

# WOMEN

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IN HIGHER EDUCATION

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## FSU College of Medicine Hosts Inaugural Racism Awareness Week

From Jan. 16–20, the Florida State University College of Medicine hosted its first Racism Awareness Week to show how racism impacts not only the medical treatment of people of color and their lives more generally, but also students of color training to become doctors.

### WhiteCoats4BlackLives

The idea for Racism Awareness Week emerged from the FSU chapter of WhiteCoats4BlackLives, the first chapter of this organization at a Florida medical school. WhiteCoats4BlackLives is a national organization of medical students organized after the National White Coat Die-In demonstrations of Dec. 10, 2014. The vision of WhiteCoats4BlackLives is “[t]o safeguard the lives and well-being of our patients through the elimination of racism” with three goals: raising awareness of racism as a concern for public health, ending racial discrimination in medical care and preparing future doctors to be advocates for racial justice.

Medical students **Zedeena Fisher, Bryno Gay, Acton Pifer, Nadia Akhiyat, Eric Walker** and **Michael Morgan** founded the chapter at the FSU College of Medicine (COM) and proposed the week to the dean, **Dr. John Fogarty**. They received funding, and support, for the week’s events, not only from COM but also from other departments and the Council on Diversity and Inclusion at FSU. This isn’t surprising: FSU COM is one of the leading medical schools for student diversity, and its mission is to train physicians who “are responsive to community needs, especially through service to the elder, rural, minority and underserved populations.”

### Understanding Racism and Privilege

The week began with med students offering health screenings and health education at the Martin Luther King Jr. Dare to Dream Festival, hosted at Cascades Park (Tallahassee FL) on the federal holiday celebrating Dr. King. Throughout the week, there were lectures on racism, bias and privilege, as well as an introduction to medical racism given by **Dr. John Hoberman** of the University of Texas at Austin.

**Haley Gentile**, a PhD candidate in sociology at FSU, kicked off the lecture series with a lesson on shared vocabulary, including concepts such as “race,” “structural racism” and “intersectionality.”

**Dr. Michael Nair-Collins**, assistant professor at the COM, offered a primer on implicit bias and privilege by first introducing the different levels of racism:

- **Individual racism, or “what people think of as racism”:** prejudiced beliefs, ideas and/or ideologies;
- **Implicit racism:** unconscious or unintended behaviors; and
- **Structural racism:** the policies, practices and procedures leading to inequality.

Relying on feminist scholar Peggy McIntosh’s work on white privilege, Nair-Collins emphasized that privilege and its disadvantages are intersectional. He explained, “If you want to fight racism, you have to fight white privilege too.”

To show how privilege works, a few med students led attendees through a “privilege walk,” in which participants



**Founders of FSU Chapter of WhiteCoats4BlackLives: Michael Morgan, Zedeena Fisher, Nadia Akhiyat, Acton Pifer, Bryno Gay and Eric Walker.**

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step forward or backward depending on whether the statement read aloud applies or doesn't apply to them. The varying levels of privilege appear by how close or far away participants are from one another.

### Becoming Agents of Change

There was also a session on the historical development of race, which included clips from the PBS documentary *Race: The Power of an Illusion* (2003), and a panel of experts from the local community, including **Dr. Andrea Oliver**, a professor at Tallahassee Community College, and **Dr. Joseph Gabriel**, associate professor at COM. Gabriel said, "For medical students and future physicians, it's important to be thinking about these issues." While emphasizing that the documentary from 2003 was still relevant, Oliver took a moment to note how radical it was to be having discussions about racism at COM. At the end of the discussion, a med student, a young woman of color, emphasized that the goal of the series was to encourage the students, and the rest of the audience, gathered in the auditorium to "be agents of change."

As Racism Awareness Week continued, it was clear

*The hope of the organizers was that Racism Awareness Week would provide their fellow med students with the vocabulary and tools to understand how racism affects their future patients' lives and, likely, their own.*

that many of these med students were already agents of change. Zedeena Fisher told me it would be an "injustice not to expose our classmates" to these issues of racism, public health and medical care. In an introduction to **Dr. George Rust**, a faculty member of COM speaking

about advocacy, Nadia Akhiyat explained that Racism Awareness Week began because a group of med students was concerned with "racial flares" and "unsure how to be change agent[s]." So, these students decided to develop well-achievable goals and paths to achieve them while creating collaboration between students, faculty and community members. Looking out over the audience crammed in the lecture hall, Akhiyat said, "All of this happened because students, no different from all of you, made this happen."

The hope of the organizers was that Racism Awareness Week would provide their fellow med students with the vocabulary and tools to understand how racism affects their future patients' lives and, likely, their own. The end of the week felt hopeful. These medical students, these founders of WhiteCoats4BlackLives at FSU, are making a difference in their community at COM, and as physicians, they'll change their communities for the better too.

—KJB



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As of Feb. 1, 2017

## University of Michigan Refuses to Release Immigration Status of Students

While some universities are still trying to figure out how to react to President Trump's Jan. 27 executive order that banned entry to the United States for anyone from seven Muslim-majority countries for 90 days and all refugees for 120 days, the University of Michigan "flatly refused to release the immigration status of their students." The school issued a statement that emphasized their policy on nondiscrimination and commitment to not sharing "sensitive information like immigration status" about their students. Moreover, the statement noted that Campus Police would not be collaborating with local, state or federal law enforcement agencies to "enforce federal immigration law except when required to do so by law." Newswatch applauds the University of Michigan's stand and hopes other schools will be brave enough to follow their example.

—*PoliticsUSA* on Jan. 28, 2017

## Arizona Bill to Ban "Social Justice" Courses Fails (This Year)

Rep. Bob Thorpe proposed House Bill 2120, which would ban "virtually every college event, activity or course which discusses social justice ... privilege or racial inequality." The bill would give Arizona the ability to "levy multimillion-dollar fines and penalties against universities," possibly 10% of a school's state aid. It's clear that Thorpe primarily targeted on-campus activities like privilege walks and courses on whiteness and racism. Unfortunately for Rep. Thorpe and fortunately for the state of Arizona, the chairman of the House Education Committee refused to hear Thorpe's bill, which "effectively killed the legislation for this year." The bill didn't muster enough votes to pass through the committee. Thorpe's legislation was modeled after a 2010 bill that banned K-12 schools from offering courses about the overthrow of the government or resentment toward "a race or class of people." While it's a victory that this bill didn't become law, Newswatch can't help but wonder if this is only the beginning of an onslaught of state legislation targeting curricula on racism at the collegiate level.

—*NY Daily News* on Jan. 13, 2017, and *Arizona Capitol Times* on Jan. 17, 2017

## Harvard Law Review Elects First Black Woman President

Imelme A. Umana (Class of 2014) will become the first black woman to serve as president of the Harvard Law Review, the 131st leader of the organization. All of the 12 candidates, which include eight women and eight people of color, had to answer questions from editors, write responses and participate in "mock editorial activities." The outgoing president, Michael L. Zuckerman, noted the historic nature of Umana's election: "For a field in which women and people of color have for too much of our past been marginalized or underrepresented, her election is an important and encouraging step toward a richer and more

inclusive legal conversation." Newswatch offers congratulations to Imelme Umana and the Harvard Law Review, for selecting such a talented young woman to take the helm.

—*Harvard Crimson* on Jan. 31, 2017

## Gender Still Matters in Teaching Evaluations

A new study published in *Assessment and Evaluation in Higher Education* of 7.9 million ratings on Rate My Professors shows that gender impacts student evaluations, with "women at a disadvantage." (Newswatch says, "Duh.") Plenty of other studies show that male instructors tend to perform better than female instructors in evaluations. "Women instructors did not have higher scores in any discipline," but in a small number of fields, there was no statistical difference between men and women instructors. Additionally, "hotness," the presence of the chili pepper on a rating, led to better teaching scores. The study's author, Andrew Rosen, emphasized the importance documenting the common biases at Rate My Professors because they are likely to appear in institutional evaluations too. After so many studies on bias and evaluations, Newswatch recommends that schools either weigh them less in considerations of tenure and the renewal of contracts or find new ways to more accurately evaluate teaching beyond anonymous surveys.

—*Inside Higher Ed* on Jan. 13, 2017

## Gender Differences and Bullying

The U.S. Department of Education released a new report, *Student Reports of Bullying: Results from the 2015 School Crime Supplement to the National Crime Victimization Survey*, that found that over 20% of students ages 12 to 18 were bullied at school in 2014–2015. That's more than 5 million kids who were bullied. Newswatch is shocked by the number of kids who faced harassment and abuse both at school and online. Bullying has a stark gender divide: "Boys were more likely than girls to be bullied frequently" while at school, on the bus or in the locker room. For girls, bullying tended to happen outside of school, but cyberbullying was three times more likely to happen to girls during the school day. Also, boys were more likely to face threats and acts of violence, while girls were more likely to be bullied by social exclusion, insults and false rumors.

—*Women in Academia Report* on Jan. 2, 2017

## Gender Bias Derails Women's Scientific Careers

While there's been more attention to sexual harassment and assault that women scientists face, there's been less focus on the impact of systemic gender bias. In a panel for Science Friday, a group of scientists discussed how gender bias affects women scientists over the course of their careers. Cassidy Sugimoto, the lead author on a 2013 study about citations, found that papers with women as lead authors received fewer citations than papers with lead authors who were men. Sugimoto noted, "Modeling all the properties of articles and predicting citation rates, we find that these systematic biases still exist against work authored by women." Panelists also mentioned bias in recommendation letters (which Newswatch wrote about

previously) and “how deep-rooted ... gender stereotypes are in the scientific community.” Meg Urry, a professor of astronomy and physics at Yale University CT, emphasized that all the metrics for tenure are “biased by gender.” Urry pointed out that until scientific disciplines and scientists actually address bias, science is missing out on discoveries: “[I]f we’re not tapping all the talent that’s out there, we’re not doing as well as we could.”

—*Public Radio International* on Jan. 1, 2017

## Co-Authorship Costs Women Scholars (Aargh)

A doctoral student in economics at Harvard University MA, Heather Sarsons, presented a paper on how men and women are “judged differently” about co-authorship on papers. For her paper, Sarsons tracked all of the professors of economics who went up for tenure from 1985 to 2014. What Sarsons found is that men and women in economics who are solo authors on most of their papers have similar rates of tenure. When women economists co-author papers, there’s only a 2% increase in the odds of achieving tenure, compared to 8% for men. Unsurprisingly, women are held to a higher standard! Sarsons didn’t want to discourage scholars from co-authoring, but hoped to show how men and women are judged differently in tenure promotion.

—*Inside Higher Ed* on Jan. 9, 2017

## Elite Schools Have More Students From the 1%

A new study shows that students at elite schools are even wealthier than experts imagined. Researchers—Raj Chetty, John Friedman, Emmanuel Saez, Nicholas Turner and Danny Yagan—“tracked 30 million students born between 1980 and 1991, linking anonymized tax returns to attendance records from nearly every college in the country.” What they found is that at 38 schools in the United States, there are more students from the top 1% than the *entirety* of the bottom 60%. So, one in four rich students attend elite colleges, while “less than one-half of 1 percent of children from the bottom fifth of American families attend an elite college.” Less than half of these young people even attend college at all. While elite schools have tried to be more affordable to low-income students, they haven’t necessarily expanded access. Attending elite institutions does seem to increase the economic mobility of low-income students: “Poor students who attend top colleges do about as well as their rich classmates.” Does this mean elite schools should increase access for low-income students? Yes, but Newswatch wonders how broadly applicable what happens at elite institutions is to what happens at other schools. Is it the school or the school’s brand that offers opportunities for social and/or economic mobility?

—*The New York Times* on Jan. 18, 2017

## ... And College Is Impossibly Priced

*The New Republic* reports, “The largest college alumni group in the country consists of people who have student debt and no degree.” There’s been a push (in recent decades) to send more students to college, especially low-income students, even though schools don’t have good understanding about what these students need to be successful. Part of the problem is “disinvestment in higher edu-

cation.” States give less and less money to public universities, tuition increases, family incomes for most Americans decline and living expenses rise dramatically. So, students are no longer able to work their way through college, facing high costs and the lack of jobs that pay a decent wage.

David Sarasohn writes, “Fundamentally, our system doesn’t understand that a low-income student who gets financial aid to attend college does not receive an immediate battlefield promotion to the middle class.” Relying on research from Sara Goldrick-Rab’s *Paying the Price*, Sarasohn shows that “the overall financial situation of public higher education is what keeps so many of its entrants from succeeding and is what causes insurmountable debt to pile up.” Newswatch notes this article is a harrowing must-read for everyone in higher ed. The current system is not serving lower-income students, but do schools actually want to? If the answer is “yes,” then how we think about the costs of college has to match the reality of these students. If the answer is “no,” Newswatch would have to ponder what the goals of these schools really are.

—*The New Republic* on Jan. 17, 2017

## Should a Professor Accused of Sexual Harassment Be Allowed to Teach?

University of California, Los Angeles students don’t think so. History professor Gabriel Piterberg returned to teaching after being accused of sexual harassment by two female graduate students. He never admitted to “any wrongdoing in cases” but reached a settlement in 2014 with UCLA involving a \$3,000 fine, suspension without pay for one quarter, sexual harassment training and removal from his position as head of the school’s Center for Near East Studies. The settlement granted \$350,000 to one student and \$110,000 and a fellowship to the other, but also barred UCLA from pursuing further action to “oust him or jeopardize his tenure.” Students, faculty and staff criticized the settlement for “weak sanctions and unwarranted secrecy,” and Piterberg’s return to teaching spurred protests outside of his classroom. His classes were cancelled for the day, and at least one student planned to drop the course. UCLA claims new reforms since this settlement, including a new Office of Equity, Diversity, and Inclusion and the hire of a well-regarded civil rights attorney, Kathleen Salvaty, as Title IX coordinator. Newswatch, yet again, wonders why schools go to great lengths to protect harassers, but not those students harassed.

—*Los Angeles Times* on Jan. 10, 2017

## Supporting Black Athletes

The 2017 Black Student-Athlete Summit, hosted by the University of Texas at Austin’s Division of Diversity and Community Engagement (UTA DDCE), brought together over 300 people to discuss the theme, “The Black Student-Athlete in the Age of Black Lives Matter.” Dr. Leonard Moore, a history professor and associate VP of academic diversity, founded the summit—in its third year—to address the “race problem that top-level college sports ... has been hesitant to confront.” The program of the summit included sessions on activism, mental health (for black female athletes), sexual assault, prescription drug abuse and the lack of African-Americans in college sports leadership.

Moore noted, "Particularly in the sports of football, men's and women's basketball, and track ... you see the over-representation of black athletes in the sport, but in the classroom and across the campus there's a significant under-representation." The summit sought to provide resources to attendees (coaches, athletic directors, professors, administrators and National Collegiate Athletic Association representatives) to support black athletes at their schools.

—*The Undefeated* on Jan. 4, 2017, and UTA DDCE on Jan. 9, 2017

## Possible Boycott of Women's Studies Listserv Over Anti-Trans\* Comments

The response to a call for papers on WMST-L led scholars to quit the listserv and suggest a boycott. The call was for a session, "Pregnancy Without Women: Representations of Reproduction in Art, Literature, Film and Culture," for this year's National Women's Studies Association. *Inside Higher Ed* reports, "Some of those who responded on WMST-L then objected to the idea of discussing pregnancy without women, and some of those arguments suggested that being a woman should reflect biology alone." This essentialist view of gender is exclusionary to trans\* people. Dr. Cael Keegan, assistant professor of women's, gender and sexuality studies at Grand Valley State University, issued the call for a boycott of WMST-L and noted the damage this discussion of trans\* identity does to the trans\* members of the listserv. He wrote, "I no longer have patience to deal with this kind of 'feminism' or this debate over my own worthiness or materiality as a human being." Dr. Joan Korenman, the co-moderator of the WMST-L, shut down the discussion of the call, but didn't speak out about the anti-trans\* comments. Newswatch is profoundly disappointed that WMST-L's moderators didn't respond to the hate speech directed at trans\* people, but opted to shut down the original post. A boycott is a good response to their lack of oversight.

—*Inside Higher Ed* on Jan. 30, 2017

## The Women's March and Resisting Women

Dr. Gill Wright Miller and some students from her Feminist Theory class organized a "six-bus caravan" of 323 Denison University OH students, professors, alumni and others to the Women's March on Washington DC. Miller brought students to the march as a "way of learning." Denison paid for all of the students to attend, about \$40,000 out of a women's studies endowment, because Miller wanted to ensure students could attend no matter what their economic background. Miller emphasized that the march was going to launch feminism "into a global era."

Rebecca Traister emphasizes that the fiercest pushback to the current administration is from women. There was the Women's March on Trump's first day of office. Women political leaders are standing up; women are organizing and leading protests and rallies. Four women judges ordered temporary stays on Trump's Muslim ban. She writes, "[I]t's striking how many women have put themselves ... on the frontlines of this political fight." Women are marching and resisting, which gives Newswatch hope.

—*The Chronicle of Higher Education* on Jan. 22, 2017, and *New York* magazine on Jan. 31, 2017

—KJB

## Women on the Move

As of Feb. 1, 2017

• **Dr. Karen Allen** moves from professor of nursing at Andrews University MI to dean of the College of Nursing and Health Professions at Valparaiso University IN, beginning July 3.

• **Dr. Jeanette Barker** moves from director of institutional effectiveness in the Office of Research, Evaluation, and Planning to associate vice chancellor of institutional research, evaluation, and planning at North Carolina Central University.

• **Dr. Makeda Best** moves from assistant professor of visual studies at the California College of the Arts to the new Richard L. Menschel Curator of Photography at the Harvard Art Museums MA.

• **Andrea M. Bordeau** moves from assistant director of international safety and security at the University of Illinois at Urbana-Champaign to inaugural manager of global safety and security in the Global Extension Office at Vanderbilt University TN.

• **Marie Bowen, JD**, moves from assistant vice chancellor for human resources at the University of Massachusetts, Amherst to the same position at the University of Massachusetts, Boston.

• **Crystal Brown** moves from chief communications officer at the University of Maryland, College Park to VP of communications and chief communications officer at Howard University DC.

• **Dr. Shai L. Butler** becomes VP for student success and engagement at the College of Saint Rose NY in addition to her duties as chief diversity officer.

• **Dr. Gwyn E. Campbell** becomes associate dean at Washington and Lee University VA in addition to her duties as a professor of Spanish.

• **Karen Levin Coburn** becomes interim associate vice chancellor for student affairs at Washington University in St. Louis MO.

• **Dr. Elisia Cohen** moves from the Gifford Blyton Endowed Professor and chair of the Department of Communication at the University of Kentucky to director of the School of Journalism and Mass Communication at the University of Minnesota.

• **Dr. Bridget Le Loup Collier** becomes interim associate provost and director of the Office for Equal Opportunity Programs at the University of Chicago IL.

• **Dr. Frances Contreras** becomes associate vice chancellor for faculty equity, diversity and inclusion at the University of California, San Diego.

• **Dr. Laura L. Douglas** moves from provost at Des Moines Area Community College's Urban Campus IA to president of Bristol Community College, beginning in July.

• **Dr. Tiffany Espinosa** moves from assistant provost for the Welch Center for Graduate and Professional Studies at Goucher College MD to executive director of professional and graduate education at Mount Holyoke College MA.

• **Ruth A. Evans** moves from assistant director of public safety and police captain to director of public safety at Lincoln University PA, becoming the first woman to hold the position.

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# Jones Pilots Today's World of Religious Scholars

At a time when the United States appears sharply divided across political and personal philosophies, **Rev. Dr. Serene Jones** has become a sought-after commentator on major issues impacting society. She wrote a poignant op-ed for *Time*, "How to Heal the Spiritual Pain of America." She has also appeared on *Charlie Rose* and *PBS NewsHour* to discuss the need for a new common narrative about who we are as a nation.



**Rev. Dr. Serene Jones**

Since 2008, Jones has been president of the world-renowned Union Theological Seminary NY, the 16th person and first woman in the school's history to hold the position.

The degree programs at UTS are diverse—from a Master of Divinity, which prepares individuals for ordination, to master's and doctoral programs that focus on social justice issues within a religious context.

Jones' presidency comes at a time when the demographic makeup of UTS students has shifted. For the 2016–17 school year, 62% of the students identify as female. She notes that historically the vast majority of religious practitioners globally are women, yet leadership has been male. As ordination opens up for women, devout individuals have been stepping into leadership positions.

"I think of it oftentimes as an empowerment to leadership of an already higher percentage of women who are in the congregations and communities," Jones says.

## Leadership

Jones, an ordained minister of both the United Church of Christ and Disciples of Christ, earned an MDiv and PhD in theology at Yale University CT. She came to UTS after 17 years at Yale, where she was the Titus Street Professor of Theology at the Divinity School and chair of the university's program in women, gender and sexuality studies. Throughout her career as a professor and pastor, she admired the academic prestige and the social justice commitments of UTS.

She ran a program through the political science department at Yale on women, religion and globalization that helped her recognize the global issues that affect all religious communities. Jones says she realized that Islam, Judaism, Hinduism and Buddhism had to be part of the discourse, not just her own faith tradition, Christianity.

"I truly believe that many of the energies and answers that we need to address global problems, women are going to have to be acknowledged as leaders and as a force in the conversations," says Jones. "I thought Union, with its history of social justice and its location in New York City, had an opportunity to address the role of women in global leadership as religious practitioners."

In addition to Union's role in developing church leaders, particularly with a commitment to social justice, Jones envisions a school where Christianity respects and interacts with other religious traditions. At UTS, there are programs in Buddhism and Islam as well as collaborations with the Jewish Theological Seminary. While there is a global perspective, there is also a commitment to grassroots ministry.

Unquestionably, sexism and misogyny still exist, much of it internalized by women. Unconscious bias about women in the ministry and in leadership roles is real, and respect and appreciation for women on the pulpit and in positions of authority is still a work in progress.

## Diverse Programming

In addition to the Master of Divinity program, UTS programs include the Master of Arts, Master of Divinity and Master of Science in social work joint degree program, Master of Sacred Theology, Doctor of Philosophy and Doctor of Ministry program in supervisory spiritual care education. About 40% of students enter with an interest in congregational ministry, and that number rises by graduation.

The requirements at UTS are a record of academic achievement, a desire to study hard, a journey that takes spirituality seriously and a willingness to engage in open and caring conversation with people of diverse perspectives. Jones says UTS brings together people with dramatically different backgrounds. It's not easy to oversee such an institution, but encouraging teachers to create classrooms where people speak with respect and openness is greatly rewarding.

A number of UTS students are moving into second or third careers. Some of the women are over the age of 50 and didn't feel a career in the ministry was a viable option when they were originally planning their professional lives. They are now claiming a vocation they may have always desired. Younger women have had the benefit of female role models to motivate their career choices.

"The church has reassessed and said this work of care is not secondary; it's actually primary work, so even our concept of what it means to be the head of a religious community is shifting," says Jones. "You can have a softer voice and a more relational demeanor and still be a powerful leader."

## Public Impact

Jones says female students are often drawn to the social justice component of the degree programs. Concerns related to issues of poverty, racism, environment and sexism/misogyny are taken seriously. There are lesbian, gay and trans\* students, who feel accepted and encouraged.

This past year, she served as president of the American Academy of Religion, an organization with membership of approximately 10,000 encompassing scholars of

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*Jones: "I truly believe that many of the energies and answers that we need to address global problems, women are going to have to be acknowledged as leaders and as a force in the conversations."*

# How Making My Teaching Accessible Made My Teaching Better

Last year in this newsletter, I addressed the topic of disability in higher education when I suggested that we approach [trigger warnings as a disability issue](#). Here, I'm continuing the topic, taking on accessible teaching strategies.

Disability studies was my field of research for nearly a decade. But it wasn't until I had a visually impaired student in my classroom that my teaching finally became accessible. And the remarkable outcome of the changes I made to my teaching was this: making my teaching accessible made my teaching better—for all of my students.

## Accessibility vs. Accommodation

As a teacher, it can be easy to feel put upon to have to accommodate the needs of a student with a disability. You have your way of teaching, and it works for you. You're good at your job. Then, suddenly, a student shows up who is hearing impaired, visually impaired, cognitively impaired, or what have you, and suddenly, you must accommodate that student's impairment.

At least, that's what it seems like from the outside.

In reality, you have students with disabilities in your classes all the time. Many students elect not to seek official accommodations. Many students do seek accommodations through student services, but they elect not to tell their professors out of fear of engendering bad feelings. Contrary to the "special-snowflake" theory of "the kids these days," it's unusual for a student with a disability to want special treatment. They just want to be able to get by, just like everyone else.

The difference between "special treatment" and getting by like everyone else is the difference between "accommodations" and "accessibility." As I explained in a [previous piece](#), "'Accommodation' shifts the burden to the person with disabilities. Accommodation requires a person with a disability to interact with a gatekeeper, to ask for something extra, and often to prove that she deserves accommodation in the first place—that she is 'disabled enough.'" The very word, "accommodate," implies that the world is basically doing a favor for the student with a disability. Or worse, doing something required by mandate.

Accessibility, [as I explained](#), "means that 'accommodations' are integrated into a space and are not particularized to an individual—but rather created for our society as a whole." Accessibility should be our goal as teachers, not accommodation. Accessibility requires a change in mindset—and a change in teaching tactics.

## Universal Design

The goal, in our courses, is what is called "universal design." The North Carolina State University [Center for Universal Design](#) has great resources on the topic. Uni-

versal design, according to the concept's founder Ron Mace, "is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design."

Universal design is the goal of accessibility. As NCSU's center explains, "Universal design benefits people of all ages and abilities"—not just people with disabilities, although it benefits them too.

## How My Teaching Changed—For the Better

After my visually impaired student let me know about her disability, I asked her to tell me what sorts of things I could do to help her have a better experience in my class. For a moment, she stood there in silence. Apparently, professors rarely asked her for her wish list.

She told me that because she couldn't see the whiteboard, describing what I was writing on it would be helpful. Even better would be having access to my lecture notes. She would need handouts in PDF

form rather than printed out on paper, and ideally in advance of class, so she could read them using her laptop.

These requests seemed so eminently reasonable to me. And they also got me thinking about ways I could integrate her requests into my teaching. I mean, wouldn't everyone do better if they could read the handouts

before class? Wouldn't everyone prefer to have a PDF copy they could access whenever they needed to, rather than having to keep up with a paper copy?

I considered her whiteboard request. What happens to all of that information that I sketch on the whiteboard during class? I've had more than one student come up with a cell phone to photograph the board to reference later, preserving the graphical representation of our class discussion. I wondered, was there an alternative to the whiteboard that would allow for our class discussions to happen in real time, but be preserved afterward in a more useful fashion than a photograph? Better yet, could this alternative be accessible?

## A Universal Design Alternative to the Whiteboard

The first day of class, I projected a blank document from my laptop onto the room's projection screen. At the top of the document, I'd typed the class meeting date and the name of the class. I told the class that this document would be our "Class Record." I told them that for the rest of the semester, at the end of each class meeting, I would review the Class Record for errors and completeness, and then post it as a PDF to our course management system for all to have.

Our class discussion began, and I proceeded to type. I couldn't draw diagrams, so I had to get more creative with my use of words. Also, it was hard at first, typing while running a class discussion. But it wasn't any harder

*continued on page 14*

*That's accessibility—integrating the needs of all students into your teaching, including the students whose disabilities you will never know about.*

# The Necessity of Intersectionality: A Profile of Dr. Kimberlé Crenshaw

The movie *Hidden Figures* tells the story of four black women who worked at the National Aeronautics and Space Administration during the manned space era. Although their work was critical to the space program, they were relegated to second-tier status not just because of their gender, but also because of their race.

Those women are prime examples for what Dr. Kimberlé Crenshaw sees as the necessity for “intersectionality.” Crenshaw, who initially coined the term some three decades ago and has spent her professional life working on it along with critical race theory, defines intersectionality as the connection between two constructs such as race and gender. It’s at that connection where work to combat discrimination can be most effective.



Dr. Kimberlé Crenshaw

Crenshaw, the executive director of the African American Policy Forum (AAPF), splits her time as professor of law at both Columbia University and at the University of California, Los Angeles. Now in its twentieth year, the AAPF is a think tank that connects “activists, academics and policy makers to promote efforts to dismantle structural inequality.” She’s also the director of the Center for Intersectionality and Social Policy Studies at Columbia Law School.

You may recognize Crenshaw from her national work. The AAPF has developed a series of initiatives, including Say Her Name, that gives voice to women of color killed by police. The Black Girls Matter initiative points to the excessive disciplinary actions black girls face compared with their white counterparts.

An activist in her college days, Crenshaw earned her bachelor’s degree at Cornell University NY in Africana studies and government and a master’s degree in law at the University of Wisconsin. She received her juris doctor from Harvard University MA.

While in Madison, Crenshaw clerked for Shirley Abrahamson, who was then chief justice of the Wisconsin State Supreme Court. She credits her time with Abrahamson as the “fork in the road” to the life she has now. Joining the academy and working on racial issues rather than becoming a partner at a high-powered law firm was a choice that “for some people was economically insane,” she said.

But for Crenshaw, it’s all about doing something you’re passionate about. “Is your mind hooked up to your soul?” she asked, rhetorically.

Long noted for her academic accomplishments, Crenshaw has also earned a seemingly endless list of awards. A Fulbright Distinguished Chair for Latin America, she

was named the 2016 Fellows Outstanding Scholar by the American Bar Foundation. Crenshaw was twice named Professor of the Year at UCLA Law School and spent a fellowship at the Center for Advanced Study in the Behavioral Sciences at Stanford University.

A founding member of the Women’s Media Initiative, you’ll find her work in *Ms.* magazine, *The Nation* and other publications. She’s appeared as a regular commentator on NPR, MSNBC and *The Tavis Smiley Show*.

Her most recent honor is the 2016–17 Joseph B. and Toby Gittler Prize from Brandeis University. The prize, given for “a body of published work that reflects scholarly excellence and makes a lasting contribution to racial, ethnic or religious relations,” includes a medal, \$25,000 and the opportunity to lecture at the Massachusetts campus.

Her lecture topic has been a “moving target.” “Two months ago, I had a very different topic in mind,” she said. “The issues in front of us will be ripened by the time that talk happens.

“Intersectionality will help us identify with more clarity the troubling dynamics playing out right now.”

## A Topic With Many Layers

Ask Crenshaw how she came to study the topic of intersectionality and her response is that it’s “like peeling an onion.” As an activist, she realized racial justice was seen as gendered and focused on men. It didn’t take into account justice around gender and sexual orientation.

As a young law professor, Crenshaw wanted to know how the law handled intersectionality. After reading many court cases, she discovered that the law was no better than society and was often worse. Some courts felt that black men and white women didn’t need “two swings at bat,” so “why should we allow women of color to have two swings?”

It was difficult to persuade courts to change or to look at both, she said. That meant there was no place for women of color to get justice, especially in cases of violence against them.

“The law’s refusal to intervene doubled or tripled the vulnerabilities of women of color,” she said, and “placed an additional burden” on them. “You can’t have a one-size-fits-all approach to gender injustice.”

The circumstances of vulnerability are often quite different among black, white and immigrant women. For example, Crenshaw noted that because domestic shelter services are listed only in English, those who don’t speak the language can’t access them.

## Switching From Coalitions to Intersectionality

Crenshaw has studied how black women, in particular, have higher levels of police and sexual violence. But that reality doesn’t show up in the movements that fight against husband/boyfriend/stranger violence. “Very

*Crenshaw: “Follow your passion, the thing that gives you joy and pleasure even if it isn’t joyful or pleasurable.”*



few anti-violence groups are getting behind the police violence against black women” like they have against black men, she said.

Given the status of politics today, we need a new focus on intersectionality rather than just on building coalitions. Coalitions are weak, she said. The “you scratch my back, I’ll scratch yours” type of thinking can’t compare to movement building based on intersectionality, which can form tighter and more organic connections as well as reflect the constituencies that already exist.

Those who fight against racial violence should welcome members of an immigrant rights group who fight against violence against women. “Their advocacy doesn’t overlook specific ways they can help,” explained Crenshaw.

### Follow Your Passion

Crenshaw grew up in Canton, Ohio, the daughter of two schoolteachers. Her mother taught for 50 years, along with being a church organist and musician.

Her father, who was also a musician, started out in the classroom, but finished as executive director of public housing. “He pushed scattered-site public housing before he died,” she said. (When Crenshaw is in New York City, she sings in the well-known

Riverside Church choir.)

The peripatetic Crenshaw definitely leads a full life. She flips coasts each semester and admits she will often look for a particular suit or book only to realize it’s across the country.

When asked about work-life balance, she demurred, saying, “No one should take my advice on work-life balance. My friends and family say I don’t have it.”

Crenshaw does take an annual vacation in Jamaica at a social justice writer’s retreat. “It’s a nice place to do collaborative work,” she said.

In her spare time, she loves to cook, especially Thai food. “I cooked a meal for Derrick Bell, one of my mentors, and his wife,” she recalled.

The late Bell (the first tenured black professor at Harvard Law) was hesitant to eat it. “He didn’t think I had any domestic skills,” Crenshaw said. But her messy kitchen proved otherwise.

Passion, whether in the kitchen or with others on the streets, is what drives Crenshaw to advocate for issues that fall through the cracks. Her advice to others? “Follow your passion, the thing that gives you joy and pleasure even if it isn’t joyful or pleasurable.”

—MLS

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**Women on the Move,**  
*continued from page 5*

- **Tara Evans, JD**, becomes chief legal counsel at the University of Wyoming.
- **Dr. Debra L. Fitzsimons** becomes interim chancellor of the South Orange County Community College District CA, beginning July 1.
- **Dr. Renata Forste** becomes director of the David M. Kennedy Center for International Studies and associate international VP at Brigham Young University UT.
- **Dr. Adrienne Frame** moves from interim director of residence life and housing and special assistant to the dean of students at Suffolk University MA to associate VP and dean of students in the Division of Student Development and Enrollment Services at the University of Central Florida.
- **Alison Gass** moves from chief curator and associate director for exhibitions and collections at the Cantor Arts Center at Stanford University CA to the Dana Feitler Director of the Smart Museum of Art at the University of Chicago IL, beginning May 1.
- **Laura H. Jack** moves from VP of development and alumni relations at Howard University DC to VP for communications at Colgate University NY.
- **Dr. Cindy Juntunen** becomes dean of the College of Education and Human Development at the University of North Dakota.
- **Jerusha Kasch** moves from director of emergency management at San Jacinto College TX to director of crisis management at Rice University TX.

- **Dr. Valerie Kinloch** moves from a professor of literacy studies and the associate dean of diversity, inclusion and community engagement in the College of Education and Human Ecology at Ohio State University to the Renée and Richard Goldman Dean of the University of Pittsburgh School of Education PA, beginning July 1.
- **Dr. Kim D. Kirkland** moves from director of the Office of Equal Opportunity at Indiana University-Purdue University Indianapolis to executive director for equal opportunity and access at Oregon State University.
- **Jolene Lane** moves from senior director in the Office for Diversity and Community Affairs at Teachers College of Columbia University NY to chief diversity officer and associate VP for inclusion and equity at the University of Akron OH.
- **Lectra Lawhorne** moves from associate chief information officer and associate VP for university information technology services to chief information officer at Kennesaw State University GA.
- **Kawanna Leggett** moves from director of residential education at the University of California, Berkeley to executive director of residential life at Washington University in St. Louis MO, beginning March 20.
- **Dr. Clare McCabe** becomes associate dean of the Graduate School and director of the Office of Postdoctoral Affairs at Vanderbilt University TN.
- **Miriam Merrill** moves from director of athletics  
*continued on page 14*


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# Making Hidden Figures Visible

Something hugely important occurred to me as the credits rolled on *Hidden Figures*, the Theodore Melfi-helmed film based on the equally impeccable book from Margot Lee Shetterly, about the role black female mathematicians played in the Space Race. Through my reading of the book and the runtime of the film, my emotions alternated between awe and choked-up pride. But as the house lights came up, so did a new emotion: anger.

*"Why didn't I learn about these women sooner?"*

## Learning to Build Sites

I ask that question in earnest as a lifelong "blerd" (black nerd, for the unfamiliar), a math and science summer program alum (more on that shortly) and—most shamefully, in my eyes at least—a Space Camp attendee. I lived at Cape Canaveral for a week, learning from camp counselors and National Aeronautics and Space Administration (NASA) employees, and even earning Camper of the Week honors. And yet the names Katherine Johnson, Dorothy Vaughan and Mary Jackson weren't uttered once. These days, the most lasting impression of that week at NASA is a sweatshirt my mom bought big with hopes I'd grow into it. Spoiler alert: I'm a small adult who almost did.

Luckily, that same summer I had a different experience that underscored for me why stories like those in *Hidden Figures* need to be told more loudly and more often, at that math and science summer camp I mentioned earlier, hosted at the University of South Florida. With my interest in English and history already solidifying, my enrollment and attendance were admittedly reluctant. And while courses on Euclidean geometry, astronomy and environmental science predictably didn't hold my attention, another course did: web design.

Mario Teaches Typing had already made me an adept typist, and I had early exposure to email and the internet thanks to my father's stead as a professor. But it never occurred to me that I could *make* anything that lived online. Peggy Lim changed that. Energetic and excited about teaching, she was also the first teacher of color I'd had in my eight years of school to that point. Her excitement about what we were learning, and emphasis on letting us use it to do things we liked, got *me* excited. And while the learning I did at Space Camp evaporated within a few weeks, along with most of the rest of what I learned that summer from other classes, what we learned with Peggy didn't. I kept building sites, I stayed engaged in coding, and although other languages proved to not be for me, the early lessons of HTML and JavaScript struck me almost as deeply as the woman who taught them to me from the front of the lab.

## Encouraging Other Women


A few weeks ago, I had the opportunity to express my appreciation for *Hidden Figures* to Octavia Spencer at the press conference for her Hasty Pudding Woman

of the Year honor, presented at Harvard University MA. But that moment paled in comparison to another I had in that very room. In the row ahead of me, a young Asian-American woman fidgeted and tried to calm herself down enough to ask a question. After a few false starts, she managed to get herself seen and asked a beautifully insightful question about positioning people of color in studio leadership. When she appeared to have collected herself after her question, I leaned over to touch her shoulder and say, "That was a *great* question!" She smiled back. I'm committing myself to more of those moments, encouraging female students who may otherwise be overlooked, as the moderator very nearly did with her.

## Empowering Women and Gender-Nonconforming People

These moments, be they as big as a blockbuster film or as small as a touch on the shoulder in a bustling room, matter. Having women teach other women matters. Women of color. Transgender women. Disabled women. Gender-nonconforming folk. It matters because in a sea of educators who look alike, students who stand out can find themselves adrift. If you are in the position to empower students or other young women and gender-nonconforming people in your life, know that it will make a difference.

Volunteer. Mentor. Sponsor. Pay whatever good fortune you have forward. And don't let it stop there. Where you can, uplift those in groups you "don't belong to." Recommend them for panels and keynotes, internships and jobs. Share their writing, and pay for it where required.

The language that's often used to describe this kind of altruistic amplification is "giving a voice to the voiceless." But here's the truth: no one is voiceless. Katherine Jackson, Dorothy Vaughan and Mary Jackson weren't voiceless. They were simply hidden. And that type of hiding is all too common for the marginalized. By acknowledging the power that comes with being out of hiding, and then creating opportunities to pull more from the shadows, the more impactful stories can be told—and then inspire their much-needed sequels. 

—AM

*If you are in the position to empower students or other young women and gender-nonconforming people in your life, know that it will make a difference.*

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# Five Ways to Start a Meditation Practice

Meditation is mainstream. Western science and news media once classified meditation as a fringe movement, but now they document how meditation offers a host of benefits to the modern practitioner. It [decreases stress](#), [increases focus](#) and has a positive impact on a [vast array](#) of health concerns. A recent [Washington Post article](#) explained how Harvard neuroscientists discovered that meditators' gray matter, the part of their brains responsible for decision-making, actually grew after an eight-week meditation training.

While the news about meditation's powerful effects spreads far and wide, many people are still unsure of where to start. As women working in higher education, you face added stressors. Women have [more responsibilities](#) at home (i.e., the second shift). In addition, women experience [greater levels](#) of mental health illnesses related to stress. They are more than twice as likely than their male counterparts to [suffer from insomnia](#) and about three times more likely to [experience migraines](#). In short, stress seems to affect women much differently than men. While activists in our communities continue to work on the underlying structural inequalities that create these disparities, learning how to manage stress through meditation is a worthy pursuit. What follows are five tips to help you get started.

## Start Where You Are

Many meditation experts insist we should all meditate for 20 minutes, twice a day, in order to reap the full benefits of meditation. In my work as a yoga and meditation teacher, I've found that this dictate can do more harm than good if it discourages people from trying meditation. Instead, start where you are. Five minutes each day is a nice starting point. Once you've developed a daily habit and begin to reap the benefits of meditation, it becomes self-reinforcing. You'll be pleasantly surprised to notice yourself wanting to spend more time in meditation. Until then, keep it short and sweet.

## There Are No Rules

If anyone suggests to you that there is a right or a wrong way to meditate, steer clear. Meditation is not a competition. It's an ancient, life-sustaining practice that allows us to return to a natural state of peace and stillness. Some people believe meditation is best practiced in a seated position. Perhaps that doesn't work for you. Lie down or try a walking meditation. Prefer some light music over silence? Go for it. The goal here isn't to meditate the "right" way but to create your own unique practice that you'll want to return to each day. Remember, meditation should relieve stress, not create it.

## Wherever You Go, There You Are

It can help to have a quiet meditation space in your home where you'll practice each day. Creating your

personal "zen den" can be a fun venture, but it's not a requirement. I often advocate instead for the model of "Stop, drop, and meditate." Do you suddenly find yourself alone in a quiet room at home? Meditate then and there. Have a few minutes to spare in the car at school pickup? Close your eyes and focus on your breath. Waiting for your doctor in the exam room? Start meditating and you might just notice a difference in your blood pressure reading. These small moments throughout the day can add up to big changes.

## This Is Not a Test and You Aren't Failing It


Another big misconception about meditation is that our thoughts are supposed to stop when we meditate. When they don't, people can get very frustrated and give up on their practice before it's even begun. Instead, the goal in meditation is to notice you are having thoughts rather than being caught up in them. It's the difference between sitting on a boat with a fishing pole in your hand versus putting yourself on the hook and jumping in the water. Can you notice your thoughts

without being hooked by them? There are various techniques to strengthen your noticing muscles. I'll list my favorite below but

I encourage you to try several techniques before settling on the one that best serves you.

### Notice and Name

One of my favorite meditation techniques is to name my thoughts. Here's how it works: close your eyes and begin to deepen your breath. If you're like me, a thought will instantly appear. Now name the thought: past, present or future. I like to repeat the name three times. For example, if I'm thinking about an upcoming deadline, I'll think to myself, "Future, future, future." If I'm thinking that my nose suddenly itches, I'll think, "Present, present, present." Then I'll release that thought and return my attention to my breath. Repeat this until your meditation is complete. If you're like me, you'll name many thoughts during a meditation practice. Again, your goal here isn't to stop your thoughts, but to learn how to step back from them and to see them as separate from you.

While you can certainly use these steps to start a home meditation practice, as higher educators, we value the power of a great teacher. You might wish to seek out a meditation teacher or workshop in your local community to complement your home practice. Whatever path you choose, remember that meditation is not one-size-fits-all. Create a meditation routine that serves your unique needs. Once you have a consistent practice in place, you'll have yet another tool at your disposal to manage stress, improve focus and help you achieve your personal and professional goals. 

—KC

*Once you have a consistent practice in place, you'll have yet another tool at your disposal to manage stress, improve focus and help you achieve your personal and professional goals.*

# Venerated Institution Builds the Next Generation of Scientists

The American Museum of Natural History (AMNH) NY creates dynamic opportunities for middle and high school students in the New York City public schools to develop their scientific abilities and prepare them to excel in higher education. It also provides girls the chance to break down the barriers that often confront women in science, technology, engineering and mathematics (STEM) fields.

## Middle School

The AMNH has been a resource for schoolchildren virtually since its inception in the 1870s. The dinosaur skeletons, Native American artifacts, scientific discoveries and incredible exhibitions have served as inspiration. In the past 15 years, the AMNH developed programs that specifically aim to improve student science achievement in New York City public schools.

For **Lisa J. Gugenheim**, senior VP of institutional advancement, strategic planning and education at the AMNH, providing access for underserved students is of prime importance—utilizing the museum’s intellectual and scientific assets to provide that access. Her goal is to develop programs that are novel and disseminate information about them as widely as possible.

The Urban Advantage Middle School Science Initiative (UA) was conceived to explore how science-rich institutions could contribute to improving student science achievement. The citywide science program is designed to improve students’ and teachers’ understanding of scientific inquiry through a partnership between the Department of Education and eight science-rich institutions, one being the AMNH. Fifty percent of the participants are girls. There are currently 858 teachers and more than 83,000 students in 292 middle schools participating.

UA is a national model disseminated to cultivate best practices at other museums and informal science institutions and has already been replicated in Denver CO.

## High School

An important program impacting high school students is the Science Research Mentoring Program (SRMP), which allows them to participate in research projects led by AMNH scientists in physical science and life science. Through innovative curriculum and research opportunities, it is aimed to remove the roadblocks urban youth may face in pursuing the sciences. A key element is intensive mentoring. Every year, the SRMP offers 60 mentored research placements with AMNH scientists.

Projects have included the genetic basis of host range in heliothine moths, jaw diversity of deep-sea stomiiform fish and using simulations to study chaotic gravitational interactions between stars. In the current SRMP cohort, 65% of the students are girls.

There is also the BridgeUp STEM program, launched in 2014 to bridge gender and opportunity gaps in computational science for girls and boys from socioeconomically disadvantaged backgrounds.

These students are given support in their overall college preparation. There are also regular opportunities for the participants, such as monthly Teen SciCafes and networking activities where they interact with one another and meet leading researchers. It not only exposes them to what’s going on in research, but also exposes them to what kinds of careers exist, academic and nonacademic.

“We find opportunities for those young people to meet before classes start, to have an online community, to go on college trips together, for their families to come together to learn early on what the college application process looks like,” says Gugenheim.

Emerging research shows that for girls it’s as much about identity development as it is about content knowledge. Exposure to college students and graduate students provides not only role models, but also

reinforcement about the viability of their chosen paths.

“We attempt to create a real community around the museum being the third place for these young women,” Gugenheim notes. “It’s not school. It’s not home. It’s a third place they can build their identities.

“These young women and men find an intellectual home here and a community,” she adds. “They’re able to take risks and get the practical support they need to take the next steps.”

## Outreach and Community

Obviously, there are many talented, science-loving kids who not only aren’t located in New York City, but may not be in close proximity to any museums. For elementary school-age kids, the AMNH has the wildly popular OLogy section on its website ([amnh.org/explore/ology](http://amnh.org/explore/ology)), which is filled with games, stories and loads of information. Gugenheim says it is also a hit with teachers, who use it to gain ideas and strategies that will impact their students.

“It’s a very robust site and it has many of the same principles of design that our other programs have,” says Gugenheim. “Really focusing on the doing of science, not just the reading of science. It correlates to our temporary exhibit, so it’s always current.”

More than a decade ago, the AMNH launched the first online graduate accredited teacher professional development portal, which contains high-level material. Middle and high school teachers are able to form national conversations and take courses both for credit and not for credit (<http://www.amnh.org/learn-teach/seminars-on-science/courses>).

*Gugenheim: “We attempt to create a real community around the museum being the third place for these young women. It’s not school. It’s not home. It’s a third place they can build their identities.”*

*continued on page 15*

## Jones Pilots Today's World of Religious Scholars, *continued from page 6*

religion. There are many female members, and Jones says they possess great excitement about academic careers in areas that intersect with religion—noting women are spiritually open to change.

Some UTS students had a bad experience with church prior to attending UTS, but within the welcoming environment find a new sense of faith, which they then bring into their communities. There is quite an interest in chaplaincy—in hospitals, schools, agencies and prisons. That is one of the purposes behind the programs in Buddhism and Islam, because hospital chaplains need a degree in divinity to be certified.

Some students become teachers—everything from elementary to higher education—and others take leadership roles in nonprofit organizations. There are, of course, activists, many of whom work in social justice organizations.

“The sky is the limit,” says Jones. “You can even become president of a seminary.”

—LE

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## How Making My Teaching Accessible Made My Teaching Better, *continued from page 7*

than learning how to write on a blackboard or whiteboard. Honestly, after a few classes, it got easy. After all, I don't have to look at the keyboard to type.

And my students really got into it. “Put that on the Class Record!” they would request when I said something they found particularly helpful during class. They would take their own notes, and then supplement those notes with the record.

I started using the record to prepare my lectures. I would type up an outline of the class that I'd prepared in advance, and then fill in the blanks as we went through class. And at the end of every class, I'd review, fix typos, explain a few things that needed further information and then post the PDF. And if I forgot to post that PDF, I'd receive no fewer than five emails from students politely requesting I do so. In short, all of my students loved the Class Record.

Better still, the Class Record cut way down on follow-up questions. Students knew to check the Class Record first. Most of the time, a question about class was answered in the record. Students who missed class knew they needed to get notes from classmates and download the Class Record. In the end, the Class Record actually decreased my workload as a teacher.

I'd made the ephemeral, messy whiteboard into a readable, accessible, reproducible document, and all of my students benefited—including the ones with disabilities who'd never told me about their disabilities and never will. After that semester, the Class Record became an integral part of my teaching.

That's accessibility—integrating the needs of all students into your teaching, including the students whose disabilities you will never know about.

—KRGP

## Women on the Move, *continued from page 10*

at Richard J. Daley College IL to associate director of athletics/senior woman administrator at Hamilton College NY.

- **Kimberly Morris** moves from director of financial aid at Southern Crescent Technical College GA to director of financial aid at Fort Valley State University GA.

- **Sherri Mylott** moves from VP of university advancement at Mary Baldwin University VA to VP of university advancement at the University of La Verne CA.

- **Dr. Kelly Oaks** moves from associate vice chancellor for student affairs and dean of students at the University of Hawaii at Hilo to assistant VP in the Office for Equity and Accessibility at Virginia Polytechnic Institute and State University.

- **Dr. Hari M. Osofsky, JD**, becomes dean of Penn State Law and the School of International Affairs, beginning July 1.

- **Dr. Susan L. Parish** becomes dean of the Bouvé College of Health Sciences at Northeastern University MA, beginning March 15.

- **Dr. Heather L. Petcovic** becomes interim associate dean of the College of Arts and Sciences at Western Michigan University in addition to her duties as an associate professor of geosciences.

- **Julie Peterson** becomes chief business officer at Kennesaw State University GA.

- **Megan Pierson, JD**, moves from senior associate provost and senior university counsel to chief of staff for the president of Stanford University CA.

- **Dr. Polly Prewitt-Freilino** moves from director of institutional research and assessment at Wheaton College MA to director of institutional research and effectiveness at Mount Holyoke College MA.

- **Dr. Kaye E. Reed** becomes director of the School of Human Evolution and Social Change at Arizona State University.

- **Dr. Lisa Lewis Schaeffer** becomes vice chancellor for student affairs at the University of North Carolina at Pembroke.

- **Julie Seppala** becomes new VP for finance at Michigan Technological University in addition to her duties as treasurer for the board of trustees at the school.

- **Dr. Christine Spencer** becomes dean of the Yale Gordon College of Arts and Sciences at the University of Baltimore MD.

- **Denise Stephens** moves from university librarian at the University of California, Santa Barbara to vice provost and university librarian at Washington University in St. Louis MO, beginning July 1.

- **Tiffany Turley** moves from manager of women's services and resources to Title IX coordinator at Brigham Young University UT.

- **Dr. Kimberly White-Smith** moves from associate dean of the College of Educational Studies at Chapman University CA to dean of the LaFetra College of Education at the University of La Verne CA.

- **Dr. Mary Julia Wornat** becomes dean of the College of Engineering at Louisiana State University.

- **Xiaojing Zu** moves from associate director for user and access services to director of the New York University Shanghai Library.


## Venerated Institution Builds the Next Generation of Scientists, *continued from page 13*

Gugenheim says nationwide there is a robust network of educators and museums. If something they see online at the AMNH sparks an interest, students and teachers should search out local museums. If there are no museums, 4-H clubs and the FFA (Future Farmers of America) engage in a lot of scientific inquiry.

"I would like to think that the museum community broadly is growing in its capacity to reach middle schoolers and high schoolers in their local communities," says Gugenheim. "We spend an enormous amount of time researching, evaluating and disseminating our models."

A recent grant will enable the AMNH to do longitudinal research on SRMP alumni. This can then be shared with the millions of visitors to the museum. There is also an interest in developing a more active alumni network.

"We hope to create a community of scientists and aspiring scientists to support their persistence and success in their careers," Gugenheim says. "The museum becomes part of their landscape, part of the narrative of their lives."

"That's the hallmark of the museum—the intersection of education and science. This is part of the core delivery of what we do. It's a great privilege." 

—LE

## Congrats ACE Fellows!

The American Council on Education (ACE) Fellows Program, started in 1965, offers VPs, deans, department chairs, faculty and other campus leaders a chance to experience what life is like at another institution. The goal is to help higher education's future leaders get ready to tackle challenges and serve the needs of their schools by condensing years of job training into a single fellowship year. ACE notes, "Of more than 1,800 Fellows to date, more than 300 have served as chief executive officers at more than 350 institutions."

All of us at *Women in Higher Education* would like to congratulate the following women leaders for becoming ACE Fellows for the 2016–2017 fellowship year.

- **Mamta Accapadi**, VP for Student Affairs, Rollins College FL  
Placement: Valencia College FL
- **Bettina M. Beech**, Associate Vice Chancellor for Population Health and Professor, Departments of Pediatrics and Family Medicine, University of Mississippi Medical Center  
Placement: University of Houston TX
- **Nicola Blake**, Faculty Advisor to the Provost and Liberal Arts and Sciences Program Coordinator; Assistant Professor in English, City University of New York Stella and Charles Guttman Community College  
Placement: Westchester Community College State University of New York
- **Anne E. Brodsky**, Associate Dean and Professor, College of Arts, Humanities, and Social Sciences, University of Maryland Baltimore County  
Placement: Swarthmore College PA
- **Sylvia R. Carey-Butler**, Assistant Vice Chancellor / Academic Support of Inclusive Excellence, University of Wisconsin-Oshkosh  
Placement: Georgia Gwinnett College
- **Nancy C. Cornwell**, Director of Special Projects, Montana State University  
Placement: The College of New Jersey
- **Karrie G. Dixon**, VP for Academic and Student Success, University of North Carolina System  
Placement: Wake Forest University NC
- **Kristen C. Eichhorn**, Professor, Department of Communication Studies and Faculty Fellow, Office of the President, State University of New York College at Oswego  
Placement: Cornell University NY
- **Chia-Chi Ho**, Professor, Department of Biomed-

cal, Chemical, and Environmental Engineering, University of Cincinnati OH

Placement: University of Oregon

- **Cindy Kane**, Director, Student Involvement and Leadership, Bridgewater State University MA

Placement: Wheaton College MA

- **Cheryl A. Koos**, Interim Chair, Political Science; Professor of History, California State University, Los Angeles

Placement: California State Polytechnic University, Pomona

- **Angela Radford Lewis**, Associate Vice Provost for Undergraduate Programs, Curricula, and Service, East Tennessee State University

Placement: James Madison University VA

- **Dale-Elizabeth Pehrsson**, Dean, College of Education & Human Services; Director of Professional Education, Central Michigan University

Placement: Misericordia University PA


- **Sarah K. A. Pfatteicher**, Associate Dean for Academic Affairs, College of Agricultural & Life Sciences; Research Professor, Civil & Environmental Engineering, University of Wisconsin-Madison

Placement: Northeastern University MA

- **Alisa Rosenthal**, Associate Professor of Political Science and Gender, Women, and Sexuality Studies; Director, John S. Kendall Center for Engaged Learning, Gustavus Adolphus College MN

Placement: Wabash College IN

- **Doris Shaw**, Associate Professor and Department Chair, Marketing, Sports Business and Construction Management, Northern Kentucky University

Placement: San Jose State University CA 

Source: *The ACE Fellows Program website*

## Choose Hope

In early February, I attended an organizing meeting for the local branch of the Women's March. They're creating a 501(c)(3) nonprofit organization, Women's Way Forward, to channel energy from the marches in Florida cities into political action. I attended mostly to see what the organizers planned for their fledgling organization. I'm working out what my activism is, or rather, what I want my activism to be. I figured this organization could be a potential opportunity.

### Much to Resist

Frankly, I feel exhausted since the new president took office; my attention has been pulled in 20 different directions as I catch up on the news each day. The onslaught of executive orders and Cabinet picks makes it hard to figure out what to pay attention to and how to react. There's much to protest. There's much to resist. I haven't been able to select one or two issues for my own activism. It's easy to feel overwhelmed by the current administration. It's easy to let the overwhelm keep me, and maybe you too, from acting.

While I plan to keep calling my senators and representative (or maybe start faxing them since I hate the phone) and voicing my dissent about the current administration, I'm also committed to local action. What can I do to keep my city safe for the most vulnerable among us? What can we do to make sure our local communities not only reflect our values but also protect the civil liberties of all people?

### Much to Fear

Arriving late to the organizing meeting, I found that the parking lot for the church where the meeting was being held was almost completely full. In the sanctuary, every pew was filled with women (and some men), who ranged from toddlers to college students to middle-aged folks and retirees. As the organizer explained the vision for the nonprofit (modeled after the mission of the Women's March on Washington) of diversity, inclusion, freedom and protection for the vulnerable, I scanned the crowd, which was mostly white. But there were also many women of color. The large turnout (200 to 300 people) surprised me. The organizing meeting was an introduction to the Women's Way Forward platform, including seven focus areas: safe and affordable health care; the environment; free and equal education for all; legal, social and economic justice for all races; fair and equitable treatment of all immigrants; LGBTQIA+ civil rights; and economic justice for all.

After the introduction, there were the breakout sessions on particular issues (I chose racial justice). In every session, each participant was to tell our groups what they fear, why they were here and what gives them hope. As I waited my turn and listened to other participants, I real-

ized, once again, how much there was to fear. Some fears were like mine; others weren't. I tried to come up with one fear, but all of my fears loomed large. Shifting in the uncomfortable metal chair, I figured out that I'm terrified that our nation is going to re-enact the historical hatred and violence that I study, on a large scale. I'm terrified we're moving backward. In my bleakest moments, I worry if we'll survive.

### Still There's Hope

But as I took deep breaths to calm my racing heart, I listened to each member of our circle recite their hopes. There's power in choosing hope over fear. I thought of Rebecca Solnit's *Hope in the Dark: Untold Stories, Wild Possibilities* (2005, 2016). In these unrelenting days, I think often of Solnit's vision of hope and our own abilities to act. Solnit's slim book shows that hope is not the naïve optimism that everything will get better, but rather hope admits that

"we don't know what will happen and that in the spaciousness of uncertainty is room to act."

Hope imagines that the future is anything but certain, and our actions, our activism, can change the future in ways neither predictable nor guaranteed. Revolutions begin with hope for a different future, a different world; resistance and activism begin

with hope, and anger too. Hope gives us a kick in the pants and makes us act; fear overwhelms and keeps us stationary. We still need hope.


So, what gives me hope?

- **The Women's March on Washington (including sister marches around the nation).** The [largest protest](#) in U.S. history had an estimated 2.9 million marchers. In Tallahassee, I marched with my husband and children, in the rain, with 14,000 other people. The three-year-old still chants "My body, my choice," while the eight-year-old prefers "When I say people, you say power. People! Power!"

- **Local progressive women.** A group of women activists invited me to join them for lunch each week to strategize about how to respond to our current political climate. They're helping me find networks of activists in my city while we also plan demonstrations and mini-actions. We're women standing up.

- **Citizens who act.** Protests at airports nationwide against the Muslim ban. Artists making protest signs for marches and demonstrations. Marchers occupying state capitols to support health care and climate change. Everyone who calls, faxes or writes their senators. All the people who protest and dissent.

All of these activists give me hope. *People give me hope.* And I will continue to choose hope, no matter how large my fears. What will you choose, readers?

Until next month, 

—KJB

*Revolutions begin with hope for a different future, a different world; resistance and activism begin with hope, and anger too.*