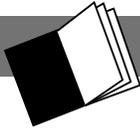


WOMEN

Our 25th year of service

IN HIGHER EDUCATION



MAY 2016
Volume 25, No. 5

WIHE INTERVIEWS

Bulaong Ramiz

By Amma Marfo

Bulaong Ramiz has always viewed higher education as being open to discourse, conversation and, yes, even protest. She first exercised that last right in the seventh grade, refusing to say the Pledge of Allegiance in her Catholic middle school (“It was my first moment standing up for what I believed in”). With the support of her family, she deemed that protest a success, and continued to speak out against injustices and inequalities through high school, college and into her professional career.



Bulaong Ramiz

As one of the primary organizers of this past March’s #BLKSAPBlackout, a social media demonstration on the hotly debated Student Affairs Professionals Facebook page, she spoke out in a space often criticized for silencing marginalized groups, among them being black voices. Bulaong tells *WIHE* more about the demonstration, the response it received and where she believes higher education can do better in supporting black and brown students and professionals.

This interview has been edited for length and clarity.

Activism is something that’s been important to you, and has been a visible part of your online presence for quite some time. What made you decide to spearhead this particular form of demonstration?

A lot of us are members of the Black Student Affairs Professionals [BLKSAP] Facebook group, which is a group for black student affairs professionals. We have various conversations about identity, but also just about jobs and the unique struggles that we go through.

A lot of us are also members of the Student Affairs Professionals page, which is the general page for student affairs professionals from across the country and the world. In that [latter] group, there are a lot of posts and comments and conversations that are rooted in anti-black racism, that are rooted in not fully understanding systems of oppression, or social justice, experiences of marginalized groups. I would say a lot of it is out of ignorance [...] or an unwillingness to learn and step outside of the box.

In [the BLKSAP group], we were talking about some of the comments [...] that were being posed and how problematic they were. My best friend and colleague from the University of Kansas, Cody Charles, posed a question to the rest of the BLKSAP community about whether or not we feel like we should still be in that space.

What would it look like if we left? What are the risks that we take staying? What kind of harm does that do to us? It sparked a large conversation and debate about ways we could show up together, or leave together.

Brittany Horton, who is another colleague (who I don’t know personally), suggested staying and posting one article a day with issues concerning black students, black professionals, black issues and what have you. [...] I said that’s great, let’s do some direct action.

My thought was “One post a day is not enough, because they just get lost between the job postings and questions about leadership models.” I said, “We should all post one day, all day, and just take over.” We should call it the Student Affairs Collective Blackout.

Jonathan Paul said, “Let’s do it Friday [Good Friday, March 25].” In 15 minutes I created the Facebook event, created the #BLKSAPBlackout hashtag, said “we’ll use this event to share articles we’ll post to the page on Friday” so we had a collection to pull from, so people on Friday weren’t having to search or research.

Index to this May 2016 issue

WIHE INTERVIEWS: Bulaong Ramiz	1
NEWSWATCH: Gendered Politics at Work and Play	3
New Search Firm Helps Identify and Guide Black College Leaders	6
Women on the Move	7, 9
NWSA Initiative Tackles Wikipedia Gender Gap	8
IHOW: Latina Intellectual Sisterhoods, Part II: How Do We Meet?	11
IHOW: Women and Anger in Higher Education	12
AAUP Report on the Uses and Abuses of Title IX	13
Academia and Activism Join Forces for Black Girl Movement Conference	15
THE EDITOR’S END NOTES: What It’s Like to Be a Woman During U.S. Campaign Season	16
PLUS 2 pages of great new job opportunities for you	9–10

We collected hundreds and hundreds of articles that are now living in a Google Doc that Miesha Bell (from the University of Connecticut) made. It was just amazing. That was kind of the origin—a question posed, a suggestion made. I kind of mobilized and grew it, and the magic happened from there.

If you were to speculate, what elements of the higher education environment seem to contribute to the factors that the #BLKSAPBlackout was conceived to push back against?

The simple answer is white supremacy. To dive into that a little further, we cannot look at the current state of our educational systems without acknowledging the history of them.

We have a very Eurocentric education system in America. That's from pre-K up until college and beyond. And if you're in America, even outside the educational system, you are most likely socialized, unless you're from a radical family, to have some thoughts and feelings about black people and blackness, and to have some thoughts about white people and whiteness.

When we think about where we are in our education system and the values of social justice and inclusion and equity, for me they're just really fluffy nice words that we say because we think we should, and we're not having the real conversations about our institutions, especially those who go to or work at predominantly white institutions where women, queer folk, black folks and brown folks were shut out from the foundation.

So when we talk about inclusion, my question is always "Include me into what? What are you trying to include me in?" Are you trying to include me in a system of white supremacy and heteropatriarchy, where I am still viewed as less than, or are you trying to restructure the entire system, which means restructuring the status quo? Most often, it's not the latter.

We have to think a little more deeply and a little more critically about the foundations [of our educational system] and the message that we're sending. What do these words that we continually use actually mean, and how do we operationalize equity at an educational institution? That might look like someone having to relinquish some power, and I think that is scary for some folks.

What has the response looked like, both from members of the Black Student Affairs Professionals group who participated and those in the Student Affairs Professionals group that the protest was directed toward?

I think the black student affairs professionals [I spoke to] felt empowered and connected, and that was the most important thing to me. I think a lot of us work at predominantly white institutions where we often feel like we're isolated and are having experiences that no one else is having, and that's just not true.

There's an author/poet named Yolo Akili who says, "Oppression thrives off of isolation." It's so easy to oppress people when they're isolated and feel like they're alone—but we're not. We have a very strong community.

We have to create our own spaces, our own conversations, and build community with one another, because we have the power—and if this was anything, let it be an example of the kind of power that we hold and the power that our voice wields—in order to hold people accountable and make institutional change where we are. We are often fearful because we're maneuvering through murky waters that devalue us, but in actuality we hold a lot of power.

I kept thinking: What if the BLKSAP blackout happened in conjunction with all the student organizing that has been going on across the country at all of our institutions over the past few months?

When I was in grad school, I was discouraged from sharing my thoughts and opinions when Trayvon Martin was shot and killed, because

"I needed to be accessible to all students." It was as though I was picking a political position, as though being against the murder of an unarmed black teenager was a political position.

Asking to be seen as a full human being and for all that I am isn't political to me; it's part of being in a community with someone and a part of being a human being on this earth.

In terms of the people at whom it was directed, I think there was some response; NASPA reached out for a statement, a few white colleagues asked if I would be part of a committee. What I wrote in my statement was, this was not for you. It was not for you and for your education.

It was about bringing the black student affairs community together, and showing how powerful we are. If our white colleagues happened to get some information,

*"Professionals felt empowered and connected, and that was the most important part for me."
—Bulaong Ramiz*

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Subscription information: One-year individual subscription: Personal print, \$79; Personal electronic, \$49; Personal print and electronic, \$91. Subscribe online at [http://ordering.onlinelibrary.wiley.com/subs.asp?ref=2331-5466&doi=10.1002/\(ISSN\)2331-5466](http://ordering.onlinelibrary.wiley.com/subs.asp?ref=2331-5466&doi=10.1002/(ISSN)2331-5466)

POSTMASTER: Send change of address to: *Women in Higher Education*, Wiley, One Montgomery Street, Suite 1000, San Francisco, CA 94104-4594

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and happened to learn something—they seem to have started a white caucus group to have some conversation—I think that’s great.

My intent was not to spend a day educating them. I think a lot of people felt discomfort, and that’s what I was after. I like that people were uncomfortable because that’s the place where you learn something about yourself, and about the things that you believe or have been taught to believe that you need to check and challenge.

What do next steps look like for this initiative?

I think there are people that have taken their experience and decided to do a few things with it, like present at a conference or write about it. For me, I am not necessarily jumping at the opportunity to organize more and mobilize more ... I’m thinking a lot about my own role in the Blackout and my own struggles and thoughts around social justice and liberation and things like that.

I’m wholeheartedly, deeply committed to the liberation of black people, and I don’t know if everybody is where I am. That’s okay; they don’t all need to be there.

There’s just a lot of conversations that need to be had. There’s a lot of stuff that needs to be worked out amongst the BLKSAP community, the student affairs community, higher ed institutions and our country in general. I think that this presidential election might bring out some things (and has already done that), and depending on how it goes might bring out some things in a different way.

What I’m hoping is that everyone has at least brought this conversation back to their campus, and at least have started to think about the way in which we can help create environments that are more where people feel like they belong, in a real way, not that “you belong here” way that we like to do. 📖

Bulaong Ramiz is the assistant director of student activities and leadership development at Wesleyan University CT. You can connect with her via Twitter @bulaong_ramiz, and explore more of her thoughts and ideas at <http://bulaong.blogspot.com>.

Amma Marfo is a higher education professional, writer and editor based in Boston MA. She writes often for her own blog (“The Dedicated Amateur”), is a contributing editor to the Niche Movement Blog and guest blogs in a variety of other places (IdeaBlendEDU, NASPA SLP-KC and TKC blogs, The Good Project). Her first book, *The I’s Have It: Reflections on Introversion in Student Affairs*, was released in January 2014; her second, *Light It Up*, was released in October 2015.



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As of April 1, 2016

Rock On!

Did you know Chile has a woman president but no legal grounds for abortion and no domestic violence laws covering sexual violence, economic violence or carrying criminal penalties? The irony isn’t lost on singer Francisca Valenzuela.

She’s the driving force behind Ruidoso, a music festival designed to “promote diversity in the music industry in Chile,” a “country where women often appear as props to male performers or as beautiful hosts in sparkling evening gowns.”

While the prop and sparkly gown phenomenon strikes *NewsWatch* as globally resonant, Valenzuela makes the good case that “Latin America is a region that is very, very patriarchal, and, you know, very traditional,” with “the icon of the submissive, quiet, sexualized, desirable woman” prevailing.

In response, she’s organized a festival “to break away from that prototype in the music industry.” It features women performers on stage and music industry professionals on panels to discuss how to help women advance in the industry.

Valenzuela locates the festival amid a “burgeoning wave of feminism in Latin America” in response to restrictive laws and heightened violence against women. She hopes the festival will expand to other countries in the region, but for now “thinks an all-female festival is especially important in Chile.”

—PRI on March 4, 2016

Murdered and Missing in Canada

The Native Women’s Association of Canada estimates that “as many as 4,000 native women may have gone missing or been murdered in the last three decades.” The government, under the leadership of Canadian Minister of Indigenous and Northern Affairs Carolyn Bennett, has begun a formal investigation. Said Bennett, “Indigenous women are 4 percent of the population and 24 percent of those that are murdered.”

Bennett credits the disproportionate representation to issues of poverty, unequal application of justice and the lost cultural identity that results from urbanization and assimilation. “When [their cultural identity is] taken from them and they no longer feel proud of that, they lose their sense of self, sense of control, and they actually end up very vulnerable and at risk of terrible problems,” she said.

Hearings are being conducted across the country, and cases as old as 30 years may be reopened, particularly when a death was deemed a suicide or accident and there’s evidence that the investigation wasn’t “done properly.”

—NPR on March 20, 2016

North Carolina’s House Bill 2

The Public Facilities Privacy and Security Act, which was rushed through the legislature in a special early session and signed into law by North Carolina’s governor,

“puts in place a statewide policy that bans individuals from using public bathrooms that do not correspond to their biological sex and reserves the right to pass nondiscrimination legislation to the state government, saying state laws preempt any local ordinances.”

Governor Pat McCrory’s tweet-splanation evidences a lack of basic critical thinking skills and a complete misunderstanding of the difference between gender identity and biology: “Ordinance defied common sense, allowing men to use women’s bathroom/locker room for instance. That’s why I signed bipartisan bill to stop it.”

Critics categorize the move as a clear example of legislating discrimination. North Carolina’s ACLU acting executive director Sarah Preston, for example, said: “Legislators have gone out of their way to stigmatize and marginalize transgender North Carolinians by pushing ugly and fundamentally untrue stereotypes that are based on fear and ignorance and are not supported by the experiences of more than 200 cities.”

Proponents of the legislation boil their argument down to a question of privacy and the “security risk of sexual predators.” Like the governor, they seem to be in dire need of a remedial course in nuance and cause and effect, at minimum.

Here’s hoping that the federal lawsuit filed, in response, against the governor and other state officials includes such a provision in addition to finding the law “unconstitutional and a violation of federal laws banning sex discrimination.”

—CNN on March 24, 2016; March 28, 2016

Good Gender Sense in South Dakota

Meanwhile, South Dakota Governor Dennis Daugaard declined the opportunity to lead the nation as the first state to ban transgender students from using restrooms that correspond with the gender identity by vetoing House Bill 1008.

For Daugaard, the bill “broadly regulates in a manner that invites conflict and litigation, diverting energy and resources from the education of the children of this state. [The bill] does not address any pressing issue concerning the school districts of South Dakota. Local school districts can, and have, made necessary restroom and locker room accommodations that serve the best interests of all students, regardless of biological sex or gender identity.”

With his veto, Daugaard “parted with national leaders of his own party,” who passed a resolution in January stating “these Obama *gender identity* policies are a federal governmental overreach.”

As with their North Carolina counterparts and their party generally, the South Dakota bill’s Republican backers argued privacy and protection from sexual predators. Unlike his North Carolina counterpart, however, the South Dakota governor seems to understand the nuances of illegal discrimination and to have set priorities that serve his constituency without all that nasty discrimination and politics business in play.

He may also have done his homework: “In the 17 states and roughly 225 cities with LGBT nondiscrimination laws, there are no documented incidents of the laws being used as a defense for such nefarious restroom behavior.”

—*Buzzfeed* on March 1, 2016

More on Safety and the Dearth of Critical Thinking in Politics

Newswatch begins to wonder whether our greatest safety concern is the logic in play in US politics...

The Campus Carry saga continues with Kansas, where beginning in July 2017, “all six state universities plus dozens of community colleges and technical schools must allow students to carry concealed weapons on campus.” The reason for the change? “To make schools safer.”

According to Republican Sen. Forrest Knox, “When a gun is in a school and harm is meant, there is only one thing that is going to stop that, and that is another gun.”

Never mind the faulty reasoning: it’s unclear whether lawmakers are serving their constituency. Employees across all Kansas Board of Regents schools are overwhelmingly against the law, with 82% asserting via survey that they would feel less safe if students were allowed to carry guns to class.

According to NPR, the survey of more than 20,000 employees found:

- “Overall, 70 percent of respondents said allowing guns on campus would negatively impact their course and how they teach; 20 percent disagreed.
- Two-thirds said allowing guns would limit their freedom to teach the material and engage with students in a way that optimizes learning, while 24 percent disagreed.
- Nearly half said allowing concealed weapons would increase crime on campus. Just 16 percent thought it would do the opposite.”

Concerns are particularly acute in high-risk environments like the University of Kansas Medical Center, but “the law is the law,” and University of Kansas Faculty Senate president Mike Williams intends to “make the environment that we live and work and try to learn in as safe and unthreatening as possible.”

—NPR on March 22, 2016

Time Out for Bad Behavior in Academe

While poor reasoning prevails in politics, poor behavior seems to be the name of the game in academe. To wit: here follows a spectrum of Title IX troubles, fraternity issues, etc.

- **Prairie View A&M TX** women’s basketball coach Dawn Brown has been fired for enforcing a team rule against dating teammates, which according to the teammates in question violates Title IX by targeting their sexual orientation. Because the no-dating rule extends beyond teammates to coaches, managers, trainers and others affiliated with the team and thereby encompasses a broad spectrum of power dynamics, it remains unclear what the rule targets and therefore whether discrimination is in play or something else altogether.

According to the *Houston Chronicle*, Brown claims “she enforced the rule after an assistant coach was fired for having an inappropriate relationship with a player and by all accounts the rule was cleared through the proper channels—Prairie View A&M athletics director Ashley Robinson and his Title IX office.” According to Brown, the university is focusing on the allegations and

ensuing Title IX controversy rather than “the fact that she was advised and given the OK to enforce the rule.”

The trajectory of the appeal process remains unclear.

—*Houston Chronicle* on March 23, 2016

- **University of California, Berkeley** assistant men’s basketball coach Yann Hufnagel was fired following an investigation into allegations of sexual harassment. University investigators concluded following a months-long probe that Hufnagel violated anti-harassment policies.

Hufnagel was relieved of his duties immediately, but tweeted in response: “Right now, the only focus should be on our basketball team! My time to exonerate myself of a fruitless claim by a reporter will come.”

—*San Francisco Chronicle* on March 14, 2016

- **University of California, Berkeley continued...** Law School dean Sujit Choudhry “sexually harassed his executive assistant over a period of several months, and then was allowed to stay on the job out of concern for his career after an internal investigation found her sexual harassment complaints to be justified,” according to a lawsuit filed by his assistant. Moreover, court papers include the plaintiff’s admission that she had learned that Choudhry had also harassed other women employees of the university.

Though Choudhry has resigned his post as dean, he remains on the faculty under the system of university tenure rules, and given that an internal investigation found Choudhry violated policy, the exact nature of Cal’s “zero tolerance” is in question.

—*The New York Times* on March 9, 2016

- **University of South Florida** director of the Zimmerman School of Advertising and Mass Communication Samuel Bradley has been placed on paid administrative leave because USF learned he was demoted at his last job at Texas Tech for “having affairs with three students and an inappropriately close relationship with another.”

USF’s dean of the College of Arts and Sciences issued a statement indicating, “This information was not disclosed during the hiring process, either by the employee or the employee’s former employer. Now that the university has this information, it will be carefully reviewed and an appropriate response will be determined.

The 87-page report from Texas Tech includes interviews with “more than 20 witnesses as well as intimate messages sent via email, text and social media.” Sordid details are in no short supply, making it all the more shocking that in his two-and-a-half years at USF, Bradley rose from visiting associate professor to tenured professor to director, nearly doubling his salary in the process, and making his current paid administrative leave all the more cushy.

—*The Tampa Tribune* on March 23, 2016

- **Baylor University TX** Phi Delta Theta fraternity president Jacob W. Anderson was arrested for allegedly assaulting a woman outside a party after telling her to drink “punch,” which made her “very disoriented.” The incident remains under investigation, and the fraternity chapter issued a statement asserting they “stand with victims of sexual assault” and will collaborate fully with law enforcement officials.

—*Houston Chronicle* on March 4, 2016

- **Southern Methodist University TX’s** Lambda Chi Alpha fraternity chapter has been suspended for at least five years by the national fraternity for “health and safety issues.” The national fraternity, while not outright calling it hazing, has suspended the SMU chapter, citing “multiple operational and new member incidents that violated the oaths and rules of our fraternity.”

Lambda Chi Alpha has also recently suspended its **University of Tennessee** chapter for five years because of “multiple hazing violations over three years.”

—*The Dallas Morning News* on March 21, 2016

- **A Gustavus Adolphus College MN** student went public on Facebook to name the student who allegedly raped her because his initial suspension was reduced after appeal to feature a 500-word essay about consent.

Said the Gustavus Adolphus student about her decision to come forward, “I write this not for attention, pity or sympathy, but out of concern that a school I love so much is allowing perpetrators of rape to walk around with minimal punishment and with a disregard for the safety of the other students who go here.”

The tactic to raise awareness of “wrist-slapping” as inappropriate punishment for sexual assault and Title IX violations has cropped up on campuses across the US, including the College of William and Mary VA, Yale University CT, Columbia University NY and Howard University DC.

—*Inside Higher Ed* on March 7, 2016

- **Howard University DC** student protestors chanted “‘No’ means ‘no!’” outside the dorm “where a woman said she was raped by another student.” After she made her allegations on social media, “upset by what she said was a lack of concern from university officials,” a broader protest about safety for women on campus was catalyzed.

Their social media campaign—#takebackthenightHU—trended on Twitter in Washington during the protest outside the dorm.

—*The Washington Post* on March 9, 2016

Groundbreaking Scholar Rejoins University of Virginia as Visiting Fellow

Larycia Hawkins, formerly associate professor of politics and international relations at Wheaton College IL, joins UVA’s Institute for Advanced Studies in Culture as the Abd el-Kader Visiting Faculty Fellow. “A nationally recognized scholar in contemporary African-American issues, [Hawkins] plans to spend her time at the Institute in research focused on the relationships between races and religions,” according to a press release from the institute.

Hawkins’ list of distinctions includes becoming Wheaton’s first female African-American tenured professor in 2013, and her “scholarship focuses on the relationship between black theology and the rhetoric, policies and agendas of African-American organizations and movements.” Prior to her Wheaton College appointments, she was a Miller Center Fellow at UVA.

—University of Virginia Institute for Advanced Studies in Culture on March 3, 2016

—AD

New Search Firm Helps Identify and Guide Black College Leaders

Early in her career in academia, before she'd even earned her doctorate, Dr. Dorothy C. Yancy was hired to direct the black studies program at Barat College IL (now defunct). The college's president, Sister Margaret Burke, said she saw potential in the then 27-year-old Yancy and wanted to give her the opportunity to fulfill that potential. Burke made Yancy promise that as she progressed in her career, she would mentor young people and help them advance in their careers.

In the 45 years since that meeting, during which time Yancy has been president of two universities, she has done her utmost to fulfill that promise. In March 2016, Yancy joined three other former university presidents at TM² Education Search, an executive-search firm for black college leaders that is an offshoot of the Thurgood Marshall College Fund.

TM² Education Search will focus on historically black colleges and universities (HBCUs) and predominantly black institutions, not only helping to identify and place individuals in presidencies and other positions of leadership, but also providing guidance and insight to those leaders during their first year on the job.

Mentorship builds mentors

Yancy recalls the people who helped mentor and guide her. There was the former dean of the business school at the Georgia Institute of Technology, where she taught for 22 years. The president of Georgia Tech saw her leadership potential and in 1984 sent her to a program at Harvard University from which she earned a certificate in management development. She encourages young people in the academy to pursue such programs that prepare them for administrative roles.

In Yancy's early days as president of Johnson C. Smith University NC, Dr. Hugh Gloster, former president of Morehouse College GA, went over aspects of financial aid, budgets and admissions with her. There were also past presidents of the university she could call with questions, something that she and the other principals of TM² Education Search will do for the young men and women they place.

"If you're going to be successful in these positions, you have to understand you cannot do it by yourself. To reach out for support and encouragement is not a weakness," says Yancy.

Develop leaders

Over the past four decades, Yancy has mentored many young women and men as well as hiring young people for jobs within the schools of which she was president, Johnson C. Smith and Shaw University NC, from which she



Dr. Dorothy C. Yancy

"I would send [my staff] to development programs because I thought if you had the potential, you should be sent to the right places so that you could be developed and move up."
— Dorothy C. Yancy

retired at the end of 2013.

"As a president, I always prided myself in developing my staff," Yancy says. "I would send them to development programs because I thought if you had the potential, you should be sent to the right places so that you could be developed and move up. You should be preparing for the next position."

Yancy notes that there are mentors and there are sponsors, and to advance in the academy an individual needs both. The mentor helps an individual prepare for the sought-after position, and the sponsor is the one who actually propels someone into the position by either hiring or nominating him or her. Sponsors don't necessarily mentor, but they see the potential.

Placing black women leaders

Within TM² Education Search, Yancy sees her role as engaging in the search for good candidates and putting them forth to the HBCU institutions searching for qualified, exciting and passionate leaders. She is also fully prepared to serve as a sounding board.

"I've got a network of women that has developed organically and structurally over the years in my professional and personal interactions," says Yancy. "I expect to be able to identify women from the professional organizations that I belong to, my formal and informal networks. I've actually placed a few women in my life. I'm looking forward to laying new ground in that area."

Barriers for women are real, and Yancy notes that young women of color in academia must do all the things

continued on page 10



Four principals in TM² Education Search, (l-r): Dr. Sidney Ribeau (former president Howard University), John Garland (former president Central State University), Dr. Dorothy Yancy (former president Johnson C. Smith University and Shaw University) and Christopher Braswell (president, TM² Education Search).

Photo Credit: Picture courtesy of TM² Education Search

Women on the Move

As of April 1, 2016

- **Dr. Stephanie G. Adams** becomes dean of the Frank Batten College of Engineering and Technology at Old Dominion University VA. She will be the first woman to hold the post. She has been serving as chair of the department of engineering education at Virginia Tech.

- **Dr. Jennifer Bott** moved from interim to dean of the Miller College of Business at Ball State University IN.

- **Jasmine Buxton** moves from assistant dean of students at Bowling Green State University OH to associate VP of student affairs at Delaware State University.

- **Dr. Catherine C. Capolupo** becomes VP for enrollment management at Stonehill College MA. She has been serving as VP at Roger Williams University RI.

- **Dr. Diane Chase** becomes executive VP and provost at the University of Nevada-Las Vegas. She has been serving as vice provost for academic program quality at the University of Central Florida.

- **Dr. Kathryn Chval** will move from acting dean to dean of the College of Education at the University of Missouri-Columbia on July 1.

- **Stacey Corley** moves from interim to VP for advancement at the Ringling College of Art and Design FL.

- **Mary Ann Danowitz** moves from interim to dean of the College of Education at North Carolina State University.

- **Mindy J. Deardurff** moves from director of the Undergraduate Business Career Center at the Curtis L. Carlson School of Management of the University of Minnesota to dean of the career development center at Macalester College MN.

- **Alison DeCinti** moves from interim assistant vice chancellor for development to assistant vice chancellor for advancement at the University of North Carolina-Pembroke.

- **Dr. Margaret DuPlissis Diddams** moves from assistant provost at Seattle Pacific University WA to provost of Wheaton College IL. Women comprise 52% of the undergraduate student body.

- **Dr. Susan Eriksson** moves from research fellow in the ArtSci program at the University of Texas-Dallas to associate dean for research in the College of Design at the University of Kentucky.

- **Dr. Margaret Fitzgerald** moved from interim to dean of the College of Human Development and Education at North Dakota State University.

- **Margo Foreman** moves from associate director of the Office of Equal Opportunity at Indiana University-Purdue University Indianapolis to director of equal opportunity at Iowa State University.

- **Dr. Carolyn Gascoigne** moves from chair of graduate programs in the department of foreign languages at the University of Nebraska-Omaha to dean of arts and humanities at Angelo State University TX.

- **Dr. Gail Gasparich** moves from associate dean of the College of Science and Mathematics at Towson University MD to dean of the College of Arts and Sciences at Salem State University MA.

- **Dr. Susan Gooden** is the new president of the American Society of Public Administration. She is a professor of public affairs and policy at Virginia Commonwealth University. Dr. Gooden is the first African-American woman to lead the society.

- **Karol Kain Gray** becomes chief financial officer and VP for finance and budget at Virginia Commonwealth University. She has been serving as CFO at Applied DNA Sciences Inc. NY.

- **Nyree Gray, JD**, becomes assistant VP for diversity and inclusion at Claremont McKenna College CA. She is also the college's chief civil rights officer and Title IX coordinator.

- **Dr. Ashley Green** becomes assistant dean for administration for international studies and programs at Michigan State University. She has been serving as director of scholarships at the university's Honors College.

- **Janel Marts Green** moves from interim to VP for business and finance at Dillard University LA.

- **Dr. Betty J. Harper** moves from interim to associate vice provost for planning and institutional research at Pennsylvania State University.

- **Dr. Valerie I. Harrison** moves from senior associate university counsel to senior adviser to the president for compliance at Temple University PA.

- **Dr. Marjorie Hass**, president of Austin College TX, was elected as chair of the board of directors of the National Association of Independent Colleges and Universities.

- **Dr. Cheryl Holcomb-McCoy** will become dean of the School of Education in the College of Arts and Sciences at American University DC as of July 1, 2016. She is serving as vice provost for faculty affairs and a professor of counseling and human development at Johns Hopkins University MD.

- **Dr. Michelle Howard-Vital** becomes executive VP and provost at Florida Memorial University.

- **Dr. Pamela Jackson** moves from interim to dean of the School of Business and Economics at Fayetteville State University NC.

- **Joy Jefferson** becomes VP for alumni relations at Old Dominion University VA.

- **Robin A. Lenhardt, JD**, becomes director of the Center on Race, Law and Justice at the Fordham University School of Law NY.

- **Dr. Elizabeth D. Liddy** becomes again dean of the School of Information Studies at Syracuse University NY. She has been serving as interim vice chancellor and provost.

- **Dr. Barbara A. Masi** moves from director of education innovation and assessment initiatives in the Schools of Arts, Sciences, and Engineering at the University of Rochester NY to associate vice provost for learning outcomes assessment at Pennsylvania State University.

- **Dr. Amanda Moore McBride** will become dean of the Graduate School of Social Work at the University of Denver CO on July 1, 2016. She is serving as executive director of the Gephardt Institute for Civic and Community Engagement at

continued on page 9

NWSA Initiative Tackles Wikipedia Gender Gap

“Wikipedia,” writes Kat Stoeffel at *The Cut*, “bears one of the starkest gender gaps in contemporary culture—less than 15 percent of its editors are women.” In 2013, *The Atlantic* reported that the gender discrepancy is worse with the top editors, who are 90% men and 10% women.

Wikipedia is also aware of the serious gender imbalance of their volunteer editors. The popular online encyclopedia formed the [Gender Gap Task Force](#) in 2013 to try to address the “problems women face on Wikipedia” both as editors and as the subjects of articles.

Articles on women appear as less complete and often absent. The known issues the task force hoped to address are “editor interaction, dispute resolution, how administrators and the Arbitration Committee are chosen, how policies are written and enforced, which articles about women are created and deleted, and how those articles are written.”

In 2014, the Wiki Educational Foundation (Wiki Ed) entered into an official partnership with the National Women’s Studies Association (NWSA). The result is the **NWSA Wikipedia Initiative** with an explicit goal of making “information available about women’s studies and feminist topics on Wikipedia as concrete and accurate as possible.”

Many people use Wikipedia

While it might be easy to dismiss Wikipedia as an encyclopedia simply run by volunteers, this, of course, ignores its juggernaut status. Wikipedia is the seventh most visited website on the internet as of March and appears near the top of Google searches for most topics. When the public looks for knowledge, we turn first to Wikipedia.

When I taught at universities, I cautioned my students about using Wikipedia as a resource for their research for my classes. I emphasized its reliance on the interests and labor of volunteers. It was not a neutral source, but encyclopedias never quite are.

Despite my warnings, Wikipedia was most often their first stop in their research process. They scoured the citations on a topic’s Wiki page to find the primary and secondary sources I wanted them to use. Sometimes, they were honest by placing Wikipedia in their bibliographies, and I could see how Wikipedia directed, or misdirected, their research path.

Jami Mathewson, educational partnership manager at Wiki Ed, [notes](#) that the gender gap matters so much because Wikipedia “has millions of visitors every month.”

Combining Wikipedia’s continued popularity and its remarkable gender gap, it is no surprise that topics about and related to women get the short shrift.

Addressing the gender gap

Mathewson decided to do something about the gap in editors and knowledge because she “wanted to see more women contribute to Wikipedia and more articles impor-

tant to women.” Wiki edit-a-thons encourage women to take the time, usually on a particular day or week, to improve, edit, add to or create Wikipedia articles on women in their respective fields.

Allison Kimmich, the executive director of the NWSA, told me over the phone that Mathewson reached out to the NWSA as a possible partner for closing the gender gap.

The NWSA now encourages members to contribute and vet content to Wikipedia to help ensure that the information on Wikipedia is correct, fair and “representative” of women’s experiences and struggles and to employ Wikipedia-based assignments in their courses.

According to the NWSA, the “easiest way to improve Wikipedia” is by participating in the Wikipedia Education Program, run by Wiki Ed, in which students add content to Wikipedia in lieu of a traditional research paper.

A Wiki Ed staff member can help design assignments that relate to your classes that can improve articles on Wikipedia. Wiki Ed offers online training for instructors and students as well as handouts and brochures. These assignments focus on developing key skills: research, media literacy, source evaluation, critical thinking and collaboration.

In December 2015, Wiki Ed supported 26 courses related to women, gender, feminism and sexuality. Students edited more than 500 articles. Since the partnership began in 2014, Wiki Ed supported 58 women’s studies courses and 1,507 students.

In a [blog post](#), Mathewson notes that instructors appreciate these assignments as a way to improve the media literacy and critical skills of students and because of the increasing quality of Wikipedia’s coverage of women. Additionally, students like to be a part of making Wikipedia more accurate and inclusive.

The NWSA emphasizes that through the efforts of students and instructors, previously incomplete or missing articles on birth control, gender inequality, the role of women in the Arab Spring, sex work, feminism and maternity leave are now “thriving.” The response to the NWSA Wikipedia Initiative, Kimmich notes, has been “terrific.”

She explained that this work of improving Wikipedia is “incredibly important because of the real world impact.” NWSA members strive for social impact. Kimmich told me, “To create more representative content there is social change.”

To learn more, contact Wiki Ed at contact@wikiedu.org and explain that you are interested in participating in the NWSA Wikipedia Initiative, or check out their list of resources for creating your own assignments at <http://wikiedu.org/for-instructors/>.

—KJB

Combining Wikipedia’s continued popularity and its remarkable gender gap, it is no surprise that topics about and related to women get the short shrift.



**Women's Reproductive Health Research (WRHR) Scholar,
Medical College of Georgia, Augusta University**

Type: Full-Time

Classification: Maternal and Child Health

Industry: Academic Institutions

Number of Openings: 2

Location: Augusta, GA USA

Compensation: Salary & benefits as well as coverage of research expenses & annual conference transportation

Position Description: In achieving its goal of developing independent OB-GYN physician-researchers in basic, translational and/or clinical areas related to women's reproductive health, the WRHR-CDP will not only develop the next generation of clinician investigators, it also will ensure that our scholars are prepared to serve as future leaders and mentors in the field of women's reproductive health research.

Our training format is a mentor-based experience. scholars are paired with successful investigators (clinical or basic research) for a minimum of two (and up to five) years. During this period, the scholar devotes 75% of his/her time to research. The research scope is open for the scholar and mentor to direct, and encompasses all areas of obstetrics and gynecology and its subspecialties. We anticipate that four scholars will be trained during the next five years. Each scholar/mentee will attend the NIH hosted annual WRHR Program conference meeting each year.

It is our expectation that this proposed training program will significantly and positively impact the field of women's reproductive health research, by helping to build a national pool of well-trained physician-scientists, particularly those from underserved communities that are committed to improving the health care of all women. In addition, we expect that the research of each scholar will be funded extramurally by the time of graduation from this program. Our intent is to foster a spirit and culture of collaboration and cooperatively among our scholars, such that they have the greatest potential through their collective efforts, to make major contributions and improvements in the field of women's reproductive health.

Qualifications: A physician holding an MD, DO or MD/PhD with completed OB-GYN residency (if the candidate has chosen to subspecialize, be in the final research year of postdoctoral fellowship training in Obstetrics and Gynecology); Be within nine years of their terminal degree; Able to devote at least 9 person months (equivalent to 75 percent) of full-time professional effort conducting research and research career development; Not be or have been a PD/PI on an R01, R29, U01/U10, subproject of a Program Project (P01), Center (P50, P60, U54) grant, or individual mentored or non-mentored career development award (e.g., K01, K02, K08, K22, K23, K24, K25, K99). Individuals who are or were PIs on NIH Small Grants (i.e., R03s) or Exploratory/Developmental Grants (i.e., R21s) may be eligible providing they meet the other eligibility requirements; Individuals who are or were PD/Pis on NIH Small Grants (i.e., R03s) or Exploratory/Developmental Grants (i.e., R21s) may be eligible providing they meet other eligibility requirements; Be a U.S. citizen or noncitizen national, or must have been lawfully admitted for permanent residence and possess a Permanent Resident Card (USCIS Form I-551) or some other verification of legal admission as a permanent citizen. Individuals on temporary or student visas are not eligible.

Individuals from under-represented backgrounds are strongly encouraged to apply.

Organization Description: The Augusta University, Medical College of Georgia's Women's Reproductive Health Research, is an NIH sponsored career development program designed to develop a new generation of Obstetrician/Gynecologist physician-scientists who can independently support and sustain careers in multidisciplinary research related to women's reproductive health. Augusta University is one of 15 WRHR sites across the country chosen to support NIH's mission of creating a talented pool of physician-scientists with expertise in women's reproductive health research.

Housed within MCG's Department of Obstetrics and Gynecology, the WRHR Career Development Center's primary function is to train OB/GYN-qualified physicians/scholars to become independent investigators who can translate the results of their research into improved reproductive health for women. Our goal is to provide individualized training tailored to the scholar - training that matches the strengths of our internationally recognized mentors with the career goals of each scholar.

Additional Information: Appointment of all scholars to the program will be in compliance with the eligibility criteria identified in NIH RFA HD-15-011. Appointments will be for a minimum of two years, with the potential for twelve-month extensions up to a maximum of five years of support for each scholar. WRHR scholars will have 9 months (.75 FTE effort) protected time for their research activities guaranteed by the MCG Department of Obstetrics and Gynecology. Each scholar's primary faculty appointment will be in the Department of OB-GYN with academic rank based on individual scholar's credentials. For example, a scholar just completing an OB-GYN residency would typically be appointed as an instructor, while a scholar who has completed a fellowship or has already served for several years as a junior faculty member would be appointed as an assistant professor. Individuals with a PhD or another advanced degree (or other unique qualifications) would potentially be eligible for appointment at a higher academic rank.

How to Apply: For more information, contact Ms. Walidah Walker, MPH, Program Coordinator, by calling 706-446-3869 or via email wawalker@augusta.edu

Women on the Move,
continued from page 7

Washington University in St. Louis MO.

- **Adrienne J. McNeil-Washington** becomes assistant VP of community relations at Lehigh University PA.

- **Dr. Sally C. Morton** will become dean of the College of Science at Virginia Polytechnic Institute and State University on July 1, 2016. She is serving as chair of the department of biostatistics in the Graduate School of Public Health at the University of Pittsburgh PA.

- **Camille A. Nelson, JD,** will become dean of the Washington College of Law at American University DC on July 25, 2016.

- **Dr. Suzy M. Nelson** will become VP for student life at the Massachusetts Institute of Technology on July 1, 2016. She is serving as VP and dean of the college at Colgate University NY.

- **Dr. Judy Neubrandner** moves from director of the School of Nursing at Western Carolina University NC to dean of the Menno-nite College of Nursing at Illinois State University.

- **Dr. Michelle Nuss** is the new campus dean of the Augusta University/University of Georgia Medical Partnership.

- **Dr. Catherine O'Connell** becomes provost and dean of Illinois College. She has been serving as VP for academic affairs and student life and dean of the college at Mary Baldwin College VA.

- **Dr. Kay M. Palan** will move from dean of the Haworth College of Business at Western Michigan University to dean of the Culverhouse College of Commerce at the University of Alabama on July 1, 2016.

- **Dr. Ami Radunskaya** has been elected as the next president of the Association for Women in Mathematics. She is professor of mathematics at Pomona College CA.

- **Dr. Margaret Raymond** was appointed to a new five-year term as dean of the law school at the University of Wisconsin-Madison.

• **Susan Rogers** becomes vice chancellor for communications at the University of Pittsburgh PA. She has been serving as vice president for university advancement at the University of Texas-Dallas.

• **Dr. Michelle Sabick** will become dean of the Parks College of Engineering, Aviation, and Technology at Saint Louis University MO on July 1, 2016.

• **Dr. Anna Scheyett** will become dean of the School of Social Work at the University of Georgia on July 1, 2016. She is serving as dean of the College of Social Work at the University of South Carolina.

• **T. Shá Duncan Smith** will become associate dean of diversity, inclusion and community development at Swarthmore College PA on June 1, 2016. She is serving as director of diversity and inclusion at the Ross School of Business of the University of Michigan.

• **Gia Soublet** moves from interim to VP for institutional advancement at Xavier University of Louisiana.

• **Dr. Bonita Stanton** becomes founding dean of the School of Medicine established by Seton Hall University and the Hackensack University Health Network NJ. She has been serving as vice dean for research at the School of Medicine at Wayne State University MI.

• **Dr. Abigail Tilton** moves from interim to dean of the College of Arts and Sciences at Texas Woman's University.

• **Dr. Maria-Claudia Tomany** will become dean of the College of Graduate and Interdisciplinary Studies at North Dakota State University on May 15, 2016. She has been serving as vice provost at Saint Xavier University IL.

• **Ronné Patrick Turner** will move from associate VP of enrollment and dean of admission at Northeastern University MA to vice provost for admissions at Washington University in St. Louis MO on July 1, 2016.

• **Dr. Michele G. Wheatly** will become vice chancellor and provost at Syracuse University NY on May 16, 2016.

• **Dr. Yolanda Wimberly**, associate dean for graduate medical education at the Morehouse School of Medicine GA, has been given the added duties of associate dean for clinical affairs at Grady Hospital GA.

• **Dr. Sandra Witte** moves from interim to dean of the Jordan College of Agricultural Sciences and Technology at Fresno State University CA.

• **Dr. Barbara E. Wolfe** moves from associate dean for research at the Connell School of Nursing at Boston College MA to dean of the College of Nursing at the University of Rhode Island.

• **Kristin Woods, JD**, becomes assistant VP in the Office of Alumni Engagement at the University at Buffalo of the State University of New York System. She has been serving as assistant VP for alumni and career services at the University of Richmond VA. ■

UNIVERSITY of HOUSTON

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New Search Firm Helps Identify and Guide Black College Leaders,

continued from page 6

necessary, such as being published, to receive recognition. They also must engage in service, such as being a department chair. Try to be a fast study and hone the people skills.

"If you want to be president and lead an institution, you need to have a vision of where you think the institution should be going and have a commitment to higher education and to the young people we serve," she says.

While there is no course for university boards that opens their eyes to capable female candidates, there is informal training that can be shared with the decision-makers. That includes calling people out when they skip over female candidates without good reason. Yancy has seen progress, with an increasing number of women in leadership positions, but barriers still exist.

"It's a matter of [boards] understanding that this is not a risk," she says. "It is a decision that you are making that you're going to put a qualified, capable person into the presidency.

"You have to give people, if they have the potential, the abilities and the skill set, the opportunity," she adds. "You also have to give good and encouraging advice." ■

—LE

Latina Intellectual Sisterhoods, Part II: How Do We Meet?

By Dr. Erika Abad

When I was looking at graduate schools, given my research focus on Puerto Rican studies and Chicago, telling colleagues and potential mentors about choosing Washington State for graduate school was a stretch. How could there be any advisors in the Pacific Northwest who would understand? One of my mentors, a Puerto Rican born in New York, when I emailed him, even recommended I stay in Chicago, but I was honest, stating that I wanted to leave Chicago and the community organizing temptations that would keep me from working.



Dr. Erika Abad

He, however, was not the Puerto Rican I found when I went looking for Puerto Rican Studies scholars outside of the expected pockets of New York, Chicago, or Florida. It was his advisee-turned-colleague in ethnic studies who recommended I consider Washington State. I found her via the Puerto Rican Studies Association listserv and, on the recommendation of WSU's ethnic studies work, followed suit recognizing that as a McNair Scholar, I may have a chance at a McNair Fellowship that first year.

In the midst of reflecting on my own experiences, a colleague turned me to the Latinas Completing Doctoral Degrees Facebook group. More recently, however, I have begun to work with colleagues in the Binders Full of Women of Color in Academia and the LGBTIQ Scholars of Color Facebook Groups.

This narrative of finding professors with whom to work echoes the current trend Facebook groups are creating in introducing colleagues to one another. I spoke to two members of the Latinas Completing Doctoral Degrees group on the greater question of social networks.

Women supporting women online

While the Facebook group's seasonal trends and social interaction is worthy of its own study, the willingness of the *mujeres* to share their stories with a stranger points to the extent to which they understand their lived experiences, once shared, can act as a point of solidarity and community.

Many of these same women want to meet in person at the conferences we attend because likes and comments remind them, in the midst of being a few, they are not alone.

Social media, for some humanities and social science fields, has grown significant because of the aforementioned engagement and, to a greater degree, the oppor-

tunity to promote their own work. As scholars move and/or look to engage with others regarding their struggles, they connect with like-minded individuals and exchange advice that works for them along the journey.

Social media also allows some of us to continue the conversation we begin at conferences and stay in touch with people whose lived experiences often mirror ours. Those experiences often lie underneath the surface of the narratives shared with each other. While being Latina, or a woman of color can bring us together, everything else about who we are, how and why we work sustains our professional solidarity and sisterhoods.

Support from those who understand us

My first interviewee explained that her networks do not directly come from her department. She falls into the graduate student population that started part-time because of an existing job until she transitioned into full-time graduate student work.

The transition also included marriage and a child, which added stress and strain to her work. She explained that her mentors emerged when she began working for an after-school program. These mentors con-

We meet and work with those who listen to us, who meet us where we are and with whom we can share the struggles of our journey.

connected with her because they related not to her *latinidad* but rather to her experience as a woman of color juggling multiple roles: "I have been able to share with them my experiences as a mother, the struggles of balancing family, work and graduate school.... They became my lifeline."

Part of the reason, she explained, that she does not immediately connect with Latina scholars around her is because of how she is not seen as Latina because of her white skin. While she did not specify who was surprised by her "invisible" ethnic background, her support system was composed of African-American women and a white woman.

Instead of her nonwhite identity shaping the "lifelines" in her graduate school career, she relates to those who share her social location as a wife-mother-scholar. These women support her during various shifts in her environment: retiring committee members, transitioning from part-time to full-time student work and so on.

Her story points to the significance of "looking like the members of a group" because when I asked who supported her, she began by articulating how she didn't look Latina. She participates in the Facebook group Latinas Completing Doctoral Degrees, but how could/will that support translate once she is on a campus? How will she be received then when rarely read as Latina? How does racial mis-profiling affect the opportunities of solidarity and empathy?

In considering those questions, I turn to another Latina who shares her story with me.

continued on page 14

Women and Anger in Higher Education

By Dr. Meca Williams-Johnson

Walk into any faculty meeting or classroom on campus, and the emotions present play a sizable role in the outcome and agreements or disagreements that occur. In particular, anger is an emotion many people are unsure how to address or negotiate when it is visible in a shared space.

Anger involves acute changes in posture, facial movements, tone of voice and verbal expression that are intended to show a level of frustration and hostility toward someone or some decision. It takes incredible patience and skill to achieve positive results when engaging with someone who exhibits these characteristics.

Women professors such as myself are expected to walk a delicate balance of being professional and being a nurturer with adult learners; both categories are emotionally laborious, and women are challenged to remain cool and dispassionate in order to appear rational.

What is an appropriate amount of justified anger to show in the workplace? How do working relationships change once raw emotions such as anger are shown? Can women show anger and be considered rational at the same time?

Anger brings results

During a recent committee meeting at my university, the room was congested with contention among members debating program changes and course schedules.

The person who is not willing to concede, who is also the most hostile and dramatic in the display of anger, is the victor in this debate. This result happens shamefully often at many universities.

The idea here is the art of persuasion and the intensity with which it was delivered by the person who showed anger. Arguments often happen in these settings, and I wonder, how can we negotiate the show of our anger in these circumstances?

Gender and displaying anger

For our male counterparts, anger seems to produce the support needed to gain the desired results. The show of anger, especially among male professors, sways the decision of the group.

According to social psychologists Victoria Brescoll and Eric Uhlmann, who wrote in 2008 on the chances of advancement for women who show anger in the workplace, men often benefit from anger outbursts due to widely held and deeply entrenched stereotypes of male leaders. For example, male professors are often viewed as passionate, powerful or independent thinkers when displaying anger in a social space.



Dr. Meca Williams-Johnson

Women who display anger are often stereotyped as people unable to balance workplace emotions or who lash out of loneliness and instability.

However, the stereotypes for women who show anger are precisely opposite: these women are viewed negatively and treated with harsh consequences.

Female professors who show anger in the classroom are perceived as weak. Ronald Burke states in his 2015 research on women and emotions in the workplace that when they show anger, women are described as easily frustrated. Burke further suggests that the results from these negative perceptions produce amplified scrutiny from students and our colleagues.

Women who display anger are often stereotyped as people unable to balance workplace emotions or who lash out of loneliness and instability. Negative stereotypes of this magnitude result in considerable shifts in workplace dynamics and strain working relationships where women professors distance themselves from the larger faculty group or faculty distance themselves and reduce interactions with the woman colleague who has delivered an angry outburst.

The appropriate response is hard to find

During my time as a professor, I have witnessed numerous accounts of both women and men losing their tempers while expressing their positions. Neither is pleasant, but these unsolicited ripostes yield more insight into the people I work with and their response to triggers.

Whether it be a response to perceived unfair policy, or evaluative comments from students, professors can and do lose it. Finding the appropriate response or an amount of passionate emotion, such as anger, to reveal in the workplace is elusive for most women professors.

As described in Madeline Albright's 2003 memoir, women earn nothing by expressing their emotions and lose mightily when they do. Additionally, women who show anger are called to explain themselves to the group to avoid further conflicts.

As women professors who are already relegated to balancing two extremes as the professional and nurturer, we must also find inventive ways to address concerns through a dispassionate posture.

That's why when encountering angry emotions, women professors must be aware of our triggers and find a supportive outlet for expressing our positions. There are several challenges to handling anger while in our complex university spaces and for my fellow women colleagues, solutions to this mystery have yet to be achieved. 📖

Dr. Meca Williams-Johnson is associate professor of Research Methodology at Georgia Southern University. Her professional experiences coupled with academic training have forged a particular mixed methods research emphasis exploring emotions and racial identity, and their influence on teaching and learning.

AAUP Report on the Uses and Abuses of Title IX

On March 24, the American Association of University Professors (AAUP) released a draft report, “The History, Uses, and Abuses of Title IX.” The report is the joint effort of members of the AAUP’s Committee on Academic Freedom and Tenure and the Committee on Women in the Academic Profession.

The executive summary claims that the Office for Civil Rights (OCR), which implements and enforces Title IX, and university administrators in charge of compliance with the law ignore questions of academic freedom and free speech at colleges and universities in the enforcement of Title IX. This report, then, positions Title IX’s application on campuses *against* concerns over free speech and academic freedom.

Congress passed Title IX in 1972 to prohibit sex discrimination in any educational program that receives federal assistance. Title IX applies to sports; discrimination against pregnant and/or parenting students; women in science, technology, engineering and mathematics; sexual harassment; sexual violence; and gender-based discrimination more generally.

Title IX and speech

While some people on campus might view Title IX suits as “unqualified victories in the name of gender equality,” the subcommittee disagrees and notes that the “current interpretation, implementation, and enforcement of Title IX has compromised the realization of meaningful educational goals that lead to sexually safe campuses.”

“The History, Uses, and Abuses of Title IX” is a document more concerned with threats toward academic freedom than it is a balanced view of Title IX’s “track record,” which is described as “uneven.” Rather than thoughtfully examine how the law allowed women’s access to educational institutions or describe how uneven the enforcement of Title IX is even today, the report centers upon the recent deployment of Title IX (after 2011) in cases of campus sexual assault and sexual harassment.

The AAUP’s concern is the new, broader definition of sex discrimination, which includes assault, harassment and speech. The subcommittee claims that there’s a “failure to make meaningful distinctions between conduct and speech.”

According to the report, actions and speech aren’t demarcated enough in descriptions of what constitutes a hostile environment. For the subcommittee, this is a problem because the broader definition of hostile environment allows “punitive employment measures against faculty for protected speech,” which is supposedly covered by academic freedom in the classroom, research and extramural speech.

Thus, the implementation and enforcement of Title IX appear as threats to not only academic freedom, but

also shared governance. Faculty rights appear eroded and increasingly restricted. The report further claims that OCR and university administrators winnowed down the federal law to focus on sexual harassment and assault when it used to have a broader context.

Additionally, the subcommittee also dislikes the lower standard of “preponderance of evidence” (more likely to have occurred) and wants the higher “clear and convincing” standard instead.

Narrow definition of Title IX

The enforcement of Title IX emerges in the report as a threat to academic freedom and to campus communities more largely. This is not the first complaint about Title IX.

For example, there are recurrent complaints that women’s inclusion in sports takes away resources for men’s athletics and threatens their continued existence. There is also discomfort about the enforcement of Title IX on college campuses and punitive measures that can be used to enforce it (particularly the worry that institutions could lose funding).

It’s important to note, as [Know Your Title IX](#) points out, that Title IX is not a law that focuses solely on women, but protects any person from sex-based discrimination based on real or perceived gender. The law is about creating equal and safe campuses for all students.

In their attempt to protect academic freedom at all costs, the AAUP report ignores that sexual harassment and assault *deny* students access to education. Speech and conduct are not so easily separated, even if this report suggests they are.

Title IX hasn’t been narrowed, but rather it is the AAUP’s definition of Title IX that is narrow.

Despite the section on the history of Title IX, the report overlooked how important the law was to allowing equal access to education, a fact that many now take for granted. Their interpretation of Title IX is a problem.

By focusing almost exclusively on protecting academic speech, the AAUP report avoids important questions about how speech can harm and limit a student’s access to education. Sexual harassment includes speech, and harmful speech can create bad environments and hostile classrooms.

Moreover, the report misunderstands the reason for the lower threshold for evidence. Universities err on the side of more than likely to have happened to guarantee that students continue to have access to education and nonhostile environments.

While I understand the concern with ruining a faculty member’s career with a Title IX suit, that is not enough of a reason to adopt a higher and more difficult to reach standard. The lower standard of evidence exists because of the difficulty of reporting and adjudicating claims of

Rather than thoughtfully examine how the law allowed women’s access to educational institutions or describe how uneven the enforcement of Title IX is even today, the report centers upon the recent deployment of Title IX (after 2011) in cases of campus sexual assault and sexual harassment.

sexual harassment and assault on campus in the criminal justice system.

Academic freedom and Title IX

As I read and reread the report, I wondered if academic freedom is supposed to cover harmful speech. It shouldn't. Should the faculty member's guarantee of academic freedom allow harmful speech? Does academic freedom matter more than the creation of hostile environments? Is a faculty member's right to speech more important than a student's mental, emotional or physical health?

If so, we need to start asking hard questions about the role of professors in students' lives and whether our pedagogy is about liberation or domination. We also need to think about changing expectations of the classroom and the professor's role. Speech has consequences, and professorial speech is not excluded from them.

In the report, students appear blameworthy for bringing Title IX suits, and "Title IX administrators from the Department of Education and within university" appear as antagonists who "overreach and seek to punish protected academic speech."

The focus remains largely on tenured and tenure-track faculty with a brief mention of how Title IX might impact contingent instructors. Faculty appear blameless in this report, which documents several famous cases of Title IX suits brought about by students against faculty.

Disappointingly, the cases always appear from the faculty member's point of view. The report places priority on faculty rights over the rights of students again and again.

The report does mention the complexity of enforcement and how this can lead to inequalities on campus, especially regarding race and larger discussions of sexuality. The point about the difficulty of discussing sexuality on campus and the need to support programs, departments and faculty who do is crucial.

But, I come back to the language of abuse and wonder where that gets us. The report's focus on Title IX's supposedly adversarial relationship to academic freedom passes the buck on the question of the boundaries of academic freedom and the importance of Title IX in the fight to create and maintain safer campuses.

Academic freedom is not limitless, and speech as well as conduct can create hostile environments for students and employees. Academic freedom doesn't allow faculty to harass or discriminate students. Title IX enforcement should take academic freedom and shared governance into account, but not at the cost of preventing student access to education because of sex-based discrimination. ■

—KJB

Latina Intellectual Sisterhoods, Part II: How Do We Meet?, *continued from page 11*

Sisterhood of women of color

My second interviewee did not broach on not being read as Latina; rather, she began her story pointing to how few Latinas there are in her fields. In the matter

of her support networks, however, she talked about the sisterhood she formed with the women in her department.

She wrote, "I had the great [fortune] of coming in with another Chicana the same year, and she was my rock and support system throughout. She has completed her degree and graduated this past year, and we still talk regularly about school, research, the job market and life. I consider her more of my *hermana* now than anything. I was very fortunate to have her and several other Latinas and black feminists in my program, both ahead of me and behind me, which isn't common in our field."

Like the first interviewee, she talked about the dominant themes that created community among her peers. She also, however, included in her narrative the rare convergence of Latinas and black feminists in her field.

The rarity concerns me, for it involves the affordability of graduate school for students of color, along with graduate school recruitment efforts themselves. The latter student completed her master's at a southern school and, from there, attended a California school for her doctorate.

Race and gender ... and sexuality

We meet and work with those who listen to us, who meet us where we are and with whom we can share the struggles of our journey. None of our journeys are the same and, as the first narrative demonstrates, the ways our lives change through graduate school may create unexpected support systems, often outside of our department.

While I look forward to meeting the women from the Facebook group at my next conference, I am walking a fine line because of how different the queer experience can be in graduate school.

The way mentors speak of that marginalization influences their relationships with colleagues. This marginalization raises questions with the growing cultural visibility of sexual and gender minorities, questions I'll consider in the third installment of this series. ■

Dr. Erika Abad is an independent scholar who credits her professional and social networks for her academic and literary success. As a Chicago-based oral historian for the Center for Puerto Rican Studies, she regularly contributes to *Centro Voices*. Aside from there, you can find earlier essays of hers on *The Feminist Wire*, *Mujeres Talk* and *Black Girl Dangerous*. Follow her on Twitter: <https://twitter.com/lionwanderer531>.



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Academia and Activism Join Forces for Black Girl Movement Conference

For three days last April, hundreds of participants gathered together in New York City to affirm the importance of creating and cultivating safe spaces that prioritize the talents, needs, voices and visibility of black girls ages 18 and younger, whether cis, queer or trans. The Black Girl Movement Conference, which included people of all ages and backgrounds, was a declaration that black girls not be left behind in the fight for racial justice.

Held on the campus of Columbia University, which is adjacent to Harlem NY, in connection with the Columbia University Institute for Research in African-American Studies, academics and activists discussed, debated, and declared issues of Black girlhood. The academics present thrived on engaging in meaningful conversations with people from diverse ages and backgrounds.

Origin

The conference, which was more than a year in the making, came about as a shared vision between artists, activists and academics. Scholars who study and teach about Black girlhood often wear all those hats, says one of the conference organizers, **Dr. Salamishah Tillet**, associate professor of English and Africana Studies and a faculty member of the Alice Paul Center for Gender, Sexuality and Women's Studies at the University of Pennsylvania.

Gender studies and African-American studies are fairly well established fields within higher education, and girlhood studies are an emerging field growing out of them. The goal was to showcase this new field and explore its potential for the future. Tillet says it was a step forward in reaffirming Black girlhood as a legitimate field of scholarly inquiry.

"When you're able to make a set of assumptions that this group of people matter, that they're really complex and they're rich in the sense of what you can study and what you can organize around, from there it's a deeper and more intense and rigorous conversation," Tillet says. "That's what was exciting for me as an activist and as an academic—just how many layers we could have in that conversation, how we were challenging each other."

Events

The Black Girl Movement Conference opened with a photography exhibition on Thursday, April 7, and closed with a dance performance on Saturday, April 9. Some panels included academics, activists and artists while other panels were all activists or academics.



Dr. Salamishah Tillet

The Black Girl Movement Conference, which included people of all ages and backgrounds, was a declaration that black girls not be left behind in the fight for racial justice.

Panels included subjects such as Writing and Researching Black Girls and Best Practices for Black Girls. Dr. Melissa Harris-Perry did a presentation titled Advancing Equity for Women and Girls of Color: A Research Agenda for the Next Decade.

Tillet moderated the panel The Past, Present, and Future State of Black Girls, which featured transgender youth organizer Daniella Carter, Black Lives Matter youth organizer Makayla Gilliam-Price, Howard University DC faculty emerita Dr. Joyce Ladner and Monique Morris of the National Black Women's Justice Institute. At one point Gilliam-Price noted that Black women are often delegitimized in the academy. Tillet says it was striking to hear such an insightful comment from someone who hasn't yet attended college, but it definitely resonated.

"As someone who's experienced different forms of my authority or my expertise being questioned by colleagues or by different institutions in the academy, it spoke to me and, I think, a number of people because we feel like we're still fighting very old battles today," Tillet says.

Outcomes

Tillet says she thinks of herself as an academic who is very aware of making ideas accessible to the public beyond the academy. In the context of this conference, organizers were thinking of not just translating theory into relatable language, but also providing a diverse range of ideas. Everyone could not understand and/or relate to everything, but something would resonate. "The same things were being reinforced in so many different ways from panel to panel, day to day," Tillet says. "There were all these different ways, platforms and mediums we were using to convey a message of Black girls in crisis on one hand and also as major contributors to so much of what makes up American life—even if they're invisible and ignored as they're giving these contributions.

"We wanted to make those things visible and make the crisis visible as well. Also, showcase them," she adds.

On the final day of the conference the focus was on how these girls are leading the movement and having their voices heard. Striking a balance across age, backgrounds, styles and mediums was the goal, and it proved effective. ■

For more information, see <http://iraas.columbia.edu/Event/black-girl-movement-conference>

—LE

What It's Like to Be a Woman During U.S. Campaign Season

It's pretty exciting that, for the first time in history, we have a woman running to be the presidential candidate for the Democratic Party who seems to have a shot at winning the nomination. She is also committed to women's issues, as the support of Planned Parenthood president Cecile Richards shows.

Sadly, the same cannot be said for the men also looking to become presidential nominees, in both parties. Late March/early April brought several cringe-worthy moments that I needed to share with you, *WIHE* readers.

Punish women who have abortions?

Donald Trump, in an MSNBC Town Hall in Green Bay WI with host Chris Matthews, made some statements on abortion that made many people gasp. When Matthews asked him about his stance on abortion, something the Republican Party seems to stand against, Trump fumbled around with words until he stated he would make the procedure illegal.

Matthews followed the line of thought and asked Trump who would be punished if abortion indeed was made illegal under his presidency. Trump responded, "Yeah, there has to be some form of punishment" for women who get abortions. Social media had a field day with his response.

He backed off of that response though: his campaign issued a statement saying that, in the case it were illegal, the doctor, not the woman, would be held legally responsible.

Either way, Trump made it clear that his stance on abortion is that he is anti-abortion and wants to make it illegal.

Pot? Kettle? Black?

His stance is not different from that of the other two GOP candidates; all three want to ban abortion if they become president.

But Senator Ted Cruz pretended to be outraged at Trump's initial comments, despite the fact that he has already pledged to investigate Planned Parenthood on Day One of his presidency, if he ever becomes president.

In fact, according to MSNBC host Rachel Maddow, Cruz is further right on abortion than the other two GOP candidates. He does not favor a rape or incest exception to abortion.

Not a serious issue?

Senator Bernie Sanders and Hillary Clinton both signed a pledge earlier in 2016 to repeal the Hyde Amendment (which prevents federal money from being used to fund abortion except in cases of rape, incest or the health of the mother) and revise the Helms Amendment (which blocks U.S. aid money from being used to pay for abortions for women raped in conflict and in developing countries).

When Maddow asked Sanders about Trump's abortion comments, he stated "that is beyond comprehension." Sounds good, right?

However, after Maddow continued with the subject and asked Sanders whether Cruz was more extreme on abor-

tion than Trump, Sanders asserted that "we might want to have a serious discussion about the serious issues facing America."

In all fairness, Sanders mentioned in the interview that he believes women have a right to their bodies and to make decisions over those bodies. Although Sanders was addressing the fact that the media is failing to hold Trump accountable for his statements, and covers his remarks instead of actual issues, the fact that he characterized Trump's remarks as "stupid" during a question about abortion was bad timing.

Later on, Clinton referenced a version of Sanders' remarks, talking about how "women's rights" are just as important as discussing the economy, climate change and other matters.

Don't drink, ladies?

Ohio Governor John Kasich, at a town hall meeting in Watertown NY in April, took a question about sexual assault on college campuses from a female undergraduate student.

He provided a lengthy discussion about how Ohio thinks that assault victims should have access to confidential reporting and rape kits, and that they should rest assured that these things will be available across Ohio. When the woman responded to his answer, "It's something that I have to worry about," he added, "I'd also give you one bit of advice: don't go to parties where there's a lot of alcohol."

The statement was problematic because it implies that women who go to parties where there is alcohol are somehow inviting the attack. It also assumes that those who assault women cannot contain themselves—also a disservice to men, who should also be educated about sexual assault and consent as much as women.

CNN reporter Dana Bash asked Kasich about his comments, and he did not back down: "I don't know how anyone would take it that way [as victim blaming]. . . I just want to make sure that justice is done."

Kasich's remarks, however, are too common in this country and can be harmful if made into policy.

Will it end?

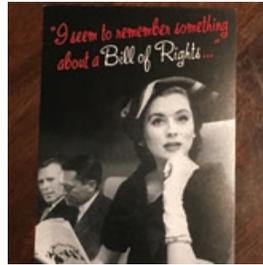
I remember as a first-year student I took an Introduction to Social Sciences course. The class taught me much about critical thinking and about questioning the tenets we take for granted in society.

In one of the lessons, the professor pointed out that critical thinking was like taking blinders off: once you start thinking critically and asking questions, you can't stop. It reformats your brain.

This election cycle has my brain working overtime, and last month took the cake. For this reason, I have switched from watching too much MSNBC to occasionally reading a book instead. I won't give up my *Rachel Maddow Show* though.

Till next month. 📖

—LMS



Apropos of this election, a postcard