

WOMEN

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PROFILE

Acclaimed Artist Finds Inspiration in the Classroom

By Lois Elfman

Much like scientists, artist Carol Prusa seeks new ways of explaining the world around us and beyond. She originally studied chemistry, using a laboratory method known as titration. Over time, she began using innovative techniques in the art studio to create large-scale silverpoint drawings that incorporate sculptural forms and new technologies.



Carol Prusa
Carol Prusa: Dark Light, which runs until January 2020. She describes it as probing the mysteries of the universe and honoring the women astronomers who mapped the stars.

As the world marks the 50th anniversary of the first moon landing, Prusa's work celebrating that milestone of space exploration is showcased in an exhibition at the Boca Raton Museum of Art FL, *Carol Prusa: Dark Light*, which runs until January 2020. She describes it as probing the mysteries of the universe and honoring the women astronomers who mapped the stars.

For more than three decades, Prusa has combined her work as an artist with teaching the next generation of talent. She is a professor of art at Florida Atlantic University, where she has taught since 1999. Although at times it is challenging to combine her own creative work with teaching, she finds the academic setting exhilarating.

"I like the variety of disciplines, the intellectual activities like lectures and cultural events and the depth of discourse with colleagues across disciplines," says Prusa. "As well as the freedom to pursue my own research focus."

Path to Academia

Prusa earned her BS in biocommunication arts at the University of Illinois at Urbana-Champaign and her MFA at Drake University IA. Several pivotal professors who believed in her work pushed her forward.

"My respect for their work and the gift of their teaching made me want to follow their path," Prusa says. "I like the challenge of working at a university and being around wide-ranging areas of expertise, creativity and thinking."

She first taught while a graduate student. After earning her master's, she began teaching at Iowa State University,

modeling her teaching on those who had taught her. From the start, she kept her teaching fresh by staying informed on current issues and concerns in the art world and attending conferences.

"Recently, I had the opportunity to collaborate with the chair of the mathematics department [at FAU] on a grant application, and it affirms why I like academia—it is a place where every day I wake up to learn something new and think in a new way," says Prusa. "Fortunately, I am good at multitasking and have strong organization skills or the job would be overwhelming."

Art and Creativity

In addition to the museum exhibition in Florida, this fall Prusa traveled to Taipei, Taiwan, where she had the opportunity to be part of a large installation at the Songshan Cultural and Creative Park. The project was done through the Bluerider Art Gallery. The theme was "Scaling the Wall (pushing boundaries)," and Prusa's piece is called "Folded Worlds." It is a circular video projected seven meters in

diameter onto a large screen stretched across the ceiling. People could lay down on yoga mats to view the video.

"Periodically, a yoga instructor gave yoga classes underneath the projection," Prusa says. "The video was of digital images of the work I had made over the past decade. Each work I make I consider a world, sustained

by its own logic internal to the piece. When I

Prusa:

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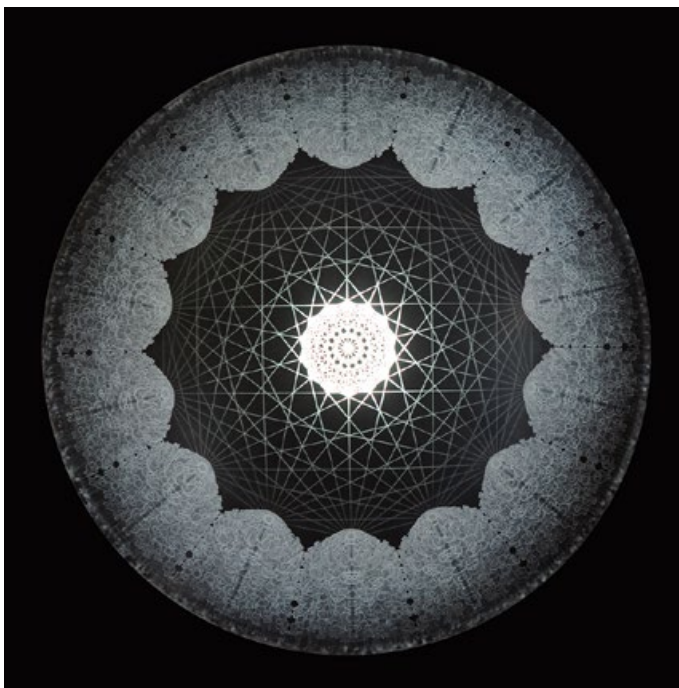
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complete a work, I begin a new world. My multiple worlds were visually folded into each other by each image fading into the next, creating a 30-minute video. My work is visually meditative and hopefully gives the viewer pause, shifting their breathing—potentially useful in yoga.”

The exhibition at the Boca Raton Museum of Art featured works using Prusa’s signature silverpoint technique. Silverpoint is a thin silver wire that leaves a trace of metal when pulled across a prepared surface. Prusa is known for large-scale silverpoints that are deepened with ground graphite and heightened with titanium white pigment.

In her quest to grasp the universe around her, Prusa immersed herself in the writings of physicists, astronomers and astrophysicists. She experienced 2017’s total eclipse on the bank of the North Platte River in Nebraska, taking in the imagery. Over the next two years, she created the works of *Dark Light*. The final piece focused on the dark matter and dark energy that constitute most of our universe, which sent her on a new path of research.

“I’m always seeking new ways of making and thinking. I apply for artist residencies and grants,” says Prusa. “I utilize these opportunities to make work through ways I have not experienced before.”



Teaching

Prusa is full-time faculty and teaches all levels of undergraduate and graduate painting. Beginning courses involve foundational skills and traditional approaches while also encouraging dialogue, analysis and critique. She imparts her knowledge of historic materials and methods of painting and also engages students in theory and contemporary practices.

“As the student advances, I support their efforts to hone their own perspective, supported by research, experimentation with materials and developing technical skills necessary to manifest their vision,” says Prusa, who has lectured about her work at Carnegie Mellon University PA and the Parsons School of Art and Design NY.



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As of Oct. 1, 2019

For a professor of art to achieve tenure and promotions, they must engage in creative research. Grants, fellowships, artist residencies and exhibitions are evaluated. A curated exhibition, such as *Dark Light*, is valued more highly than a juried exhibition. Prusa achieved full professor in 2009 and has received several teaching awards.

"I love teaching, and I wouldn't advise artists to do it unless they did," says Prusa. "You have to have a passion for being at a university, being engaged with students and working with graduate students. That has to also feed you. Otherwise, nobody wins in that equation."

"When I give an assignment, they never fail to resolve it differently than I would, in unique and surprising ways, which keeps me alert and generative," she adds. "To keep my courses vital, I introduce new topics and texts each term so that I remain engaged and challenged along with my students." ■

Congrats, 2019 ACLS/Luce Fellows!

The American Council of Learned Societies (ACLS) recently named its 2019 Luce/ACLS Fellows in Religion, Journalism and International Affairs. The goal of these fellowships is "to support scholars in the humanities and related social sciences pursuing research on any aspect of religion in international contexts with a desire to connect their specialist knowledge with journalists and media practitioners." The six fellows are all women.

The fellows are:

- Dr. Evelyn Azeeza Alsultany, University of Southern California
- Dr. Larisa Jasarevic, University of Chicago IL
- Dr. Lihi Ben Shitrit, University of Georgia
- Dr. Natalie Khazaal, Georgia Institute of Technology
- Dr. Elizabeth Shakman Hurd, Northwestern University IL
- Dr. Amy Erica Smith, Iowa State University

Source: *Women in Academia Report*



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\$4.5 Million Fine Against MSU

Well, Michigan State University is in the news. Again. The school now faces a "record-breaking fine," \$4.5 million, for violating the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, also known as the Clery Act, which requires schools that receive federal funds to "report and publicize certain crime statistics and policies." The Department of Education (DOE) fined the school because of the school's failure to report sexual violence, including the hundreds of accusations of sexual assault against Larry Nassar, USA Gymnastics team doctor and a former physician at MSU. *WIHE* readers likely remember that he was convicted for sexually assaulting minors and is now in prison. Additionally, the former president, Lou Anna K. Simon, has been criminally charged for her involvement in the Nassar scandal. The DOE found not only that the university mishandled the many allegations against Nassar but also "failed" to meet the Clery standards. Education Secretary Betsy DeVos noted, "Too many people in power knew about the complaints, yet the predators remained on the payroll." This fine is now the highest fine for the violation of the Clery Act, with the previous record being the \$2.4 million fine Penn State received due to how they mishandled allegations of sexual assault and child abuse by former assistant football coach Jerry Sandusky.

The DOE's Office for Civil Rights (OCR) conducted a separate investigation and found that MSU's Title IX procedures were "broken" and required immediate action to be fixed. What's more is that OCR found that both the provost and Simon "failed to take appropriate action" on the accusations against Nassar. The school entered into two agreements with the DOE, and one of those required that the school investigate and punish employees who knew about Nassar's abuse or sexual abuse on campus more generally. Punishments could run from "the revocation of tenure or honorary or other titles to prohibition from the university grounds to the removal of employment benefits or pay reductions." Additionally, the DOE will check up on the school to make sure it reaches compliance with the Clery Act. And yet, \$4.5 million doesn't seem like a large-enough fine for a school that didn't take the many, many allegations against Nassar seriously. Their inaction and failure to report it allowed abuse to continue for decades. *NewsWatch* wishes the fine had been even higher to make violations of the Clery Act have an even more serious impact than they do now.

—*The Chronicle of Higher Education* on Sept. 5, 2019, and *Inside Higher Ed* on Sept. 6, 2019

Two-Thirds of Americans Dissatisfied With Higher Ed

New America's annual survey of 2,000 adults found that 65% of Americans are "unsatisfied" with higher education in the United States. While that number might seem high, it's down from last year, in which 72% of Americans were unsatisfied. The decrease might be a good sign, but respondents also had serious concerns

about other components of higher ed. Fifty-one percent noted that education after high school is “unaffordable,” while “roughly four in five say the federal and state governments should allocate more funding to higher education to make it more accessible.” And some respondents agreed with punitive measures: “Around two-thirds of Americans say colleges should lose access to government funding if their students have high default rates, and three-fourths said the same of institutions whose graduates struggle to earn a living wage.” Much of the public appears dissatisfied with higher ed more broadly, for another year, which doesn’t bode well for those of us in higher ed. The survey suggests increasing skepticism about the value of higher ed and concerns about whether a college degree leads to a job. What would it take to convince these folks that higher ed has value? Newswatch isn’t sure.

—*Education Dive* on Sept. 10, 2019

Fewer Women in STEM at Research Schools

The New York Stem Cell Association and the University of Michigan released a new study about women in science, technology, engineering and mathematics (STEM) careers. They examined 500 schools over four years, and what researchers found is likely no surprise to readers of *WIHE*. There continues to be a lack of women in STEM. In nearly one-third of the schools they analyzed, women made up less than 10% of the faculty. Additionally, women were represented more among those at the assistant professor level, 42%, versus the full professor level, 23%. There was clearly attrition of women scholars as they move up the faculty ranks in STEM, which matches larger trends of women’s attrition in the whole of the academy. The study’s “results showed that despite the fact that women make up a majority of all students in STEM disciplines at both the undergraduate and graduate level, a vast gender gap exists in women faculty in these fields.” This is another study that shows a “pipeline” problem, in which women leave STEM at various junctures in their careers.

Moreover, gender equity at these schools didn’t improve with time either. Shocking. Wait, no it isn’t. What’s crucial about this study is that it takes aim at all the focus on programs to recruit women into STEM, which has long been the impetus of programs that attempt to fix the gender gap in STEM. If only more women were recruited, the logic goes, then there would be more women in these fields. And yet, this study confirms that the problem isn’t about recruitment, as women are the majority of students in STEM. The researchers note, “[T]his data suggests that rather than recruiting women into STEM, the bigger issue appears to be retention and promotion of women into positions that allow them more influence, resources, and in turn, high-impact research.” Perhaps this study will lead to more programs that focus on promotion and retention of women in the sciences, which will do more to solve the gender gap than recruiting women into fields that prove hostile to them.

—*HR Dive* on Sept. 12, 2019, and *Women in Academia Report* on Sept. 11, 2019

Women CEOs Make a Big Impact

And a new study, led by economist Luca Flabbi of the University of North Carolina at Chapel Hill, proves it. Researchers examined data on “one million workers in Italian manufacturing over a 17-year period” and found that if a company had a woman leader and at least 20% of their employees were women, sales were 14% higher than other companies. In companies led by women, the gender wage gap decreased among some of the highest-paid workers but not for lower-paid workers, where, unfortunately, the gap widened. The researchers offer that “women CEOs place their women workers in jobs that produce efficiency[,] and gender discrimination in job assignments is eliminated[,] producing great productivity.” Women CEOs do, indeed, make a real difference in the workplace.

—*Women in Academia Report* on Sept. 4, 2019

Women More Uncomfortable Asking for Money for College

Fidelity released a new survey recently about how students understand the expense of college and how they pay for it. While we know students turn to their families to help them pay for school, the survey showed that students aren’t entirely comfortable asking for help: “Sixty-four percent of those polled said they would be uncomfortable asking their grandparents to give them money to help pay for their education and forty-two percent said they’d be very uncomfortable.” Interestingly, there was a bit of a gender divide among survey respondents. 69% of women said they were uncomfortable asking their grandparents for money for school, compared to 59% of men.

Additionally, women were more likely to be “stressed” about the potential debt of student loans than men, 55% to 38%. And rightly so, because women hold the majority of student loan debt. Earlier this year, the American Association of University Women reported that women hold two-thirds of the United States’ \$1.46 trillion student debt—\$929 billion to be exact. Student loan debt definitely impacts women more than men, which is compounded by continued gender gaps in pay. It’s not surprising that women feel more uncomfortable asking for money from their families due to gendered socialization that teaches women to not ask for what they need. This discomfort with asking likely is a factor in women’s large share of the student loan debt.

—*Newsweek* on Sept. 11, 2019

Utah State Launches New Center in Gender Studies

Utah State University recently shuttered its Center for Women and Gender, which was founded in 2010. Women’s studies has a longer history at the school; the program was created in 1974. The school will launch a new center, the Center for Intersectional Gender Studies and Research, which “will provide a broader focus on issues at the intersection of identities, such as gender and gender identity, race, class, sexual orientation, nationality, and disability.” Dr. Christy Glass, a professor of sociology, will head the center. The school’s president, Noelle Cockett, noted, “This change will reinvigorate the university’s efforts in the area

of gender studies and create even more opportunities for student academic success and for research by faculty and students." Newswatch looks forward to seeing what this center does.

—*Women in Academia Report* on Sept. 9, 2019

Women Missing From Syllabi

A new study shows that while academic women are publishing their research, there remains a lack of women's scholarship on political science syllabi for graduate courses as well as reading lists. Associate professor of political science at the University of California, Irvine Dr. Heidi Hardt and her three co-authors examined "88,673 readings from 840 syllabi and 65 reading lists used in political science graduate courses." What they found was that only one in five readings were by women scholars, and only 18.7% of the first authors, since most of the work in political science has multiple authors, were women. This is despite the fact that women are 27% of faculty in the discipline and produce around 27% of the research.

The study also found that the identity of faculty impacted who ended up on their syllabi. White men, for instance, were less likely than faculty of color and women faculty to assign readings by women scholars. Additionally, the gender diversity of a department also had a role in whether women's scholarship was assigned. Departments that hired more women faculty tended to have more women on their syllabi. Hardt told *Diverse* that "[c]ourses are often graduate students' first major exposure to a field of study. If women don't appear much in syllabi or reading lists, students may receive the incorrect signal that women do not belong in academia. Implicit signals can add up—affecting the leaky pipeline, where women are leaving academia at higher rates than men." The researchers also hope their study inspires other disciplines to examine the gender gaps on their syllabi too.

—*Diverse Education* on Sept. 13, 2019

Arizona Settles Gender-Discrimination Lawsuit

The Arizona Board of Regents reached a \$2 million settlement with three women, who are former deans, about pay discrimination. The former deans claimed they were discriminated against because of their gender and were paid significantly less than some of their male colleagues. The case began in January 2018 when Dr. Patricia MacCorquodale, a previous dean of the University of Arizona's Honors College, alleged she had been paid less than male colleagues in deanships for two decades. She filed a federal lawsuit, and she was joined in the suit by a former dean of the College of Architecture, Planning and Landscape Architecture, Janice Cervelli, as well as a former dean of the College of Nursing, Dr. Joan Shaver. The lawsuit alleged that women deans were underpaid across the university. A joint statement by both the Board of Regents and former deans noted that the "[p]laintiffs brought this action to highlight the importance of gender equity and diverse leadership in higher education, and both parties agree and reaffirm the continuing importance of these issues."

—*Women in Academia Report* on Aug. 21, 2019

Women on the Move

As of Oct. 1, 2019

- **Julia Allen** moved from the chief development officer at Gaston College NC to assistant dean of advancement in the College of Natural Resources and Environment at Virginia Tech.
- **Emily Almas** moved from associate dean and director of recruitment at Swarthmore College PA to assistant vice provost and director of admissions at Washington University in St. Louis MO.
- **Dr. Suzanne Barbour** moved from dean of the Graduate School at the University of Georgia to professor of biochemistry and biophysics and dean of the Graduate School at the University of North Carolina at Chapel Hill.
- **Karen Battye** moved from senior analyst in the Office of Institutional Research to university registrar at Auburn University AL.
- **Dr. Kathleen Dorsey Bellow** moved from associate director to director of the Institute for Black Catholic Studies at Xavier University of Louisiana.
- **Dr. Denise Boston** moved from dean of diversity and inclusion at the California Institute of Integral Studies in San Francisco to VP for diversity, equity and inclusion at Walden University MN.
- **Dr. LaTonya Branham** moved from assistant professor of university studies to dean of academic services and university registrar at DePauw University IN.
- **Joan R.M. Bullock, JD**, moved from being professor emerita in the Thomas Jefferson School of Law CA to dean of the Texas Southern University Thurgood Marshall School of Law.
- **Dr. Carrie Byington** moved from dean of the Texas A&M University College of Medicine and vice chancellor for health services and senior VP of the Texas A&M University Health Science Center to professor of pediatrics at the University of California, San Francisco and executive VP for the University of California Health System.
- **Dr. Lisandra R. Carmichael** moved from interim and associate dean of the library at the University of North Florida to dean of University Libraries at Georgia Southern University.
- **Dr. Yolanda Gallardo Carter** moved from associate professor and the Robert Charles Billings Endowed Chair in Education at Berea College KY to dean of the Gonzaga University School of Education at Gonzaga University WA.
- **Dr. Diane Z. Chase** moved from executive VP and provost at the University of Nevada, Las Vegas to VP for academic innovation, student success and strategic initiatives at Claremont Graduate University CA.
- **Yolanda Cooper** becomes dean and university librarian at Emory University GA.
- **Lyndsay Cumberland** becomes director of alumni relations and donor engagement at the Mississippi University for Women.
- **Sarah Beth (Gillis) Davis** moves from staff accountant in the business affairs office to assistant athletics director for external business operations at Bellarmine University KY.
- **Dr. Julie E. DeGraw** moves from VP of student life

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Contemplating Unconscious Bias

By Mary Lou Santovec

Dr. L. Song Richardson notes that her mother, a Korean immigrant, “had a dream for me to be a concert pianist,” says Richardson. Admitting that she “used to study to avoid playing the piano,” Richardson also admits the ploy didn’t work. She was talented enough to be accepted at The Julliard School NY.

Fortunately for the students, faculty and staff at the University of California, Irvine’s School of Law, Richardson turned down Julliard and attended Harvard University MA, earning her undergraduate degree in psychology. She later went to Yale University CT for her law degree.

Being Different

Richardson grew up the daughter of a career Army officer. After being stationed around the world, the family settled in Massachusetts where her father, who had retired as a lieutenant colonel, took a job with the U.S. Department of Revenue.

Richardson notes that her mother, who worked nights in a rope factory, “pushed me to do my very best. She wanted my brothers and me to have every advantage that she didn’t have.”

Richardson’s mother encouraged her to work hard and to “get to where I know you can get.” That tenacity drove Richardson to develop “grit and resilience.”

While at Harvard, Richardson encountered her first experiences of being different. “I grew up on Army bases where everyone was mixed,” she says.

She notes, “My parents shielded me and my brothers from racism and gender issues. When I got to college, people asked me ‘Who are you?’ [and] ‘Where do you come from?’”

What she finally realized they were asking about was her racial background. Richardson’s father was African American; her parents had been rejected by their parents because of their interracial marriage.

“Everything they did for me and my two brothers defined what I did,” she says. “Everything ties back to my childhood.”

After graduating from Harvard, Richardson worked for the Massachusetts Commission Against Discrimination. She was sent out to check if local landlords were discriminating against prospective tenants on the basis of race.

“After that experience, I decided I wanted to be a lawyer,” she says. Taking a class on race and the death penalty, Richardson decided to pursue a career in criminal law.

She became a civil rights lawyer and a criminal defense attorney. Later, she served as a state and federal public defender in Seattle.

Change Through Information

While she was pro-death penalty as an undergraduate, Richardson’s experiences as a criminal defense attorney changed her mind. She says she realized that “people can change based on information.”

Richardson had realized that the judicial system was set up against fairness. She told the story about one of her clients, a teenager, who was involved in a homicide.

He didn’t plead guilty because he didn’t fire the gun. Still, he was sentenced to life in prison.

“Teens have very little impulse control and they make bad decisions,” she says. “Why do we want to throw away a life based on one incident?”

After the teen’s trial, Richardson says, “I was so angry with the world, governments and society. You just realize that for the luck we have in our own lives, we could be them.”

Her experiences helped focus her research interests on unconscious and implicit bias. She states that no matter “how egalitarian and fair-minded people are, they are affected by bias.”

“Our brains have a desire to place people in boxes,” says Richardson.

She began looking at unconscious bias in police officers and what that meant about

thinking about the law.

When a friend asked her to teach a criminal procedures class at DePaul University in Chicago IL, little did she know it would jump-start her career. “I fell in love with teaching,” says Richardson.

Clerking in law firms during her summers and spending time at a boutique criminal law firm had opened her eyes to the day-to-day reality of being a corporate lawyer. She says she realized that it “didn’t feed her soul.”

Saying ‘Yes’ to Opportunity

Prior to coming to UC-Irvine as associate dean, Richardson was a professor of law at the University of Iowa. “The only place I would leave Iowa for was Irvine,” she says.

UCI’s founding dean, Erwin Chemerinsky, became Richardson’s mentor. “Erwin told me that I would be a good dean and could be a dean here,” she says.

Being dean was not a career path she had planned to take. In 2017, when Chemerinsky left to become dean of the law school at the University of California, Berkeley, the provost offered her the job.

“I said ‘no,’” she admits. The provost told Richardson to think about it.

So, she agreed to become interim dean for six months. Richardson realized she loved it.

“People will give you opportunities,” she explains. “You should say ‘yes’ to opportunities.”

Her reason for declining the initial offer was that to an outsider, the dean’s position seemed to be all about the person. After becoming interim dean, Richardson says she suddenly realized that “it’s not about me; it’s about the students, the faculty and the school.”

In addition to her administrative work, Richardson also holds appointments in the Department of Criminology, Law and Society, as well as in the Department of Asian American Studies.

Richardson: “The more diverse deans we have, the more creative we can be.”

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Campus Culture and Sexual Violence

By Mary Lou Santovec

Statistics confirm the sad truth: Approximately “one in five female students and one in 20 male students are victims of sexual violence while they live on or near campus at a four-year college,” according to reports from *The Washington Post* and the Kaiser Family Foundation.

Data from the Association of American Universities Campus Climate Survey on Sexual Assault and Sexual Misconduct found that sexual violence couldn’t just be blamed on strangers. Ten percent of the students who said they had been in a relationship while enrolled at school experienced some sort of intimate partner violence.

Reversing these statistics requires a significant change in the campus culture. Changing it is like the old joke about eating an elephant: You have to do it one bite or, in this case, one step, at a time.

Through its Culture of Respect initiative, the National Association of Student Personnel Administrators (NASPA) offers a blueprint, tools and a cohort model to help change the narrative around sexual violence. By using the initiative, schools can take steps to create a culture that addresses the actual root causes of sexual violence.

Addressing the Problem

Culture of Respect was launched in 2013 when several parents of college-age students felt that schools weren’t effectively addressing the prevalence of on-campus sexual violence. Much like the Clerys, whose daughter Jeanne’s rape and murder on campus led to the creation of the Clery Act in 1990, these parents talked with experts in the field, including public health and violence researchers from New York University and Columbia University.

Assembling best practices and research, the parents sought to develop practical ways of addressing the issue. They also created a nonprofit to distribute information.

After an initial pilot program, the parents decided to find a new home for the initiative and approached NASPA, which “adopted” it at the end of 2015. It was “a coming together of two entities,” says Allison Tombros Korman, senior director at NASPA, who was also involved in the original nonprofit.

The initiative is composed of a CORE evaluation, a self-assessment tool that campuses can use to identify their strengths and weaknesses, as well as the *CORE Blueprint*, a 75-page book of “best and promising” practices. Both of those tools are available for free on the NASPA website.

The *CORE Blueprint* is organized around six “pillars,” or key strategies, for ending sexual violence. These pillars are survivor support with options on reporting; clear policy on misconduct, investigations, adjudications and reporting; multitiered prevention and education for faculty, staff and students; public disclosure of statistics; schoolwide mobilization with student groups and leaders; and ongoing self-assessments.

The *Blueprint*’s latest edition was updated in 2017. NASPA is awaiting Title IX guidance from the federal

government before doing additional updates.

The CORE Evaluation consists of 150 questions, including ones that focus on trauma screening, available options to change course schedules and how frequently campus policies on sexual misconduct are reviewed by governing bodies. Schools are also asked if they offer restorative justice or mediation opportunities and multitiered prevention education.

The questions, which generally take campus stakeholders up to four hours to answer, help each school take an “inventory of practices, policies, and procedures around their response to sexual violence.” “People have really rich conversations around the questions,” says Tombros Korman.

After compiling all of the information and discussions into single answers, schools send NASPA the completed self-assessment. Her office writes a report within one to two weeks.

By using the initiative, schools can take steps to create a culture that addresses the actual root causes of sexual violence.

The Collective

Schools that want a specific framework and guidance to help them enact campuswide cultural change are invited to join the Culture of Respect Collective. The collective is a two-year program that brings together a cohort of schools dedicated to ending the scourge of sexual violence.

The first cohort of some 50 participants was recruited from within NASPA membership. Attrition had 37 of the initial 50 completing the two-year program.

Cohort members represent a diverse group—from community colleges to Research 1 schools. “We’re so proud that we have a robust diversity of schools who joined the project,” says Tombros Korman.

Cohort 3 featured participants from schools in Canada and Mexico. More than 100 schools have participated since the collective began. Cohort 4 will begin in January 2020.

The collective program is both turnkey and “malleable.” “It’s malleable enough to make it specific to an institution,” she says.

Tombros Korman notes, “The program is not designed to be a ‘one size fits all.’ Schools have different capacities, sizes and state laws that they operate under.”

Participants must apply and pay a set fee to become a part of a cohort. For NASPA members, the fee is \$8,895; for nonmembers, it’s \$11,895. Collective members participate in various activities that include technical assistance, strategic support and detailed documentation of campus-initiated changes.

All of these activities have one goal—moving toward campuswide change on the topic of sexual violence. Cohort members also get access to various programs, materials and templates, so they don’t have to spend time reinventing the wheel.

Twice a month, they attend professional development activities; once a month, they’re invited to a webinar as well as a roundtable that COR staff guides. “We carve out virtual space to come together,” says Tombros Korman, who also

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Fulfilling the Promise

By Lois Elfman

This fall semester marks **Dr. Terri N. Watson's** first as tenured faculty. An associate professor of educational leadership in the Department of Leadership and Human Development at the City College of New York, Watson returned home to New York City after earning her PhD because it was essential to her to train future educators who will teach in the school system in which she grew up.

Watson was born and raised in Harlem, a historically black neighborhood in uptown Manhattan. She began her teaching career in 1994 at a middle school in East Harlem, witnessing the students' struggles, including poverty and dealing with family members with substance abuse issues. In order to teach them effectively, she had to understand what they were living with outside of school.

She relocated to Florida in 1998, teaching high school English until she earned her doctorate in educational leadership and pursued work in higher education. "Florida is a wonderful place. I have a home there and some great friends, but I wanted my life's work to be here in Harlem," says Watson.

Her research examines the practices of successful school leaders and the impact of education policies on children, specifically African American girls.

Training Future Teachers

Receiving tenure showed Watson that her efforts since coming to CCNY in 2012 have been well-received. She will continue to use her platform to encourage the next generation of scholars.

Watson attended New York City public schools for K–12 and is the first person in her family to go to college. Being a role model and example allows the first-generation college students she teaches to see that their goals are attainable.

In preparing urban educators, she recalls her own positive and negative experiences. She asks aspiring teachers who they want to be and helps them understand the role they will be taking on in the classroom. Teachers in K–12 need to nurture and develop young minds, and they have to be willing to listen and give a lot of themselves.

"In an urban setting, do you love young people of color whose circumstances aren't often ideal?" Watson asks students. "Are you willing to stand and speak and advocate? Also, to give them the tools to do it on their own, because our job as school leaders is to prepare the next generation of leaders.

"Intentions are paramount," she adds. "Also, we have to set clear, concrete expectations and accountability. For that



Dr. Terri N. Watson

Watson:
"I don't just work and live in Harlem, but I work with Harlem."

accountability, we're looking at not just quantitative outcomes, but also qualitative outcomes, because the narrative matters. Lastly, we have to reflect so we can do it better."

Watson teaches primarily graduate students, but last year taught the undergraduate course *Urban Schools in a Diverse American Society*. Using a social cultural lens, she looked at the ways in which race, class, gender, community, ability, ethnicity, immigration, sexuality and other related factors intersect to impact student outcomes.

A Scholar-Activist

As a scholar-activist, her aim is to improve educational outcomes and life chances for historically underserved students and their families. During her first few years at CCNY, she developed a research agenda on educational leadership for social justice and gathered data.

Watson is on sabbatical for the 2019–20 school year. She is working on a special issue of the *Journal of Educational Administration and History* to be published in summer 2020. It will be titled "A Seat at the Table: Examining the Impact, Ingenuity, and Leadership Practices of Black Women and Girls in PK–20 Settings."

"I made a very specific call looking for scholars of color, women in particular," says Watson. "Importantly, I wanted them to use frameworks that were created with black

women and girls in mind. In many ways, this is me paying it forward."

The goal is to detail the contributions scholars of color have made to education. She hopes this edition will give black women and girls the opportunity to speak their truth and be provided a seat at the table.

"Black women and girls have really pushed education forward, beginning with Sarah Roberts in 1850," says Watson, referencing a landmark court case seeking to end racial discrimination in Boston public schools. "A lot of my work pays homage to those strong black women who we don't often hear about when we hear about leadership in education."

Watson is also working on a book project looking at Harlem's mothers and other mothers involved in educational advocacy and school community engagement.

Building Diversity in the Academy

"I don't just work and live in Harlem, but I work with Harlem," says Watson. "I'm looking at ways that schools can reengage parents in communities of color."

In 2017, Watson was honored by Manhattan Borough President Gale A. Brewer for her work with the CCNY-based *Growing Our Own Doctors Project*, an effort to increase the number of health professionals and improve health outcomes in Harlem. Showing up for the Harlem community is of vital importance to Watson, who serves as a mentor at the CCNY-based A. Philip Randolph Campus High School.

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Modeling How to Be a Campus Leader as a Mother

By Wendy Robinson

I was one email away from leaving for the day and I was stuck. All I needed to do was to send a quick email to my direct reports to let them know I'd be out of the office the next day. And yet, I kept typing and deleting the two versions of the truth:

I'll be out of the office tomorrow, chaperoning a first-grade field trip.

I'll be out of the office tomorrow, but you can reach me by phone.

I send hundreds of emails a week—one of the special joys of being an administrator—and rarely do I get stuck on what I want to say, especially for something as comparatively low-stakes as an out-of-the-office message.

But when you are a woman, and specifically a mother, in a leadership role, sometimes even the low-stakes stuff serves as a reminder that there aren't always easy choices when it comes to performing motherhood.

Work/Life Balance

When I was in graduate school, I did research on work/life balance and found that the existing research felt really gendered. Work/life balance was often presented as a problem that women, especially mothers, needed to solve. As I read about the experiences of other mothers in higher education, it seemed clear that many of us have heard the same messages: Have kids if you must, but don't do it before you have tenure. Have kids if you must, but don't talk about them too much. Have kids if you must, but don't plan on advancing in administration until they are grown.

As someone who already had children and a desire to continue advancing a career in administration, I found these narratives deeply frustrating. But, as I thought about my almost two decades in student affairs, I came to realize I'd never had a woman boss who had children still at home, if they had children at all. I've had more men as bosses than women. After 20 years spent at six institutions, I have yet to serve under a woman president.

I'm a mother, and I might want to be a college president someday. I'd really like to not have to downplay the former to get a chance at the latter.

Parenting and Advancing a Career

A few years ago, I accepted a position as a VP of student affairs at a small suburban community college. At the time, I was 37 years old with a freshly defended dissertation and two young children at home. My division includes 13 departments and around 50 staff and faculty members, 75% of whom are women and 85% of whom are parents. As a VP, I'm also a member of the president's cabinet. While about half of the executive leadership team at the time were women, only two of us had children, and I was the only cabinet member to have young children.

When I started that job, I wanted to intentionally model a leadership approach that demonstrates that women can

both parent and advance in their careers, especially given that student affairs positions are disproportionately staffed by women.

But I'd read too much of the research supporting the idea that women who are mothers are seen as less competent and less committed to their career than nonparents. I was mindful of the fact that I already felt pressure to prove myself as a serious leader, given that I was comparatively young for my role. I didn't want to be dismissed as I tried to bring changes to a college that was amid a leadership crisis. I wanted to bring my whole self to work. There is no real version of me that hasn't been fundamentally changed by having children. I also wanted to use my position to carve out more space for other women to see motherhood as compatible with a big career.

But I was also afraid. So, I split the difference at first. I hung pictures of my kids in my office, but I never took a day off when one of them was sick. I brought them to campus for a student festival, but

I left them with my husband when I went to say "hello" to my boss. Six months into the job, I realized that my boss had no idea how old my children are or what their names are.

My children were an abstraction, which meant I'd successfully followed the exact career advice that frustrated me in graduate school.

I've spent the last year trying to be explicit about how the experience of mothering has shaped me.

Providing a New Model

I eventually hired a fantastic dean of students, who happens to be the mother of a three-year-old. She is my right-hand woman, and someone who can and should absolutely be planning for a future as a senior leader. Behind my office door, we tackle pressing issues, try to solve complex student problems, and, yes, swap stories about our kids. She shares with me that she's never had a boss who is also a mother and that she's found it meaningful that I am. And that cracks something open in me.

I've spent the last year trying to be explicit about how the experience of mothering has shaped me. When our cabinet meets to discuss closing the campus due to severe weather, I advocate for the students who are parents and speak up about the challenges of finding last-minute child care when the K-12 districts close and we don't. I lead campus conversations about Title IX and how that applies to pregnancy and parenting. I work with a staff member to figure out a sick leave when she's already used all her leave time on the endless cold/ear infection/strep throat loop of having a kindergartner. I start taking time off to care for my children and make a promise to both of them that I will chaperone at least one field trip a year.

And yet, when it comes to announcing that I'm off for the day to go to the Children's Museum, I still hesitate. There is so much work to be done, and I'm skipping it to go wrangle six-year-olds? If I keep it vague, everyone may assume I'm just at another off-campus meeting. That feels

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The Value of Our Work

By Katie Rose Guest Pryal

I work. I earn money for my household. Money is only one of the reasons I work. I also work because it's fulfilling and having a career gives me a sense of stability. I have goals and enjoy achieving them.

Money remains one of the main reasons I work. And I have small children. Having small children when both you and your co-parent (if you have one) work requires paying for child care.

If you are a working parent and the primary caregiver (a role that not always but usually falls to women), then you have likely had the experience of comparing your income to the amount you spend on child care. I have. And perhaps you've wondered what I have wondered: Given how much I spend on child care, is it worth it to work at all?

Emergencies Arise

Last school year, the water service in our midsized town shut down through a series of unfortunate events. Between a blown water main and a contamination at the main treatment facility, our entire city's water supply was cut off suddenly. There was no water for drinking, bathing or even flushing the toilets. Around 10 o'clock in the morning, when the local emergency announcement system let us know about the water emergency, other announcements from the public schools started pinging cell phones. Our kids were coming home, and they weren't going back to school until the water supply could be fixed.

I left my work meeting, dashed home and prepared to meet my elementary-aged children as they came home from school.

I gathered emergency supplies: My family had water jugs on hand because we live in the Southeast—the land of hurricanes—and we tend to be prepared. I was facing days without school.

I was also facing days when I wouldn't be able to work. That day, the kids and I made the best of things until my husband came home. At that point, I headed into my home office to get some work done while he handled dinner and put the kids to bed.

Later that evening, in private, I tried to explain to him my worries—which were so much larger than the current emergency. Work would be set aside. Again. Frustrated, I said, "How am I supposed to work, to forward my career, to earn money? How am I supposed to do anything when my work can be pushed aside without warning?"

How many times per month do I set aside my work because emergencies arise?

If you are the primary parent in your household and you teach at a university, have you ever rescheduled class because your child spiked a fever in school? Have you ever paid a student to watch your child with an ear infection in your office while you taught your courses? If you are a

higher ed worker with fixed hours, have you ever wondered whether paying for day care for two children—a cost that can be comparable to your own salary—is worth it?

Talking with my husband, and facing an unexpected workweek with no child care, I started to cry. He picked up the phone to call a babysitter for the next day, something I hadn't thought to do.

I said, "We can't afford to pay a sitter to watch our kids all day. That's out of our budget." I said it would be better for me to take time off of work, a better financial decision.

We could afford it, he insisted, so we must. He made the call. At the end of the next day, after the sitter left, everyone felt great: He and I both had solid workdays, the kids had a great time with the sitter and the money for the sitter seemed worth it in the end.

But I would have never called her. What could my husband see that I couldn't?

A Comparison Made

He saw a truth that many working mothers struggle to see. I valued my work incorrectly.

When I refused to call a sitter, I compared the dollars I would earn the next day—the particular monetary value of my work—to the dollars we would spend on a sitter. How much would I bill on that particular Wednesday?

How would that amount compare to the amount I would pay our sitter?

The truth is that the value of our work can't be measured *only* in dollars. There is value in our work beyond the monetary value of our paychecks. If our work brings us joy and fulfillment, then that is worth something more than the dollars it brings. Furthermore, as *Working Mother* magazine has pointed out, "Professions like academia and law value the consistency of 'staying on track'"—another reason to maintain our professional lives.

Even as I write words about the value I place on my work, I feel the compulsion to say I love my children. Of course I love my children. Why must every working woman—who frets about contaminated water destroying her work week, or an ice storm, or norovirus—say she loves her children as though her love is in doubt? Can't love exist alongside a desire to be successful and fulfilled?

In fact, my husband was able to see something else that day: My desire to be successful and fulfilled is a manifestation of my love for my children. My joy, and my financial stability, ensures that their home is happy and stable. When I'm professionally fulfilled, I'm a better parent.

If I sit down and count out the dollars I earn and compare those dollars to the dollars we pay our emergency babysitter, then the money will rarely work out in my favor. But it won't be long before my kids won't need a babysitter.

Right now, even as I write this article, I'm at a conference where I'm a paid speaker. My family had a last-minute conflict, and we had to hire an emergency sitter for

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The truth is that the value of our work can't be measured only in dollars.

Enter the *Hivemind*: An Interview With Sarah Rose Cavanagh

By Karen Costa

Are your thoughts really your own? Or are they the product of your social network? Are screens destroying the fabric of society? Will we ever be able to heal the social and political divides that separate us? These heady, hard and timely questions are explored in Sarah Rose Cavanagh's *Hivemind: The New Science of Tribalism in Our Divided World* (2019).

In 2017, I spoke to Dr. Cavanagh about her book *The Spark of Learning: Energizing the College Classroom with the Science of Emotion* (2016) for WIHE. One of Cavanagh's key findings was that the classroom is a social setting and that a teacher's enthusiasm can spread to her students. Fueled by a desire to learn and write more about the topic of "emotional contagion," Cavanagh's second book, *Hivemind*, what she called "a very human book," was born.

As her research on emotional contagion ensued, two other topics swelled to the surface. First, Cavanagh noticed a growing conversation about the evils of screen time, much of which lacked the nuance this complex topic deserved. Second, the country's shifting political realities were on the minds of all of her interview subjects as she sat down to talk to them about the power and peril of social networks. Cavanagh rode those waves, ultimately folding both of those subjects into the book.

What then is this "hivemind" that can hold space for emotional contagion, screen panic and political polarization?

"The hivemind is the idea that we're a collective species, as much as we're an individual one, and that our knowledge of the world is collectively, rather than individually, formed," she says. I spoke with Cavanagh about what ideas from her book might be particularly relevant to WIHE readers: Read on, to enter the hivemind.

A Focus on Community

Within the hivemind, there are dangers and opportunities; we'll begin with the latter and focus on the positive. "Communal ties are probably the best path to individual achievement and happiness. We're all focused on individual ambitions, but we need to pay more attention to the communal aspects of ourselves," Cavanagh explains. In this view, the hivemind acts as a supportive, motivating and protective force in our lives.

For women, Cavanagh saw this force as particularly salient. "I do these retreat weekends with other women twice a year. Having that support system, a sounding board and others to rely on is so important," she says. "It



Sarah Rose Cavanagh

*Cavanagh:
"We have to push
back against false dichotomies
whenever we can, and as much
as possible."*

sounds basic, but it's something we neglect."

Cavanagh points to research from one of her interview subjects, Jim Coan, on the importance of social support to our health and well-being. "Jim spoke to me about how our brains rely on social others as resources and expect for them to be there. When we construct our lives so that they aren't, we experience stress," she explains. "Over time, this wears down our systems and can lead to poor health outcomes."

We (and the Kids) Are All Right

Cavanagh identifies the current debate (i.e., panic) over screen use as one of her biggest pet peeves. As someone who feels like I'm in a constant battle with myself, and my 10-year-old son, over our screen use, I listened to Cavanagh's moderate approach with bated breath.

First, she notes, it's important to recognize that there are different types of screen use. "We tend to lump everything together under the topic of 'screens,'" Cavanagh says. "These are different activities that will have different implications. Email and Netflix are very different."

In many cases, the connections we develop through our screens can be prosocial and supportive. In others (e.g., lurking on Instagram, green with envy over an influencer's tropical vacation), they can serve to reinforce an individualistic focus.

"We allow the feeling of wishing someone 'Happy Birthday' on Facebook to replace getting together for lunch," Cavanagh says. "We let these social 'nibbles' take the place of real human connections."

Those quick bites of social interactions don't satisfy our social needs, so it's important for us to recognize how, when and why we are choosing to put ourselves in front of a screen. For those who feel like they do need to cut back on screen use, Cavanagh recommends treating it like any other potentially unhealthy habit and setting small goals/rules for ourselves to modify our behaviors (e.g., no screens after 8 p.m.).

Bring Back Complexity and Nuance

In the cacophony of the hivemind, the quiet voice of nuance is often silenced. Cavanagh describes the tendency for people to dive toward their respective "sides" of an issue as a "dangerous area" as a bit like "quicksand." Of these hard, uncompromising lines, she says, "We have to push back against false dichotomies whenever we can, and as much as possible. We need to bring back complexity and nuance." But how?

In her college classroom, Cavanagh introduced students to the work of Amanda Ripley, who has written about how to have difficult conversations across divides. "I use this great piece by Ripley that explains how we can 'widen the lens' in our conversations, so rather than taking a side 'for' or 'against,' we instead start by talking about our

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Women on the Move,
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and dean of students at Bluffton University OH to VP for student affairs at Valparaiso University IN.

- **Dr. Khalilah Doss** moves from VP of student life, dean of students, deputy Title IX coordinator and chief diversity officer at McPherson College KS to VP for student affairs at the University of Southern Indiana.

- **Dr. Imaani El-Burki** moves from dean of diversity, equity, and inclusion at Moravian College PA to assistant dean and director of the Intercultural Center at Swarthmore College PA.

- **Dr. Alicia E. Feis** becomes dean of the Arizona College of Optometry at Midwestern University.

- **Maria del Carmen Flores-Mills, JD**, moves from dean of students at Colgate University NY to VP of student engagement and dean of students at Queens University of Charlotte NC.

- **Dr. Nkenge Friday** moves from associate dean of students and director of diversity and inclusion at Marietta College OH to assistant vice chancellor for strategic initiatives in the Office of Diversity and Inclusion at the University of Nebraska-Lincoln.

- **Dr. Gretchen Galbraith** moves from associate dean of the College of Liberal Arts and Sciences at Grand Valley State University MI to dean of the School of Arts and Sciences at the State University of New York Potsdam.

- **Dr. Lily T. Garcia** moves from associate dean for education at the University of Iowa College of Dentistry and Dental Clinics to dean of the School of Dental Medicine at the University of Nevada, Las Vegas.

- **Terry Gawlik** moved from senior associate athletic director for sports administration at the University of Wisconsin to director of athletics at the University of Idaho.

- **Dr. Chaudron Gille** moved from interim provost to provost and senior VP for academic affairs at the University of North Georgia.

- **Dr. Deena González** becomes provost and senior VP at Gonzaga University WA.

- **Dr. Shanda L. Gore** moves from associate VP of the University of Toledo OH to VP of institutional



UNIVERSITY OF CALIFORNIA
UCRIVERSIDE

**Assistant Professor in Art and Material Culture of Mexico
and the Hispanic Americas (Circa 1500-1900)**

The College of Humanities Arts and Social Sciences and the Department of the History of Art at the University of California, Riverside, in partnership with The Huntington Library, Art Collections, and Botanical Gardens, invites applications for a full-time tenure-track early career Assistant Professor in the Art and Material Culture of Mexico and the Hispanic Americas from the late fifteenth to the first part of the twentieth century. The College is searching for a scholar whose research and teaching will engage deeply with The Huntington's extraordinary collections, which contain extensive and diverse materials that encourage approaches from a rich variety of perspectives. Applicants should demonstrate clearly formulated research interests in the history of the visual arts and their relations with science, nature, and materiality in Mexico and the Hispanic Americas (including the U.S. borderlands). We especially welcome those whose work engages the diverse and entangled cultural encounters that resulted from migrations within the Americas and across the Pacific and Atlantic Oceans, as well as with the many indigenous cultures already present in the hemisphere. The successful candidate will be versed in the most advanced theoretical and methodological concerns of the field, bring a strong art historical project that enriches our understanding of the complexity of Hispanic American and borderland cultures, and offer courses that will enhance our thriving B.A., M.A., and Ph.D. programs. The College and the Department encourage collaborations with UC MEXUS and other interdisciplinary initiatives on campus to further shape the profile of our Hispanic-serving institution.

During their first five years of employment, the appointee to this position will receive two years of full-time research fellowship in residence at The Huntington with approval of the second year contingent on adequate research and publication progress by the appointee. Appointment will begin July 1, 2020, with salary commensurate with education and experience.

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

Required qualifications include: Ph.D. degree at time of appointment, evidence of excellence in teaching commensurate with experience, a promising record of research and publication, and a research agenda that integrates The Huntington collections in a substantial way. All candidates should submit a statement that articulates how their research projects will integrate The Huntington collections into their contributions to current disciplinary and interdisciplinary scholarship.

To apply: Applicants must use UCR's online portal <https://aprecruit.ucr.edu/apply/JPF01180> to submit the following material: cover letter of application; curriculum vitae; writing sample or publication (30 pages maximum); evidence of teaching experience and excellence; three letters of recommendation; a statement of contributions to diversity; a three-page research statement that specifically articulates their interest in The Huntington collections. For further information, please contact the Art and Material Culture of Mexico and the Hispanic Americas search committee at arthistory@ucr.edu

Review of completed applications will begin December 13, 2019, and continue until the position is filled.

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

The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, disability, protected veteran status, or any other characteristic protected by law.



UNIVERSITY OF CALIFORNIA
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ASSISTANT PROFESSOR IN EAST ASIAN ART HISTORY

The Department of the History of Art at the University of California, Riverside invites applications for a full-time tenure-track position at the rank of Assistant Professor in the History of East Asian Art and Architecture of any geographic area or historical period from the early modern to the present day. We are looking for outstanding scholars with broad interests and a strong commitment to research and teaching in the history of East Asian art, architecture, and visual/material culture. Those whose work brings cross-cultural approaches and diverse perspectives are especially welcome. The successful candidate will build upon the popular East Asian component of our B.A., M.A., and Ph.D. programs; teach courses spanning the field and ranging from undergraduate surveys to graduate seminars; and advise students in a methodologically diverse department on a campus with strong interdisciplinary interests in Asian art and culture.

UCR is located 60 miles east of Los Angeles and is part Southern California's rich cultural milieu, including UCRArts, the Riverside Art Museum, the Getty Center and The Huntington, the Los Angeles County Museum of Art, the Museum of Contemporary Art, and numerous other museums, galleries and institutions. We are a member of the Getty Consortium of art history departments and participate in the annual graduate seminar offered by the Getty Research Institute.

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

Required qualifications include: Ph.D. degree at time of appointment, evidence of excellence in teaching commensurate with experience, and a promising record of research and publication. Salary will be commensurate with education and experience. Position begins July 1, 2020.

To apply submit materials electronically via url: <https://aprecruit.ucr.edu/apply/JPF01178>. Candidates must submit a cover letter of application, a research statement, curriculum vitae, writing sample (30 pages maximum), evidence of teaching, a statement of contributions to diversity, and three letters of recommendation. Review of completed applications will begin December 13, 2019, and continue until the position is filled.

For further information, please contact the East Asian Art History Search Committee at arthistory@ucr.edu.

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

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innovation and economic development at Union Institute and University in Cincinnati OH.

- **Dr. Joy Hatch** moved from VP for technology at Fort Hays State University KS to chief information officer and VP for information technology at Fairmont State University WV.

- **Dr. Gillian R. Hayes** becomes vice provost for graduate education and dean of the Graduate Division at the University of California, Irvine.

- **Mara Hermano** moves from VP of integrated planning at the Rhode Island School of Design to VP for institutional research and planning at Boston College MA.

- **Dr. Deidra Hill** moves from VP for marketing and external relations to VP for government relations and external affairs at Alvernia University PA.

- **Leia Hill** becomes VP of advancement and executive director of the Meridian Community College Foundation MS, in addition to her previous duties as associate VP for college communications.

- **Dr. Marie Hoepfl** becomes associate dean of the Cratis D. Williams School of Graduate Studies at Appalachian State University NC.

- **Dr. Karlene A. Hoo** moves from professor of chemical engineering and dean of the Graduate School at Montana State University to dean of the School of Engineering and Applied Science at Gonzaga University WA.

- **Dr. Patricia Hsieh** moves from president of San Diego Miramar College CA to superintendent/president of Hartnell College CA.

- **Rosemarie Hunter** moves from associate professor of social work, special assistant to the president for campus community partnerships and director of the University Neighborhood Partners program at the University of Utah to dean of the School of Leadership Studies at Gonzaga University.

- **Dr. Andrea D. Jackson** moves from interim to dean of the College of Dentistry at Howard University DC.

- **Dr. Amy Jasperson** becomes dean for faculty development at Rhodes College TN.

- **Dr. Natasha H. Jeter** moves from assistant dean of health, wellness and prevention services at Winston-Salem

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Women on the Move, *continued from page 13*

State University NC to assistant vice chancellor for wellness and student success at the University of Mississippi.

- **Dr. Liz Kinsley** moves from director of communications in the Office of Undergraduate Admission to director of undergraduate admission at Northwestern University IL.

- **Dr. Wendy Kobler** moves from VP for institutional advancement at Kentucky State University to VP for institutional advancement at Ithaca College NY.

- **Dr. Mary W.L. Lee** moves from VP and chief academic officer for pharmacy and optometry education to VP and special assistant to the president at Midwestern University IL.

- **Dr. Jennifer Lum** moves from deputy general counsel to general counsel at the California Institute of Technology.

- **Dr. Dolly Martinez** moves from deputy to the president and assistant VP for college affairs at Hostos Community College NY to chancellor's chief of staff and associate vice chancellor for the executive office at the City University of New York.

- **Pamela Mason, JD,** moves from Title IX coordinator and interim chief compliance officer to chief compliance officer and director of the Office of Compliance & Equity at the College of William and Mary VA.

- **Dr. Alison May** moves from assistant dean of students and director of AccessibleNU at Northwestern University IL to assistant dean and director of student accessibility services at Dartmouth College NH.

- **Janetta McDowell** becomes director of first-year and transition experiences at California State Polytechnic University, Pomona.

- **Dr. Sandra Miles** moves from vice provost for student affairs and dean of students at the University of Missouri-Kansas City to VP for student affairs at Flagler College FL.

- **Dr. Ida M. Moore** moves from interim to dean of the College of Nursing at the University of Arizona.

- **Linda K. (Elle) Morgan, JD,** becomes VP and general counsel at Springfield College MA.

- **Felecia McCree Moulton** moves from director of advancement services and prospect management at Dominican University IL to executive director of advancement services with Texas A&M University-Corpus Christi.

- **Dr. LaTonya Nixon** moves from dean of student services at Roanoke-Chowan Community College NC to new VP of student services at Beaufort County Community College NC.

- **Dr. Marisa Pagnattaro, JD,** moves from associate dean for research and graduate programs in the Terry College of Business to vice provost for academic affairs at the University of Georgia.

- **Laurie Panella** becomes chief information officer at Marquette University in Milwaukee WI.

- **Colleen Penhall** becomes associate vice chancellor for university communications and chief communications officer at the University of North Carolina at Charlotte.

- **Dr. Natalie Person** becomes dean for curricular development at Rhodes College TN.

- **Chris Foley Pilsner** moves from chief marketing officer and assistant dean in the Isenberg School of Manage-

ment to chief relationship officer for university relations at the University of Massachusetts at Amherst.

- **Dr. Sarah Projansky** becomes associate VP for faculty at the University of Utah, in addition to her previous duties as professor of film and media arts and gender studies.

- **Heather Reed** moves from assistant dean in the College of Education and Health Professions to director of student retention initiatives at the University of Arkansas Little Rock.

- **Dr. Wendy Rheault** moves from interim to president of the Rosalind Franklin University of Medicine and Science IL.

- **Melissa Farmer Richards** moves from VP for communications and enrollment at Sweet Briar College VA to VP for communications and marketing at Hamilton College NY.

- **Dr. Dominique Ayesha Robinson** becomes dean of the chapel at Wiley College TX.

- **Dr. Angela M. Salas** moves from associate vice chancellor for academic affairs and professor of English at Indiana University Southeast to provost and VP for academic affairs at Framingham State University MA.

- **Dr. Eunice Santos** moves from Ron Hochsprung Endowed Chair and Professor of Computer Science and chair of the Department of Computer Science at the Illinois Institute of Technology to dean of the School of Information Sciences at the University of Illinois at Urbana-Champaign.

- **Loretta Shields** becomes assistant VP of human resources at the New College FL.

- **Stacey Sowell** moves from director of admissions at Shaw University NC to director of admissions and recruitment at South Carolina State University.

- **Hima Vatti, JD,** becomes assistant VP for equity and equity investigations and Title IX coordinator at the California Institute of Technology.

- **Francesca Vega** moves from assistant VP of government and community relations at California State University, Northridge to vice chancellor for community and government relations at the University of California, San Francisco.

- **Julianne Wallace** moves from assistant to the president for mission and director of campus ministry to VP for mission and ministry at Alvernia University PA.

- **Sage Woodham** moves from pitching coach for the women's softball team at the University of North Georgia to assistant director of athletics for international operations and senior woman administrator at Southern Arkansas University. 

PROFILE: Contemplating Unconscious Bias *continued from page 6*

At the time she was named dean, Richardson was the only woman of color to lead a top-30 law school. That has since changed.

"No longer am I the only woman of color, which is fantastic," she says. "It makes me so happy.


"The more diverse deans we have, the more creative we can be. Students can see themselves in us."

Work/life balance is something others think Richardson lacks. "Some people think I don't have balance," she says. "[But] if you're doing something you love, there's not a

clear separation.”

In her limited free time, Richardson likes to stay at home with her husband and two cats to cook, read mysteries and do puzzles. She also enjoys time at theme parks, where she’s an avid roller-coaster rider.

Although she never played piano professionally at Carnegie Hall, Richardson has more than surpassed her mother’s expectations. “Her dream as a Korean immigrant was to have her children attend an Ivy League college,” she says.

Done and done. 

Campus Culture and Sexual Violence

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helps cohort members connect at NASPA conferences.

Smaller Pieces

While campus leaders will argue that something must be done to stem the tide of sexual violence on campus, too often the problem seems overwhelming. “In our experience, this is where the collective has been helpful in breaking down the items into smaller pieces,” she says.

Schools who want to tackle the problem on their own are encouraged to do so. “They will tell us ‘We want to build something specific to our institution,’” says Tombros Korman.


Since the ultimate goal is to eradicate all types of sexual violence, she welcomes any efforts to accomplish that. “We are trying to make this as easy and doable as possible,” she says.

By using the initiative, schools can take steps to create a culture that addresses the actual root causes of sexual violence. 

PROFILE: Fulfilling the Promise

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Watson also has an eye toward building diversity in the academy. She’s mentoring women of color—both at CCNY and on the national scene—including doctoral students at Howard University DC and at Michigan State University as a Barbara L. Jackson Scholars faculty mentor. The University Council for Educational Administration Jackson Scholars Network develops future faculty of color with high promise and ability for the field of educational leadership and policy.

“I was mentored, and I understand what it meant to me to be a Barbara Jackson scholar,” she says. “The support I received from black women in the academy has been life-changing. It’s been really affirming to have women who have gone through it and gotten to the other side reach back. Now I’ve joined them. I too reach back, and that’s been really beautiful.” 


In Her Own Words: Modeling How to Be a Campus Leader as a Mother

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safer. It feels familiar. It feels like the advice you follow when you want to be taken seriously in academia.

But then I’ve missed another moment, even if it is small, to be transparent and to create space for other mothers to imagine a version of higher education leadership that

looks like them. I send the first version of the email and enjoy (really!) hearing unsolicited advice about how to chaperone and funny stories of field trip disasters from people on my staff.

I won’t always get the balance right. One night as I was leaving the office, I absentmindedly told a fellow VP that I needed to “go potty” before getting in the car, which is probably more of a glimpse into my mothering side than he really needed to hear. But I’m going to continue to err on the side of being a whole person at work and hope that the way that I perform motherhood and leadership might be a counter-narrative to the next women leaders for my college who’ve read all the same research I have. 


Dr. Wendy Robinson is a mother of two and the vice president of student affairs at Inver Hills Community College and can be found on Twitter: @HigherEdWendy.

In Her Own Words: The Value of Our Work

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one of the days I’m gone because my husband also had to work. The cost of the sitter was nearly half of my speaking fee. I felt guilty, gutted even—what was the point of me going if all of my money was going to pay a sitter?

And so I sat down and answered the question honestly: The point of me going isn’t only the money. The point is to meet people. To share ideas and learn new ones. To advance my career. These things have value, and I wasn’t taking them into account.

We, and our work, are worth more than the dollars we bring in. Our value can’t be measured on a spreadsheet, and we shouldn’t try to do so. In a world that deeply undervalues the work we do, both at home and in the workplace, we need to learn how to value ourselves. 

INTERVIEW: Enter the Hivemind: An Interview With Sarah Rose Cavanagh

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underlying values,” she says.


That said, Cavanagh acknowledges that these conversations aren’t easy, and that there are no pat answers. She further recognizes the tension women face in protecting our energy while staying open to diverse ideas and listening to people with different opinions. “We need to listen to people we disagree with, but it’s a complicated dance,” she says.

Writing Advice

With two books to her name, Dr. Cavanagh shared some writing advice with *WIHE* readers who might be considering publishing their ideas.

“Start with essays,” she says. “Focus on your pet peeves. A lot of my essays started with those. You might just turn your pet peeve essay into a book project.”

She adds that criticism and pushback aren’t signs you’re on the wrong path, but rather, opportunities to further hone your ideas. She says, “Start small, and remember that there’s nothing like some good, critical feedback.”

WIHE readers might consider how entering the hivemind can inspire them to build prosocial habits and support networks, to moderate their screen time and to rethink how they engage with diverse ideas. 

Feeling Like an Impostor

By Kelly J. Baker

About a month ago, a producer of a new podcast emailed me to ask me to participate in a show on zombies. This isn't as strange of a request as it first seems. I've written a short book on zombies, and I'm writing a longer book on zombie apocalypses in American culture. I give lectures on zombies at colleges and universities nationwide and interviews on the topic for other podcasts and radio. I'm an expert on zombies—even more bizarrely, a well-known one.

So, I jumped at the chance to be on this podcast. The producer explained that my participation might be for background information or that I could even appear on the show. At first, I was hyped. I couldn't wait to have the initial call with the producer to talk about the show's angle on zombies and to figure out how my own work would fit in. Our initial call was fun. I answered questions. I joked about how all zombie films are alike. I offered my take on these monsters based on nine years of research and writing.

"Just be yourself," the producer said to me about the recording session—the next day—at a nearby radio station. I just had to rely on my knowledge. How hard could that be?

I've got this, I told myself.

Doubt and Anxiety

Minutes after I finished the call, dread overtook me. I began to wonder if I was really the right person for the show. Weren't there other more qualified scholars to talk to? What if I didn't know enough about zombie films in the contemporary period? I hadn't watched every film made after George Romero's *Night of the Living Dead* (1968), had I? There are hundreds of zombie films. There was no way I could get the comprehensive knowledge I thought I lacked in a little over 24 hours.

I tried anyway, going back through my notes and previous writings, reading up on some of the films I missed and creating even more notes to take with me for the interview.

As the interview crept closer and closer, I got nervous and shaky. Should I cancel the interview? Could I? Maybe I could still. No, I couldn't. But I knew the producer would soon know what I already knew: I was an impostor, not an expert.

Now, logically, I knew I was an expert, even if I didn't feel like one. After all, I've been working on this topic for *nine years*. One book down, another left to go. Yet, I couldn't shake the feeling that this was *the moment* that everyone would know I've always been a fraud.

Impostor Syndrome

What I was suffering from—with all the anxiety and doubt—was impostor syndrome (IS), which has plagued me for most of my life. In 1978, clinical psychologists

Dr. Pauline Clance and Dr. Suzanne Imes created the term "impostor phenomenon" to describe behaviors they noticed in high-achieving women. Now, it's usually called impostor syndrome, and it's not limited to women.

According to *Psychology Today*, IS is "a psychological term referring to a pattern of behavior where people doubt their accomplishments and have a persistent, often internalized fear of being exposed as a fraud." Those who suffer from it are sure that they somehow don't deserve what they've accomplished and assume that other people imagine them to be better than they are.

IS is the lurking fear and anxiety that at any moment you'll be found out to be not as qualified, talented, smart, competent or good as people think you are. Most people don't experience it all the time: It's situational and contextual. Some things we can do with confidence. Some things leave us convinced that we are talentless hacks, skating by until we are found out.

I already knew I was a talentless hack.

Coping With IS

My fear of being a fraud and my already anxious brain led to me becoming a sweaty, nervous mess before my interview. I was convinced I would only sound stupid. And yet, I did the interview, because I had some help.

A friend gave me a pointed though encouraging pep talk via text.

He reminded me that I am an expert and that the producer wouldn't have reached out if they didn't want my take. My partner made me a histogram to show the number of zombie movies by decade. Having more data soothed me. My oldest kid made a slideshow with funny pictures of our cat to distract me from the interview.

But, mainly, I coped. I struggle with doubt about my abilities and anxiety almost every single day. Sometimes I feel like a fraud no matter what I've accomplished. I wait on the precipice—knowing that I'll be found out eventually—and that folks will be disappointed that I'm not what I seem. Neither doubt nor anxiety ever really goes away. I still have doubt and anxiety about every public lecture, every interview, every essay for a new audience and every book I write. I assume that I haven't been found out *yet*, but I will be soon.

And yet, I've learned to cope. I've learned to manage. I can't stop doubt or anxiety, but I can't let them take over my life either. I might think I'm a fraud, but I still do my work. I fake a confidence that I never quite feel. While I seem to have it together, I struggle with IS and anxiety each day. I don't let them win, and you don't have to let them win either. You are amazing, even when you might not think so. I know it. 📌

I assume that I haven't been found out yet, but I will be soon.