPPI

DEAN OF THE GRADUATE SCHOOL

The University of Mississippi (www.olemiss.edu) is conducting a national search for its next Dean of the Graduate School. The Search Advisory 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 March 31, 2018. For a complete position description, please visit the Current Opportunities page at <https://www.parkersearch.com/olemiss-graduate dean>.

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PRESIDENT

Kennesaw State University is conducting a global search for its next President. The Presidential Search and Screen 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. For a complete position description, please visit the Current Opportunities page at: <https://www.parkersearch.com/ksupresident>

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Kennesaw State University is an Equal Employment Opportunity/Affirmative Action Employer. It is the policy of Kennesaw State University to recruit, hire, train, promote and educate persons without regard to age, color, disability, ethnicity, gender, national origin race religion, sexual orientation, or status as a protected Veteran. Georgia is an Open Records state.



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Women on the Move,
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art and visual studies at the University of California, Irvine, to art and design librarian at the University Libraries at Ohio State University.

- **Dr. Lynn Maurer** moves from dean of the College of Graduate and Professional Studies and chief research officer at Indiana State University to dean of the College of Arts and Sciences at Lamar University TX, beginning July 1.

- **Rachel McBride-Praetorius** moves from executive director of Four Winds of Indian Education CA to inaugural director of tribal relations at Chico State University CA.

- **Dr. Beryl McEwen** becomes provost and vice chancellor of academic affairs at North Carolina A&T State University.

- **Teresa A. Miller, JD**, moves from chief diversity officer at the University of Buffalo NY to senior vice chancellor for strategic initiatives for the State University of New York System and chief of staff for the system's chancellor.

- **Dr. Michele S. Moses** moves from professor and associate dean for graduate studies in the School of Education to associate vice provost for faculty affairs at the University of Colorado at Boulder.

- **Dr. Donna Nickitas** moves from professor and executive director of the nursing science PhD program at the Hunter-Bellevue School of Nursing at the City

University of New York to dean of the School of Nursing at Rutgers University NJ, beginning July 1.

- **Dr. Julia Osman** becomes director for the Institute for the Humanities at Mississippi State University.

- **Louise Paskey** becomes VP for student development and institutional mission at Briar Cliff University IA.

- **Ellen Piekalkiewicz** moves from executive director of United Partners for Human Services FL to director of the Center for the Study and Promotion of Communities, Families, and Children in the College of Social Work at Florida State University.

- **Meshea Poore, JD**, moves from president of the West Virginia State Bar to VP of diversity, equity and inclusion at West Virginia University.

- **Kelly Ratliff** becomes vice chancellor of finance, operations and administration at the University of California, Davis, after being the interim.

- **Dr. Kelly Schlendorf** moves from associate medical director to medical director of the Adult Heart Transplant Program at the Vanderbilt University Medical Center TN.

- **Julie Schreier** becomes chief of staff in the Office of the President at Yeshiva University in New York.

- **Dr. Pamela Scully** moves from associate vice provost for faculty affairs to vice provost for undergraduate education at Emory University GA, beginning June 1.

- **Dr. Danielle Taana Smith** moves from professor of sociology and director of the Honors Program at the Rochester Institute of Technology NY to professor of African American studies and director of the University Honors Program at Syracuse University NY.

- **Dr. Todd Steelman** moves from executive director of the School of Environment and Sustainability at the University of Saskatchewan in Canada to dean of the Nicholas School of the Environment at Duke University NC.

- **Dr. Lisa Stock** moves from dean of academic affairs at Ellsworth Community College IA to new VP for academic affairs at the College of DuPage IL.

- **Alonda Thomas** moves from director of media relations at Florida A&M University to director of public relations for Howard University DC.

- **Dr. Darryl Todd** becomes interim associate vice chancellor of student affairs and enrollment services at the University of Tennessee Health Science Center, in addition to her previous duties as executive administrator in the Office of Academic, Faculty and Student Affairs.

- **Michelle Turek** moves from VP for commercial banking at Tompkins Trust Company NY to principal gifts officer at Virginia Polytechnic Institute and State University.

- **Carol Viventi, JD**, moves from deputy director of the Michigan Department of Civil Rights to VP and special counsel to the president at Michigan State University.

- **Emily Watrous** moves from chief human resources officer for Southern First Bank to director of



**THE UNIVERSITY of
MISSISSIPPI**

**VICE CHANCELLOR
FOR RESEARCH AND
SPONSORED PROGRAMS**

The University of Mississippi (www.olemiss.edu) is conducting a national search for its next Vice Chancellor for Research and Sponsored Programs. The Search Advisory 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 March 31, 2018. For a complete position description, please visit the Current Opportunities page at <https://www.parkersearch.com/olemiss-vcr>.

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Bringing Movement and Contemplation Into the Classroom

By Karen Costa

Stephanie Briggs likes to move, and when she does, it's often to pave her own way. Briggs' higher education journey began at Howard University DC; she was one of the first members of her family to attend college. Once there, she felt the call of New York City, where she could pursue her dreams of working in the theater. As more work opportunities presented themselves, she left NYU before graduating, and for the next 15 years, had her own business working in public relations for dance companies and exercises studios. She calls this her "15-year sabbatical." Eventually, Briggs returned to The New School NY to finish her degree.



Stephanie Briggs

"I enter into the classroom with that knowledge of working in the world," she says. In addition to the professional skills she picked up on her journey, including working for public radio and writing for trade publications, Briggs also embarked on what she refers to as a contemplative path, or the process of learning to be still where we are. "I did it to keep sane," she says, "and to get through the insanity of being an adult."

A Passion for Education and Movement

Today, as an assistant professor of English at the Community College of Baltimore County MD, Briggs combines her education, work experience and passion for movement and performance with an ever-deepening knowledge of contemplative practices. Five years into working as a college professor, she began to ask "Who am I?" While she'd started her teaching using a template provided by one of her mentors, Briggs felt a call to become more unconventional and experimental. After studying with various teachers from the Center for Contemplative Mind in Society, Briggs got moving. So did her students.

"I started using movement in my English classes," she says. "I was having the students walk around the classroom while they told stories. They were improvising movements and vocalizing." Briggs started taking her students out of the traditional classroom setting and into the campus's dance studio so that they would have more space and freedom. "I wanted them to move while they read. I put obstacles in the room for them to navigate while walking and reading. When we returned to our regular classroom, they were so much more willing to voice their work."

Like her students, Briggs has sometimes encountered obstacles as she explores creative teaching methods. She admits that the lack of recognition for the work she's doing can get lonely. "Anyone who wants to do this work," she says, "needs to understand that it's often a solo path. Con-

templative work is misunderstood."


Building Contemplative Communities

But Briggs is fighting to make that path a little less lonely for those who follow her. She founded the organization [Be.Still.Move](#) to increase the use of contemplative practices in higher education. Briggs offers workshops and trainings to institutions interested in "the creation of compassionate contemplative communities." Her focus is shifting a bit, from students to faculty and staff. She's recently been working on helping faculty from various institutions to develop contemplative communities with students of color. "My focus is on helping faculty to start with themselves, to engage in their own practice. Until you can commit to your own work, you can't do it in the classroom." She points them toward "[the contemplative tree](#)," a resource provided by the Center for Contemplative Mind in Society that displays all the options practitioners have to begin contemplative work. It includes things like vigils and marches, yoga, meditation and volunteering. "It's about helping them to learn that there doesn't always have to be an immediate response," she says. "If a student comes to you and he or she is upset, just take a breath. That can shift everything."

Focusing on Empathy

When pressed to define her most significant success, Briggs recalls her recent English composition courses, where for the past year, she and her students have focused on the topic "Developing Empathy as a High-Impact Practice: How Radical Is That?" Students in the course engage in conversations about topics such as anthem protests during NFL games. As they become more comfortable with the notion of empathy, Briggs says, "They could listen to and understand one another without trying to change the other person. Empathy is not agreement. It's about being present." The course ends with a research paper on marginalized communities where students learn to examine their own personal biases. Briggs calls the class "a wonderful experiment."

While the question of how she has fun in her spare time at first elicits a chuckle, Briggs does practice what she preaches and makes time for self-care, contemplation and creativity. "I spend a lot of time in museums. I like the solitude of that," she says. She's also known to take long walks with her camera, engaging in what she calls contemplative photography. She hopes to have a medium to share that work soon.

For Briggs, the future is focused on growing Be.Still.Move. "I want to help people manage this place that we live [in]. It's challenging and using up our energy; it can make us ill. We need to pay attention," she says. Though the work can be lonely, Briggs isn't turning back. "This work is the thing that I fight because I want to. It gives me pleasure to fight it," she says. 

Briggs: "My focus is on helping faculty to start with themselves, to engage in their own practice. Until you can commit to your own work, you can't do it in the classroom."

Nursing Educator Builds Future Generations

By Lois Elfman

As the United States faces a nursing crisis, **Dr. Harriet Feldman** of the College of Health Professions/Lienhard School of Nursing Pace University NY works to educate not only nurses who will fill crucial roles in contemporary health care, but also develop nursing educators who will keep the field thriving. Throughout her years at Pace, Feldman, who is dean and professor of the nursing school, has sought innovative ways to grow the nursing profession as well as increase diversity.

Early Career

Like many women in the mid-1960s, after high school Feldman enrolled in a nursing program. Shortly before graduating the diploma program, a faculty member suggested she continue her education and pursue a bachelor's degree. Wanting to get to work, she took a job, but also decided to take one course. That course made her want to continue her education.

As Feldman progressed, leaders in nursing kept encouraging her to push further—earning bachelor's and master's degrees. She didn't see herself as a future leader, but she enjoyed the education and found a passion for nursing. Toward the end of her master's program, she was asked if she wanted to teach, so she did a bit of it while finishing her master's and then became a full-time instructor.

After getting married and starting a family, she went back into clinical practice, but part of her role was teaching hospital staff. Feldman began to see the bigger picture—not only was she having an impact on the patients with whom she directly interacted, but, through training others, she was having an impact on many other patients as well. She made the decision to commit to a career in nursing education—earning a doctorate and taking on greater and greater leadership roles.

Changes in Nursing

Since the late 1960s, Feldman has been a proponent of moving nursing forward and giving the profession greater prestige. The first graduate course she taught was in change theory.

"I had taken a similar course myself, but teaching it was such a different kind of experience—preparing for it, working closely with the students," says Feldman. "That set the stage for my interest in making change for the greater good. My path early in my career and even now is because I'm a risk-taker. I like the idea of making an impact and doing something to help this profession."

In 1993, Feldman became dean of Pace's Lienhard School of Nursing, and with that, her influence solidified. Thanks to forward-thinking educators, nursing has evolved, starting with more stringent educational requirements to become a registered nurse. Today's nursing requires more critical thinking and evidence-based practice.

"The thing that's changed the whole landscape is the technology that we use in health care," Feldman says. "I

don't mean just the electronic records, but the equipment. The changes help inform people so they can make better decisions."

Pace was an early adopter of technology in the curriculum, such as blackboard sites. This enabled the development of hybrid (mixing online and onsite) graduate courses as well as online courses. Feldman keeps informed on technological advances and tries to introduce them at Pace as soon as possible.

Feldman says faculty members have been committed to making Pace's nursing program stellar. Data is gathered and analyzed on student success. The professors have been open to revising curricula and approaches so as to maximize student outcomes—the goal being 100 percent success on licensure exams. It's also important to ensure the faculty have all the tools they need.

"I send them to conferences regularly for development in terms of teaching strategies and content," says Feldman. "People have said how welcome they feel here and how the culture is so supportive."

Lasting Impact

Being the first in her family to attend graduate school helps Feldman understand the dynamics faced by first-generation college students.

"You have the overall support, but sometimes you need more specific things," she says. Over the years, she has tried to implement programs that provide such supports. Approximately half the nursing students at

Pace—both in the four-year programs and older students returning for nursing as a second career—come from underrepresented minorities.

"We are not just active in the classroom with our students; we are working with them outside," says Feldman. "We're very focused for today's nursing students to see this as a lifelong career."

In addition to the immediate need for nurses, which is anticipated to increase significantly by the year 2024, there is an urgency to develop faculty so that schools can increase the number of students. The average age of the current faculty is mid-50s. With retirements on the horizon, developing new faculty is especially crucial.

"There is great interest in nursing; we have our largest freshman class ever (about 120 students)," she says. "If we don't have people to teach them, we have a problem."

Faculty development has been a priority. Pace introduced a "grow our own" program, where students who show potential to be educators are identified and offered significant scholarship money for graduate school, with the provision they commit to teaching at Pace for several years. Two such individuals are now part of the faculty. They and other new faculty are paired with faculty mentors.

There is an associate dean for faculty scholarship, who works with tenured and tenure-track faculty to make sure they move along their research agendas. Feldman meets

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Feldman: "We're very focused for today's nursing students to see this as a lifelong career."

Taking on Activism in the Academy

By Kelly J. Baker

On Feb. 9–10, 2018, Florida State University hosted the inaugural Social Justice Symposium with the theme “Activism in the Academy.” The event came about through the efforts and support of the FSU Black Faculty and Staff Network, the Latin@ Faculty Advocacy and Resource Group, the Center for Leadership & Social Change and the President’s Council on Diversity and Inclusion. The symposium specifically tackled the role of activism in higher education by bringing together professors, administrators, students, organizers and activists to discuss the history of activism in ethnic studies and what the future of activism might be.

It was a unique event because the academy is often ambivalent about activism, which doesn’t necessarily count for tenure files or as service. Institutions are still not quite sure how to handle student activists who want to change campus policies and culture. Yet, now in a moment when activism feels *required*, not optional, I was eager to see how faculty and students from my own alma mater, FSU, and schools nationwide understood, analyzed and promoted activism.

Between the Ivory Tower and the Streets

According to the program, the goal of the symposium was “to bring students, teachers and activists together” and “build relationships and explore opportunities and solutions through recognition of how ethnic and cultural studies” influences “what is happening on the ground.” The event began with a Friday evening keynote lecture, entitled “The W. Kamau Bell Curve: Ending Racism in About an Hour,” by comedian and political commentator Bell.

The following day included four panel sessions on history, pedagogy, politics and self-care, as well as a closing roundtable. **Dr. Alisha Gaines**, an assistant professor in the FSU English Department, and **Carolyn Harris**, the assistant director of the FSU Student Government Association, were the co-chairs of the symposium and kicked off the sessions by discussing the relationship between activism and the academy. Harris noted that activism bridges the binary between “us in the ivory tower and them on the streets” and that there’s “already [a] relationship between students, teachers, and activists.” While some might try to separate activism from academic work, the participants in this symposium were making the case that it has been and continues to be essential within the academy and our larger world.

The first panel, “Activism in the Academy: The Birth of Modern Black Studies,” considered the history of black/Africana/African-American studies and the role of this discipline in the struggles for civil rights and in The Movement for Black Lives today. The panelists included **Dr. Jonathan Fenderson**, Washington University, St. Louis MO; **Dr. Donna Nicol**, California State University, Dominguez Hills; and **Dr. Carmen Kynard**, John Jay Col-

lege of Criminal Justice NY.

Alongside the history of ethnic studies’ beginnings in student activism, the panelists also emphasized the importance of ethnic studies for making space for people who had been excluded from and marginalized in the academy. Kynard emphasized how institutions—historically and now—remind black academics that they aren’t supposed to be a part of the academy, whether it be through microaggressions, implicit bias or blatant racism. In a powerful moment, she noted that bodies of people of color aren’t “supposed to be here, except as labor to be exploited.”


Nicol encouraged the audience to learn more about how their schools work to figure out what forms of actions might prove effective and note the power of trustees to influence what happens on campus. She discussed a successful campaign by black students at Occidental College CA to create a black studies program by focusing their efforts on trustees.

Activism and Allyship

On the second panel, “Activism in the Classroom: Pedagogy and Practice,” **Dr. Regina Bradley**, Kennesaw State University GA, noted that we need to pay attention to definitions of activism. Activism proved not to be just protests and big actions, but also representation. Black faculty as professors and instructors is a form of activism. More important, she noted that activism requires a reckoning with your privilege. Realizing what you have access to becomes a crucial way to recognize what others might need access to and how you can help create access and equity. Activism proves to be actions, big and small, and solidarity.

The third panel, “Activism in the Age of Trump,” brought together activists, faculty and lawyers to talk about the impact of the current administration on organizing, actions and law. They continued to discuss privilege and also considered allyship. Poet and activist **Dr. Kaveh Akbar**, Purdue University IN, reflected on the politics of outrage that seems to define our current moment, but he noted that “outrage” is “privilege.” The people who have been targeted by the Trump administration are terrified, and outrage is an outlet for those of us who aren’t being actively targeted. Outrage, then, should become action. “Pinning a safety pin to your sweater,” he said, “doesn’t suddenly make you woke.” Action requires showing up for people, not just donning safety pins.

Philip Agnew of the Florida-based Dream Defenders continued the critique of allyship as too individualistic. Instead, he argued for solidarity with oppressed peoples. “Solidarity,” he said, “hurts” because you can’t go back to “comfortable existence” whenever you feel like it.

FSU’s Social Justice Symposium showed the activist past and present of ethnic studies. Its future will depend on the students, professors and activists at the event, which makes me hopeful. 

Akbar:
“Pinning a safety pin to your sweater doesn’t suddenly make you woke.”

Power in Numbers

by Mary Lou Santovec

Women who are part of the #MeToo watershed moment hope that by giving voice to their experiences of sexual harassment and sexual violence, things will change. It's too soon to tell how history will be written, but that's why it's critical for voices like **Annie E. Clark's** to be heard.

Clark is the former executive director of End Rape on Campus (EROC), an advocacy nonprofit she co-founded along with Andrea Pino. The women created EROC following sexual violence they experienced as students at the University of North Carolina at Chapel Hill.

EROC was the outcome of Clark and Pino's efforts to get the school to take their incidents seriously. "When you love something, you hold it accountable," says Clark.

While the crimes happened at UNC, Clark is quick to disabuse the notion that her alma mater is unique. "Sexual violence [against women] happens at every college," she says, and UNC "is a microcosm" of all schools.

EROC was also formed to give a voice to others who've gone through similar experiences. "When you give people a safe place to talk, they will," she says.

Headquartered in Washington, DC, the nonprofit also has an office in Chicago.

Blaming the Victim

The women's experiences of sexual violence were featured in the documentary film *The Hunting Ground*, which premiered in 2015 at the Sundance Film Festival. While not a perfect retelling of the experiences of the 36 individuals who were featured in the film (critics have claimed it used controversial statistics, and one man who was charged with having committed sexual assault was later exonerated), Clark and Pino supplemented the movie with a book titled *We Believe You: Survivors of Campus Sexual Assault Speak Out* (2016).

The book showcases the voices of 36 people whose stories weren't fully captured in the documentary. "We wanted to let the survivors have an unedited version of their story," says Clark.

When Clark and Pino brought their accusations of rape to UNC administrators, they were told by school administrators that the incidents would devolve into a "he said, she said" situation. Pino, who was studying Title IX in a class, and Clark, a political science major, decided to employ Title IX as a "vehicle" to get their voices heard.

Because Title IX doesn't require an attorney to bring charges or an academic to access it, Clark and Pino, along with several other Tar Heel students who had experienced similar incidents, filed a Title IX complaint against UNC in 2013.

The 1980 *Alexander v. Yale* case inspired the students. In *Alexander v. Yale*, five female Yale students contended that learning is impossible for women if male professors and/or students who have committed sexual assaults are still in the room.

"Women can't learn if they're sitting next to their assailant," says Clark. The case, which argued that sexual harassment was discriminatory, was the first time Title IX was

used to file sexual harassment charges against a school.

Support, Education, Advocacy

EROC has three objectives: direct support, education and advocacy. It provides direct support to student survivors of sexual violence, including connecting them with mental health professionals and legal help.

It conducts prevention training for staff, students, groups and individuals, training on student rights and media training for journalists. And it advocates for "fair and equitable" sexual assault and interpersonal violence policies and legislation at the campus, local, state and federal levels.

Clark notes that EROC has much in common with the more recent Black Lives Matter and trans* and gay rights movements. They're "inextricably linked," she says. "The most vulnerable women are women of color and trans* women."

The current movements give Clark hope that "we're coming out of the silos."

The momentum of this "cultural moment" has let the "cat out of the bag," she added, something Anita Hill's testimony against Supreme Court Justice Clarence Thomas should have done in the early 1990s.

While Clark and Pino had to fight to be believed, those following them are having not only their voices heard, but their complaints are taken seriously as well.

Planning for the Future

Following graduation from UNC and earning a certificate in business from UNC's Kenan-Flagler Business School, Clark took a job as an administrator at the University of Oregon. She later returned to EROC as its executive director.

She's worked directly with New York Senator Kirsten Gillibrand in writing the bipartisan Campus Safety and Accountability Act. In 2013, Clark and former President Barack Obama were listed as two of the most influential forces in higher education.

Now after five years helming the nonprofit, Clark stepped down from her post in February. With her time away, she intends to rest, do some self-care and self-reflection and look for other ways to have her voice be heard.

Eventually Clark intends to be "back in the fight in a different capacity." "Antiviolence, antidiscrimination work will always be a thread in my life," she says.

As a political science major, Clark has always been interested in government and "how people tend to help other people." Clark's grandfather, Charles O. Whitley, was a Democratic U.S. congressman from North Carolina.

When she was growing up, they had lots of talks about how government could help others. "He was one of my role models," she says.

Admitting she's wanted to run for office "since third grade," Clark refuses to commit to a political campaign at this point. "If it makes sense at the time, then 'yes,'" she says. She adds that if she can "do a better job amplifying others," then she will.

Whether becoming a political candidate herself or working on another project, there's one thing she will always

include in her work and that is to “make sure survivors’ voices are heard.” “It’s always a privilege to speak out and to be in a place where you don’t have to worry about speaking out,” says Clark. 📖

The Important Activism of Kids These Days, *continued from page 6*

And yet, despite the negative opinion of most Americans, BLM has changed the world. They’ve deployed social media and brought attention to social injustice. But they’ve had to fight an even fiercer foe: state-sanctioned gun violence against black children *and* adults. Nearly all of the killings of black people by the state that BLM has drawn attention to led to no arrests, no indictments and no convictions. In fact, usually the opposite is true—the (white) public rallies around the killer and demonizes the dead. Contrast that reaction to Parkland. No one claimed the Parkland shooter was justified in his murder of 17 people, the way so many did about the killers of Tamir Rice and Trayvon Martin.

Use this time of unprecedented student activism to expand your appreciation to BLM, too. The kids, all of the kids, are more than alright. They’re incredible, and they are working hard to make our world better. 📖

Women on the Move, *continued from page 10*

the Office of Human Resources at Clemson University SC.

- **Dr. Gillian Wilson** becomes senior associate vice chancellor for research and economic development at the University of California, Riverside, in addition to her previous duties as professor of physics and astronomy.

- **Dr. Wendy Wolford** becomes vice provost for international affairs at Cornell University NY, in addition to her previous duties as the Robert A. and Ruth E. Polson Professor of Global Development.

- **Dr. Elisabeth Young** becomes VP for health affairs and dean of the College of Medicine at the Northeast Ohio Medical University after serving as interim in these roles.

- **Dr. Anisa Zvonkovic** moves from professor and chair of the Department of Human Development and Family Science at Virginia Tech to dean of the College of Health and Human Performance at East Carolina University NC, beginning July 1. 📖

PROFILE: Nursing Educator Builds Future Generations, *continued from page 12*

with untenured faculty every semester to talk about their progress and give them ideas. She also meets with tenured faculty who are interested in promotion.

Pace introduced a PhD program this academic year to help prepare nurse educators. There are 11 students in this first class and approximately 12 qualified applicants for next year.

“We have a pipeline that we are quickly establishing,” says Feldman, who looks forward to seeing these graduates becoming faculty at many nursing schools. “Our hope is to build the field.” 📖

Newswatch, *continued from page 4*

women PhDs can earn. Which makes the possibility of pay equity for women in academia with PhDs more of a struggle than it already is.

One dramatic example of the pay gap in higher ed is a lawsuit against the University of Cincinnati OH. A retired professor of geography, Dr. Colleen McTague, sued the school for denying her equal pay, after discovering that she was paid half of what men professors were for the same job. When she retired, women professors at UC were making, on average, \$17,000 less than men professors. McTague won her suit and received a settlement of \$200,000 from the school.

The pay gap remains a chronic problem for women both within and outside the ivory tower, and Newswatch wonders why equal pay for equal work remains such a radical notion.

—*Diverse Education* on Feb. 27, 2018, and *Cincinnati* on Feb. 27, 2018

Remembering Pauli Murray’s Role in Title IX

While many commemorate the birth of Title IX 46 years ago, there’s less attention to the legacy of black women organizers who laid the groundwork for Title IX. Pauli Murray was an activist and an attorney who fought against segregation in higher ed, business and public transportation, as well as one of the founders of the National Organization for Women, which eventually made the push for Title IX. Relying on the language of civil rights and pay equity laws, Murray helped create the language for Title IX, and she is an important example of the activism of black women that led to changes in our legal system. *Rewire.News* notes, “Black women also have achieved justice through civil disobedience, mutual support systems, public education, mass communication, coalition building, and storytelling. As race, gender, and class have combined to disenfranchise and disempower them, Black women have made advocacy for civil rights and women’s rights a natural convergence.” More important, the news outlet makes the case that we should use Title IX to protect the rights of black girls, women and gender-nonconforming folks today.

—*Rewire.News* on Feb. 28, 2018

Reimagining How We Punish Campus Sexual Assault

In *The New York Times*, student activist Sofie Karasek explains that student activists, who helped lay the groundwork for #metoo, are interested in a new method of handling sexual assault on campus. She writes, “Over time, many student activists have become disillusioned with an emphasis on punitive justice—firings, expulsions and in some cases, prison sentences. We’ve seen firsthand how rarely it works for survivors. It’s not designed to provide validation, acknowledgment or closure. It also does not guarantee that those who harmed will not act again.” She makes the case for institutional approaches that emphasize justice and healing, together, not just punishment, by pointing to truth and reconciliation practices and restorative justice. Her op-ed is a must-read because it’s a careful consideration of a huge problem for campuses and a move away from carceral forms of feminism.

—*The New York Times* on Feb. 23, 2018 📖

—KJB

The Gender Politics of White Supremacy

By Kelly J. Baker

There was much media attention given to the Women's March on Washington in 2017 and the local marches across the nation and the globe. Over a year and few months ago, over 3 million people marched for women's rights, which makes it (likely) the largest single-day protest in history. This past January, there were commemorative marches nationwide to celebrate the first march and expand the focus to include immigration, LGBTQ and trans* rights, and abortion. As I've written previously in *WIHE*, my family participated in our local Women's March in 2017, and we were so excited to march as a form of protest and an affirmation of women's rights.

White Women's Votes

But lately, I find myself thinking about a particular image from the 2017 march in DC. It's a photograph of a black woman holding a poster emblazoned with "Don't Forget: White Women Voted for Trump." Standing behind her are three blonde-haired, white women, wearing pink hats and taking a selfie. The photo went viral last year because it pointed to an unsettling truth about the presidential election: 53% of white women who voted in the election cast their votes for Donald Trump.

After the election, think pieces abounded about why a slight majority of white women voted for a candidate accused of sexual harassment and caught on tape saying remarkably terrible things about women. The question that most of these articles struggled with was this one: Why didn't white women vote for a white woman? Since many folks assumed that *all* women would vote for a woman because of gender, the election results proved surprising. The harder question for journalists and analysts to answer was: Why didn't white women vote for a candidate who seemed to represent a move toward gender equality and progress?

White Women and White Supremacy

I thought of the shock and confusion about white women's voting patterns again recently, after I picked up **Dr. Elizabeth Gillespie McRae's** *Mothers of Massive Resistance: White Women and the Politics of White Supremacy* (2018). This book is a much-needed history of white women's support, advocacy, activism and maintenance of segregation from the 1920s through the 1970s. McRae, an associate professor of history at Western Carolina University NC, writes about four white women—Nell Battle Lewis, Florence Sillers Ogden, Mary Dawson Cain and Cornelia Dabney Tucker—and their lifelong campaigns to bolster segregation and Jim Crow.

Many previous histories of segregation tend to focus on the national level (federal legislation, Supreme Court decisions and presidential interventions) and the white men who supported racial segregation, but there's little attention paid to white women's roles. Focusing on national efforts makes it seem like segregation suddenly ended with *Brown v. Board of Education* (1954). McRae, however, shows the

support and defense of segregation in local communities—which were able to maneuver around *Brown*—continued to uphold white supremacy despite federal intervention.

Most important, *Mothers of Massive Resistance* documents how white women were essential to white supremacist politics. White women promoted, defended and maintained segregation in their local communities, and they staunchly opposed racial equality. McRae writes, "White segregationist women capitalized on their roles in social welfare institutions, public education, partisan politics, and popular culture to shape the Jim Crow order." These female segregationists were from across the political spectrum and the nation, not just the South. They were college-educated and not, young and old, married and single, mothers and not mothers, and rural, urban and suburban. What united them was their support of white supremacy and their desire to continue a racial hierarchy that firmly placed white over black.

And hauntingly, McRae demonstrates how white women worked to guarantee that public education trained all children in white supremacist politics. These women censored textbooks, sponsored essay contests that emphasized Jim Crow, de-emphasized the role of slavery in the Civil War

in their columns and newspaper articles, worked in a variety of organizations that actively opposed integration and voted to support white supremacy. There was only one American story for them, white excellence and innocence, removed from the violent history of colonization, slavery and structural racism.

As I read *Mothers of Massive Resistance* and noted all of the colleges and universities that supported segregation and white supremacist politics, I realized that this is a necessary book for right now. McRae's attention to the history of segregation on institutions of higher ed is crucial, and the legacy of segregation deserves much more attention than it currently garners. Higher ed needs to grapple more with how institutions were built by the labor of enslaved peoples and then supported segregation as the unquestioned status quo.

But more than that, perhaps, we need to consider the lesson McRae offers about white women's historical support of white supremacy. While the Women's March garnered press attention because of its progressive focus and unrepentant call for women's rights, there's an assumption, still, that women's activism is somehow inherently progressive. And yet, women's activism—some white women's activism, in particular—isn't about equality at all. Their activism, instead, is in support of current systems of inequality, and often white supremacy. McRae's book is one we need to read and take seriously because she shows how and why white women supported white supremacy and helped create modern colorblind political rhetoric that still supports white supremacist politics. White women's campaigns for segregation continue to influence our communities, national and local, as well as what stories get told about America and who is considered American. We've yet to reckon with white women's conservative activism, past and present, and we need to now. 📖

And yet,
women's activism—
some white women's activism, in
particular—isn't about equality
at all.

Inclusion Dividend: Why Investing in Diversity & Inclusion Pays off. October 2016. Mark Kaplan. [Read more.](#) Article. Dr. Becky Pettit
Works Toward Diversity and Inclusion. April 2018. Lisa Mednick Takami.