WOMEN OF COLOR IN THE ACADEMY
STAYING FIT: MIND, BODY, AND SOUL

March 9-11, 2017 | Stanford University

Conference Report
Stanford
Vice Provost for Faculty Development and Diversity
Women of Color in the Academy
Staying Fit: Mind, Body, and Soul

March 9-11, 2017

Conference Report

Prepared by conference co-chairs:

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January 2018
Why Create a Conference Focused on Women of Color in the Academy?

The underrepresentation of women from minority groups in faculty positions in the U.S. has been a longstanding challenge for most universities. Numerous studies provide ample evidence of disadvantage in status and opportunities for women of color as a result of their gender and membership of a racial/ethnic minority group. Many suggest that this disadvantage leads to a "double bind" or "double jeopardy," with increased hurdles for survival and success in the academic profession. The hurdles are manifested in reports of isolation and loneliness, feelings of chronic distinctiveness and hypervisibility, being the object of stereotyping, experiencing stereotype threat (leading to fear of proving true the stereotypes about one’s group), and frequent attributional ambiguity (not knowing whether feedback received is the result of racism and/or sexism). Others have identified the problem of racism-based trauma affecting women of color in academic settings, negatively impacting the physical and psychological health of academic women of color.

These significant challenges notwithstanding, there is evidence that women of color are innovative agents in navigating, persisting, and success. Among the strategies individuals employ are choosing to work and learn in safe, welcoming places; participating in diversity conferences; building alternative academic and professional networks; engaging with communities and in activities beyond disciplinary and professional realms; and, actively working to change the status quo toward greater inclusion. Despite significant challenges and troubling biases in their work lives, many faculty members of color have fruitful careers, appreciating the same elements that attract and keep their White counterparts in academic work: intellectual challenge and accomplishments, freedom to pursue their own interests, and supportive academic leadership, mentors, and colleagues, where they are found.

Women of color report better well-being and success when attention is given (or dedicated) by their institutions and colleagues to their physical and psychological health in ways that recognize and address individual experiences and needs. Such attention could manifest more widely in institutional awareness and systemic change. Institutions such as Stanford stand to benefit from building their knowledge of the nature of the experiences of underrepresented women. Doing so facilitates deeper institutional learning, and enables more effective design of interventions to counter the negative effects of the experiences of women of color. Such learning and design could inform appropriate and relevant systemic change in practice and culture, strengthen relationships inside and outside the institution with scholars, and intentionally provide a welcoming space to support the careers of diverse women faculty.

The mission of the Stanford Office of the Vice Provost for Faculty Development and Diversity includes enabling the success of underrepresented faculty and cultivating a pipeline to recruit future faculty of color to the University. Towards fulfilling this mission, we obtained funding from Stanford University’s provost to organize the conference "Women of Color in the Academy – Staying Fit: Mind, Body, and Soul," which brought together those who are early in their academic careers and featured a variety of high-caliber, interactive sessions designed to develop skills, strategies, and knowledge for building successful academic careers as well as opportunities for informal networking.

During the summer of 2016, we talked with two groups of faculty women at Stanford about their own experiences and what they see as the unmet needs and potential opportunities for their colleagues to succeed. These initial consultations led us to invite a number of mid-career and senior Stanford women faculty to be advisors to the conference. With their input, the conference co-chairs developed activities thematically along 3 axes: mind, body, and soul.

7Ibid.
10Davis et al, op.cit., p. 271
Institutions of higher learning in general, and the work of the faculty in particular, is a labor of the mind. Through these 3 themes, however, we aimed also to bring attention to the importance of well-being of the body and soul along the life journey of the intellect.

Our purpose was to equip participants with knowledge, providing them with a highly interactive experiential learning opportunity. The conference objectives were to:
- promote practices for the success of academic women of color;
- provide research-based findings and practical skills to advance individual capacity to appreciate challenges and opportunities that face academic women of color;
- cultivate participant self-awareness and skill-building within a supportive and safe space for dialogue and discussion;
- expand participant and Stanford faculty networks, and learn from colleagues – peers, near-peers, advisors from Stanford and other institutions; and
- support opportunities to develop and implement action plans for academic career success.

Who is a “woman of color”?
The term “of color” in the U.S. colloquially refers to ethnic and racial classifications that are “non-White.” There is no precise definition of this term, and other terms may be preferred. Individuals may identify as being “of color” regardless of their ethnic and racial background.

When the perceptions held by an individual towards someone else’s “color,” cultural backgrounds, and shared experiences are implicated in differential treatment, the identification as “of color” is often attenuated and becomes relevant to the lived experiences of the individuals involved.

Further, with expanding understanding of gender as a cultural construct and norm, the term “woman” needs increasingly to be self-defined. And for some, the term “of color” is problematic because it can be seen as grouping, treating women from different ethnic groups as one monolithic entity.

For the purposes of this conference, applicants and participants used their own definitions of women of color. We did not ask for demographic categorical identification.

We hoped the conference could enhance participants’ resilience and extend their networks, leverage scholarly and professional development resources at Stanford, offer an opportunity for Stanford faculty and leaders to learn about and from the participants, and engage in conversations that would inform institutional aspirations to recruit a diverse professoriate.

National Context
In 2013, women represented 41% of the full-time professorial faculty (professors, associate professors, or assistant professors) in U.S. degree-granting postsecondary institutions. Of this group of 207,083 women, 8,407 (4%) self-identified as Hispanic or Latina (of various racial or multiracial backgrounds), 1,527 (<1% of women) as multiracial, 906 (<1%) as American Indian/Alaska Native, fewer than 400 (<1%) as Pacific Islanders, 7% as Black, 9% as Asian/Asian American, and 75% as White. Altogether, women of color represented 8% of the full-time professorial faculty.

At Stanford University, of 618 female professors, associate professors, and assistant professors across the university in fall 2016 (representing 28% of the total professorial faculty), 28 (4.5% of women) self-identified as Hispanic or Latina (of various racial or multiracial backgrounds), 14 (2.3%) as multiracial, fewer than 5 (<1%) as American Indian/Alaska Native, 110 (18%) as Asian/Asian American, 23 (3.7%) as Black/African American, and 418 (68%) self-identified as White only.

Outreach
Invitations to participate were sent to various email lists, including the National Science Foundation Alliances for Graduate Education and the Professoriate (AGEP), the Association for Women in Science, ADVANCE grant awardees and program directors, the Women in Engineering ProActive Network, and others. In addition, paid advertisements were placed in Diverse Issues in Higher Education (website and daily newsletter) for a two-week period in late December and early January 2017. A page on Stanford’s website (facultydevelopment.stanford.edu/conference) was developed and updated regularly with information about the conference. Additional circulation of the announcement was made through the personal networks of co-chairs and faculty advisors. Online applications were due January 15, 2017.

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12Faculty Demographics 2016, downloaded 8/5/17 from https://facultydevelopment.stanford.edu/data-reports/faculty-demographics.
Applicants and Participants

By the deadline for applications, 965 individuals completed online applications for the 50 slots available for participation, half of which were intended for Stanford participants. Applicants and participants represented a wide range of definitions of diversity across gender identity, immigrant status, socioeconomic status, parental status, race, ethnicity, culture, religion, national origin, and career paths, among others. The profiles of applicants and their responses to the applicant question about their backgrounds illustrated the salience of intersectionality in their experiences as aspiring women in the academy.

Through our process, we selected advanced doctoral students (completed coursework, working toward completion of dissertation), postdoctoral scholars, and early career faculty members, both on the tenure and non-tenure tracks. Our criteria for selecting participants were:

• Desire to pursue an academic career;
• Diversity among participants based on self-described identity, career stage, discipline, geographic location, current institutional affiliation;
• Anticipated value of the workshop for the participant; and
• Anticipated benefit for others as a result of the applicant’s participation

The large number of participants and the wealth of their backgrounds made the selection process a considerable task that was necessarily imperfect and we turned away many excellent scholars. Constrained by available resources, we made plans, as a result, to develop online resources for those whom we regretfully declined.

Fifty participants attended the full 2.5-day conference: 22 early career faculty members, 19 advanced doctoral students, and 9 postdoctoral scholars. The participants hailed from astrophysics, chemistry (biochemistry and analytical chemistry), environmental engineering, forestry and conservation, geology, bioengineering, civil engineering, materials engineering, computer science, clinical psychology, biology, classics, education, ethic studies, American studies, Latin American studies, history, law, linguistics, political science, sociology, psychology, and feminist studies. Thirteen participants came from Stanford while 37 came from public and private institutions, liberal arts as well as research-intensive and teaching-intensive institutions from across the United States.

Conference Program

The conference took place March 9-11, 2017 on the Stanford campus. Nineteen sessions featured 20 faculty presenters, women and men, from Stanford, University of California-Santa Barbara, University of California-Berkeley, San Francisco State University, and the Simmons School of Management. Presenters offered information about U.S. higher education, types of institutions, patterns of academic careers, mobilizing one’s own independence and interdependence for professional success in the independent cultures of institutions of higher education, juggling family and various work decisions, the nature of academic work, and aspirations past the early stages of one’s career. The detailed program is included in Appendix II.

“I valued the space provided to engage with other women of color around issues common to our experience in academia.”
– Conference Participant

“Several sessions explored concepts of identity, intersectionality, and interdependence. Others provided hands-on experience to empower one’s voice and narrative, and to give tools for negotiation skills and navigating the challenges of the academic tenure track.”

The sessions enabled the participants to get to know one another and to find complementarity – both similarities and differences in their own journeys and also in their perspectives, disciplines and academic experiences. Participants heard a variety of perspectives from, and networked with, slightly more advanced academic peers focusing on strategies and tactics specific to science, engineering, and mathematics fields, or humanities and social science fields. They were also engaged in interactive discussions focused on bias, one-on-one career coaching, taking care of one’s physical and mental wellness, exercise, and meditation. Participants gained skills and cultivated attitudes of resilience and self-care amid challenges and adversity. Where possible, meetings were arranged with Stanford faculty members, including department chairs, in their disciplinary fields.
What We Learned

As described earlier, our objectives for the conference included promoting practices for the success of academic women of color, providing research-based findings and practical skills to advance individuals' capacity to appreciate challenges and opportunities that face academic women of color. We sought to cultivate self-awareness and skill-building within a supportive and safe space for dialogue and discussion. We hoped to enable participants to expand networks and learn from colleagues – peers, near-peers, advisors from Stanford and other institutions. Conference sessions supported opportunities to develop and implement action plans for academic career success. As organizers, we also wanted to learn what we can do in our roles to develop institutional practices that enhance and support academic women of color.

It was clear from the outpouring of interest from applicants, as well as from the response of the participants, that the conference brought considerable benefit to the professional development of the participants.

They highly valued having a community of support and palpably experienced validation and camaraderie; many of them had had no encounters previously with other women with experiences similar to theirs.

Our choice for the colloquial and broad term “women of color,” despite its limitations, avoided the constraints of categorical definitions, allowing individual participants to describe the reasons for their interest in and affinity with our conference theme. Conference participants engaged with each other and shared many of their experiences and ambitions. Through our observation, listening to their stories and informal conversations throughout the long weekend, we could see that the participants learned from one another, directly and indirectly, where they had commonalities, where they differed, and the uniqueness of what each brings to her persona as an academic woman of color. The value of this learning community experience was instrumental (or vital) to them and to us as observers.

The complexity of intersectional identity highlights the depth and breadth of persona that characterize academic women of color. Intersectionality takes into account the interplay among disciplinary focus, educational experience, life experience, race, ethnicity, place/location, religion, nationality, and socioeconomic status, immigrant status, parental and paternal characteristics, just to name a few. The influence of these dimensions was evident in the nature of each participant’s engagement throughout the event as well as via their expectations.

Through our welcoming session, and first dinner session, we were reminded of the dynamics of difference within diverse groups, and the importance of skillful facilitation to attend to emotional needs, the attributional ambiguities that are not only experienced, but also projected onto representations of power, whether individual or institutional.

We experienced firsthand the ways in which our participants needed and expected a safe space in gatherings such as the one we organized. We appreciated the importance of cultivating a forum where new perspectives could be expressed and respected, and acknowledged the power of stereotypes in shaping interpersonal and intergroup interactions. We saw the power of intersectionality at play throughout the events of the conference. We also observed the value of cross-disciplinary engagement in enabling individuals to put their own experiences in perspective, realizing that there is not one uniform experience for "women of color" and that intersectional identities in the academy are shaped and experienced not only as a result of one's gender identity and race/ethnicity generally, but also by the cultures and mores of different disciplinary fields and departments.

In the closing session, participants' feedback again reinforced the finding that experiences of isolation by individual academic women of color are extensive, real, emotionally taxing, and professionally risky. Many reported having worked hard to earn the credentials to join the professoriate, but their talents and contributions were often undervalued, and their challenges unacknowledged, if not entirely unrecognized, by their colleagues, mentors and institutions. We learned that clear, intentional, and inclusive outreach to individuals and communities of color is necessary for engagement.

Engagement with Stanford faculty and leaders provided an opportunity to get to know potential faculty candidates. Stanford faculty members also appreciated the opportunity to meet, and "be reminded of" several stellar candidates.

Last, but not least, we ended the conference with a renewed appreciation of the diversity, complexity, and perspectives that shape the choices academic women of color make every day. We came to recognize that institutional and programmatic efforts that aim to address the challenge of underrepresentation must follow a variety
of approaches designed to work within specific disciplinary cultures, and which also consider the power of individual experiences, and intersectional identities, and aligned with appropriate institutional resources.

“The conference was a life-saving experience in the sense that it gives me some concrete advice on how to move forward in my career.”
- Conference Participant

“I liked that we didn't only talk about the problems, but the solutions as well.”
- Conference Participant

Evaluation

At the conclusion of the conference, we asked participants to complete an anonymous online evaluation of the program content, the participants' self-assessment of the impact of the conference, and overall satisfaction with its logistics. We received responses from 41 of the 50 participants. Nearly all respondents agreed with the following statements: 1) feeling better prepared for an academic career; 2) feeling more informed about the factors that can impact “my” success in an academic career; 3) having a better sense of what “I” need to do in order to do well as a faculty member; and 4) having some ideas to take back to colleagues and institution to support faculty diversity. In terms of individual conference sessions, all were rated by nearly all respondents as extremely useful or very useful.

Recommendations for Future Conferences

In light of the responses we received, we find that the conference offered considerable benefit, and we recommend its replication at Stanford and elsewhere. We received critical feedback from participants about ways to enhance their experience of and learning from this conference. Suggestions included adding more practical tips on navigating academic work and environments, providing more time for interaction among faculty and conference participants, and delving more intently into the intersectional identities that participants brought to the table. We should also consider being more explicit about expectations, and announce session presenters well ahead of the application deadline.

We extend our thanks to the former Stanford Provost, John Etchemendy, for his financial support for the conference, including providing the funding to enable participants’ attendance. We also offer our deep appreciation to our Stanford faculty advisors, faculty and non-faculty speakers, and staff who engaged in implementing the conference. These colleagues offered considerable time, expertise and creative energy which added immeasurably to the conference.

“This is the best conference I have attended in terms of being tailored to helping and encouraging the attendees while fostering a supportive environment.”
- Conference Participant
APPENDICES

I. Program Flyer

II. Conference Program Agenda and Participants

III. Selected Participant Evaluation Open-Ended Responses - Organized by Category
I. Conference Flyers
Apply Now!

2.5-day Professional Development and Networking Conference for Advanced Graduate Students, Postdoctoral Scholars, and Early Career Faculty

March 9-11, 2017
Stanford University, Stanford, CA


Participants will learn of research-based findings and practical skills to advance their individual capacities towards navigating the challenges and opportunities as academic women of color; to expand professional networks, and to learn both the art and science for a range of academic strategies and processes, including negotiating job offers, academic authenticity, and approaching tenure, from peers and more senior colleagues at Stanford and elsewhere.

Participants will have an opportunity to develop action plans for success in the next step of their academic careers.

Organized by Diversity&Inclusion@Stanford and Stanford WISE Ventures

Co-Chairs
Carol B. Muller, PhD
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Rania Sanford, EdD
Assistant Vice Provost
Faculty Development and Diversity, Stanford

Stacy Blake-Beard, PhD
Deloitte Gabriel Professor of Women and Leadership, and Senior Faculty Affiliate, Center of Gender in Organizations, Simmons School of Management

Faculty Advisors
Allyson Hobbs
Associate Professor, History, Stanford

Fei-Fei Li
Associate Professor, Computer Science, Stanford

Paula Moya
Professor, English, and by courtesy, Iberian & Latin American Cultures, Stanford

Jennifer Raymond
Professor, Neurobiology, Stanford

Deadline to Apply: January 15, 2017 11:59 PM PST and for more information, go to http://facultydevelopment.stanford.edu/conference

Sponsored by
Stanford | Vice Provost for Faculty Development and Diversity
Women of Color in the Academy
Staying Fit: Mind, Body, and Soul

March 9-11, 2017
Stanford University, Stanford, CA


In 2.5-days, participants will learn of research-based findings and practical skills to advance individual and institutional capacities towards navigating the challenges and opportunities as academic women of color; to expand professional networks, and to learn both the art and science for a range of academic strategies and processes, including negotiating job offers, academic authenticity, and approaching tenure, from peers and more senior colleagues at Stanford and elsewhere.

Conference Objectives
- Promote practices for the success of academic women of color,
- Provide research-based findings and practical skills to advance individual capacity to appreciate challenges and opportunities that face academic women of color,
- Cultivate self-awareness and skill-building within a supportive and safe spaces for dialogue and discussion,
- Expand networks, and learn from colleagues – peers, near-peers, advisors from Stanford and other institutions, and
- Support opportunities to develop and implement action plans for academic career success.

Conference Co-Chairs
Carol B. Muller, PhD, Executive Director
WISE Ventures, Stanford
Rania Sanford, EdD, Assistant Vice Provost Faculty Development and Diversity, Stanford
Stacy Blake-Beard, PhD, Deloitte Gabriel Professor of Women and Leadership, and Senior Faculty Affiliate, Center of Gender in Organizations, Simmons School of Management

Conference Coordinator
Laurita Wheeler, Stanford

Faculty Advisors
Allyson Hobbs
Associate Professor, History, Stanford

Fei-Fei Li
Associate Professor, Computer Science, Stanford

Paula Moya Professor, English, and by courtesy, Iberian & Latin American Cultures, Stanford

Jennifer Raymond
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WOMEN OF COLOR IN THE ACADEMY STAYING FIT: MIND, BODY, AND SOUL
II. Conference Program Agenda and Participants
Women of Color in the Academy
Staying Fit: Mind, Body, and Soul
Conference Program

Thursday, March 9, 2017

2:30 p.m. – 3:00 p.m. Shuttle pick-up
Cardinal Hotel (2:30 p.m.), Westin Hotel (2:45 p.m.)

3:00 p.m. – 4:00 p.m. Registration

4:00 p.m. – 4:15 p.m. Welcome
Carol Muller, Executive Director, WISE Ventures, Stanford University
Rania Sanford, Assistant Vice Provost and Director of Programs, Faculty Development and Diversity, Stanford University
Stacy Blake-Beard, Deloitte Ellen Gabriel Professor of Women and Leadership, and Senior Faculty Affiliate, Center for Gender in Organizations, Simmons School of Management

4:15 p.m. – 5:00 p.m. Introductions
Carol Muller, Executive Director, WISE Ventures, Stanford University
Lori Mackenzie, Executive Director, Clayman Institute for Gender Research, Stanford University

5:00 p.m. – 5:15 p.m. Break

5:15 p.m. – 6:30 p.m. To Thrive in the Academy, ROAR!
Karan L. Watson, Provost and Executive Vice President; Regents Professor, Departments of Electrical Engineering, and Computer Science, Texas A&M University

6:30 p.m. – 6:45 p.m. Short Break/Walk to Faculty Club

6:45 p.m. – 8:00 p.m. Dinner (Gold Lounge, Faculty Club)

7:20 p.m. – 7:45 p.m. In Pursuit of Happiness
Fred Luskin, Director, Stanford University Forgiveness Project, Senior Consultant in health promotion at Stanford University, and Professor at the Institute for Transpersonal Psychology.

8:00 p.m. – 8:15 p.m. Closing

8:15 p.m. Shuttle pick-up
Friday, March 10, 2017

All Sessions in the Gold Lounge, Faculty Club

7:30 a.m. – 8:00 a.m.
Shuttle pick-up
Cardinal Hotel (7:30 a.m.), Westin Hotel (7:45 a.m.)

8:00 a.m. – 8:30 a.m.
Morning Activity
Meditation with Tia Rich, Director, Contemplation by Design
Or Brisk campus walk with Carol Muller and Stacy Blake-Beard

8:30 a.m. – 9:00 a.m.
Breakfast and Overview of the Day

9:00 a.m. – 10:00 a.m.
U.S. Higher Education: Mapping the Landscape
Chris Golde, Assistant Director of Career Communities - PhDs & Postdocs, BEAM – Stanford Career Education
Stacy Blake-Beard, Deloitte Ellen Gabriel Professor of Women and Leadership, and Senior Faculty Affiliate, Center for Gender in Organizations, Simmons School of Management

10:00 a.m. – 10:30 a.m.
Break

10:30 a.m. – 11:45 a.m.
Being Our Best Selves: Mobilizing Independence and Interdependence in the Academy
Hazel Markus, Davis-Brack Professor of Behavioral Sciences, Stanford University

11:45 a.m. – 1:45 p.m.
Lunch
Welcome by Matt Snipp, Senior Associate Provost for Faculty Development and Diversity, and Burnet C. and Mildred Finley Wohlford Professor in the School of Humanities and Sciences

Concurrent with Speed Coaching Sessions (Tresidder Oak West)

1:45 p.m. – 3:00 p.m.
Taking Care of Self
Mary Foston-English, Assistant Director, Faculty/Staff Help Center
Marilyn Oppezzo, Postdoctoral Fellow, Stanford Center for Health Research and Policy

3:00 p.m. – 4:15 p.m.
Break and Free Time Options:
Meetings with Stanford colleagues
Explore campus
Drop-in Circles:
Busted! Conquering Bias with Rania Sanford
Wellness Circle with Maia Tamanakis

Continued on next page
WOMEN OF COLOR IN THE ACADEMY STAYING FIT: MIND, BODY, AND SOUL

All Sessions in Tresidder Oak West

9:00 a.m. – 10:30 a.m.  The Power of Identity and Intersectionality: Our Common Journeys, Our Separate Ways

10:30 a.m. – 11:00 a.m.  Coffee Break

11:00 a.m. – 12:30 p.m.  Networking: Leveraging Your Social Resources

12:30 p.m. – 1:30 p.m.  Lunch

12:45 p.m. – 2:45 p.m.  Negotiations: A Primer

2:45 p.m. – 3:00 p.m.  Break

3:00 p.m. – 5:00 p.m.  Storytelling for a Successful Academic Career

5:00 p.m. – 5:15 p.m.  Break

5:15 p.m. – 6:30 p.m.  Wrap-up and Reflections

6:30 p.m. – 8:15 p.m.  Dinner and Closing

6:00 p.m. – 8:00 p.m.  Reception and Dinner

8:15 p.m.  Shuttle pick-up

4:15 p.m. – 5:40 p.m.  Crafting Your Space in the Academy (concurrent sessions)

-- Paths of Independence in Research and Teaching
  John Boothroyd, Burt and Marion Avery Professor of Immunology, Stanford University
  Julia Miyaoka, Professor of Decision Sciences, San Francisco State University
  Debbie Senesky, Assistant Professor of Aeronautics and Astronautics and, by courtesy, of Electrical Engineering, Stanford University
  Risa Wechsler, Associate Professor of Physics and of Particle Physics, Stanford University

-- Intellectual Authenticity and Academic Success
  Sherine Hamdy, Associate Professor of Anthropology, Brown University
  Miroslava Chavez-Garcia, Professor of History, University of California, Santa Barbara
  Catherine Choy, Professor of Ethnic Studies, University of California, Berkeley

5:40 p.m. – 6:00 p.m.  Break

Saturday, March 11, 2017

7:30 a.m. – 8:00 a.m.  Shuttle pick-up at Cardinal Hotel (7:30 a.m.), Westin Hotel (7:45 a.m.)

8:00 a.m. – 8:30 a.m.  Morning Activity
  Meditation with Tia Rich, Director, Contemplation by Design
  Or Brisk campus walk with Carol Muller and Stacy Blake-Beard

8:30 a.m. – 9:00 a.m.  Breakfast and Overview of the Day

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6:30 p.m. – 8:15 p.m.  Dinner and Closing

8:30 p.m.  Shuttle pick-up

WOMEN OF COLOR IN THE ACADEMY STAYING FIT: MIND, BODY, AND SOUL
PARTICIPANTS & SPEAKERS
LUDMILLA ARISTILDE
Assistant Professor, Biological and Environmental Engineering
Cornell University
ludmilla@cornell.edu

Degrees/Postdoc
Cornell University, Science of Earth Systems, BS, 2003
Cornell University, Fine Arts, BFA, 2003
University of California, Berkeley, Environmental Engineering, MS, 2004
University of California, Berkeley, Molecular Toxicology, PhD, 2008

My research focuses on elucidating the “how” and “why” of the environmental behavior of biologically active organic molecules. My group conducts molecular-scale investigations that combine experimental and computational approaches to identify the fundamental biochemical and chemical mechanisms that control the environmental fate of organic compounds. Our current research activities fall under four research themes: (i) Microbial carbon metabolism of organic substrates, (ii) Biochemical responses to organic contaminants, (iii) Molecular chemistry of natural organic matter, (iv) Organic matter trapping by mineral particles. Our current research projects investigate clay nanopore trapping of emerging organic contaminants, biomolecular assembly in natural organic matter, metabolic effects of herbicides on crop-beneficial bacteria, structure-activity dynamics of nutrient-cycling enzymes, water retention dynamics in organo-mineral nanopores, and hierarchy in mixed-substrate metabolism by biotechnologically-important soil bacteria. The long-term goal of our research is to achieve a mechanism-based quantitative evaluation of organic carbon dynamics in aquatic and terrestrial environments with implications for ecosystem health, agricultural productivity, and biotechnology.

CAMILLE AVESTRUZ
Joint Enrico Fermi/KICP Fellow and Provost’s Postdoctoral Scholar
Astronomy and Astrophysics
University of Chicago
avestruz@uchicago.edu

Degrees/Postdoc
Barnard College, Physics/Mathematics/Dance, BA, 2009
Yale University, Physics, PhD, 2015

During my PhD, I studied how baryonic processes in galaxy clusters, such as feedback from active galactic nuclei and non-equilibrium electrons, affect observations in the X-ray and microwave. I have recently begun to develop the use of machine learning algorithms in application to upcoming large survey datasets. In my current project, I am building an automated pipeline to identify strong lensing systems.

WOMEN OF COLOR IN THE ACADEMY STAYING FIT: MIND, BODY, AND SOUL
CRYSTAL BAIK
Assistant Professor, Ethnic Studies
University of California, Riverside
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Degrees/Postdoc
Williams College, History, BA, 1998
Columbia University, Oral History, MA, 2010
University of Southern California, American Studies & Ethnicity, PhD, 2014

In general, my current research addresses the contemporary effects and ramifications of the Korean War and militarized division within everyday life across the Korean diaspora. I am especially interested in how Korean diasporic feminist and queer artists offer decolonial critiques and interventions through their multimedia work, including experimental film, installation, performance, and oral history archives. My second project focuses on Asian Americans, immigration, and undocumented status, particularly as undocumented cultural producers, writers, and activists track the legal-juridical history of "undocumented" status in the U.S. settler colonial state.

LAToya j. Baldwin Clark
Lecturer in Law and Earl B. Dickerson Fellow, Law School
University of Chicago
lbc@uchicago.edu

Degrees/Postdoc
University of Pennsylvania, Economics, BS, 2002
University of Pennsylvania, Criminology, MA, 2008
Stanford University, Sociology, PhD, 2014
Stanford University Law School, JD, 2014

My research focuses on the social mechanisms of categorical inequality in access to resources. I show how understanding problems of inequality and stratification sociologically can open up new ways to think about the law.
My research focuses on understanding how messages of political elites alter voter perceptions of candidates and policies, and how messaging polarizes attitudes or bridges attitudinal divides. My current book project examines how campaign promises affect voter judgements of candidates and how promises might act to polarize voter perceptions of elites. I examine how promises may be used as a strategic tool, both in gaining support for candidates promising about gun control and for candidates who make group-based appeals. Another vein of work focuses on public opinion around human trafficking, and how nuances in the definition of trafficking affect voter support of anti-trafficking policies and how human trafficking might act as a bridge to alter attitudes on a highly polarized and closely related topic, immigration.

SHUANA BROWN LEUNG
Doctoral Candidate, Graduate School of Education
Harvard University
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Degrees/Postdoc
Dartmouth College, History, AB, 1999
University of Pennsylvania, Education, Culture and Society, MS Ed., 2002
Harvard University, Education Policy, Leadership, and Instructional Practice, Ed.D, 2018 (expected)

My research focuses on learning from school-based practitioners who are enacting school improvement with the support of equity-focused leadership as part of a racially-diverse professional community. This emphasis offers a perspective that complements the discourse on student diversity in K-12 schools. It reflects an awareness of changing demographics, residential patterns, and labor market trends which indicate that educators in growing numbers of school communities are engaging with diversity not only among students but also within their professional community. The implications connect the robust body of research evidence that links increasing the number of teachers of color in the workforce to actions that enable schools to meet expectations of increased equity at the system-level. I seek to understand how school-based practitioners in racially-diverse professional communities experience, negotiate, and learn from their differences as they engage in equity-focused improvement work.
RAYCHELLE M. BURKS
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Degrees/Postdoc
University of Northern Iowa, Chemistry, BS, 2001
Nebraska Wesleyan University, Forensic Science, MS, 2008
University of Nebraska - Lincoln, Chemistry, PhD, 2011

My research focuses on the design, fabrication, and analysis of portable colorimetry sensors for compounds of forensic interest including drugs-of-abuse, explosives, and both biological and chemical weapons.

LINDSEY D. CAMERON
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Degrees/Postdoc
Harvard University, Electrical Engineering and Computer Science, SB, 2005
George Washington University, Engineering Management and Crisis and Emergency Risk Management, MS 2010
Maryland University of Integrative Health, Transformative Leadership, post-bac certificate, 2013
University of Michigan, Management and Organizations/Business Administration, PhD, 2018 (expected)

My research focuses on issues of equity and inclusion with an emphasis on organizing and work outside the traditional organizational (corporate) setting. Drawing on a comparative ethnography of two gig employers, my dissertation explores the emerging new world of work — the gig economy. In my first study, I examine how organizations organize, control, and manage workers who are nominally independent contractors. In my second study, I hone in on workers’ experiences, examining how lower-skilled workers find and create meaning in their work, and, ultimately, thrive. In another stream of work, I examine how a sense of place can create a sense of inclusion allowing for connection across cultural differences.
My research focuses on intersectional identities with the goal of reducing maltreatment of persons based on those identities. I lead a research program to address the costs of being “socially invisible” (http://www.diversitysciences.org), where I seek pathways to recruit, educate, and mentor individuals and cultivate outreach opportunities with organizations that work to promote diversity science research. My approach to social exclusion aims to theorize and document the nature and impact of perceived ostracism in multiple groups, with a particular emphasis on multiply marginalized groups. Whereas prejudice has been a central concept in social psychology, research has tended to focus on the perpetrator. By contrast, my work foregrounds the target of prejudice. My interdisciplinary research collaborations produce publications and projects, with support from the National Science Foundation (NSF). Proudly, I have received recognition for the contribution and impact of my work to understudied populations.

ADRIENNE R. CARTER-SOWELL
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Degrees/Postdoc
University of Virginia, Sociology and Rhetoric & Communications Studies, BAPurdue University, Social Psychology, MS, 2007
Purdue University, Social Psychology, PhD, 2010

My research investigates risk and protective factors for suicide among minority populations. I examine the Interpersonal Theory of Suicide (Joiner, 2005) as a mechanism of the relationship between depression and the high rates of suicide in American Indian communities. I co-authored an investigation of historical loss, rumination, and suicide ideation in Alis. I believe it is also equally important to study groups with low suicide rates in order to increase our understanding of resilience, and my research has investigated hope as protective against suicide in African Americans. I have also expanded my research to include participants of varying minority backgrounds, and examined racial microaggressions and discrimination in relation to suicide. My dissertation investigated grit as a protective factor between perceived discrimination and suicide. I plan to continue studying suicide risk and protective factors among diverse populations, and I hope to secure grant funding to facilitate this work.

ASHLEY BROOKE COLE
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Degrees/Postdoc
University of Oklahoma, Psychology, BA, 2011
Oklahoma State University, Clinical Psychology, MS, 2014
Oklahoma State University, Clinical Psychology, PhD, 2018 (expected)
My research focuses on multimodal molecular imaging approaches to investigate and optimize stem cell therapy in cardiovascular disease and to characterize/assess new therapeutic strategies for cancer.

LINSEY EDWARDS
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Degrees/Postdoc
University of Maryland, Journalism, BA, 2007
New York University, Sociology and Education, MA, 2009
Princeton University, Sociology and Social Policy, PhD, 2017 (expected)

My research focuses on generating new knowledge of the complex forces that contribute to the persistence of inequality. My previous work considers inequality in the realm of education. For example, in a paper titled “Homogeneity and Inequality: School Discipline Inequality and the Role of Racial Composition” published in Social Forces, I examine the mechanisms through which school racial composition is correlated with racial inequality in discipline. For my dissertation, I develop a framework to assess the link between spatial and temporal inequalities, and its role in the persistence of poverty. This work has two aims. At the micro-level, I examine the association between neighborhood of residence and time allocation decisions among the poor. On a broader theoretical level, I use these insights to advance understanding of time and temporality.
ALVA O. FERDINAND
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Degrees/Postdoc
Oakwood University, International Studies, BA, 2003
Michigan State University, Law, JD, 2006
University of Alabama at Birmingham, Public Health, Health Care
Organization & Policy, MPH, 2008
University of Alabama at Birmingham, Public Health, Health Care
Organization & Policy, Dr. PH, 2013

I am interested in the impact of laws and policies on various public health outcomes. Some of my early work examined the extent to which states that have enacted texting-while-driving bans have seen decreases in traffic related fatalities and injuries relative to states that have not. I examined the impact of these laws on various age cohorts, and accounted for macro-economic factors such as gasoline prices and state unemployment rates. My research agenda incorporates policy and health administration issues. For example, I examined the impact of tax-exemption status on the provision of community benefits among hospital ownership types, issues related to inaccuracies in the scientific literature on obesity and nutrition, the relationship between neighborhood-built environments, physical activity, and obesity, particularly among children, and the relationships between child care center characteristics, such as licensure status, and the provision of sufficient active play time and fruit and vegetable servings.

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Degrees/Postdoc
University of Texas Austin, Spanish, Hispanic Linguistics, BA, 2009
Stanford, Linguistics, MA, 2012
Stanford, Linguistics, PhD, 2018 (expected)

My research focuses on the language varieties of US Latinos. Despite being our nation’s fastest growing and largest minority population, we have much to learn about Latino language variation and its role in speakers’ identities, social practices, education, work and politics. Although my research interests include sociolinguistic variation in both Spanish and English varieties, most of my current research focuses on Chicano English— an ethnic dialect spoken by many Latinos in the US, especially those residing throughout the Southwest. My ethnographic research illuminates how speakers of Chicano English make use of critical Chicano English linguistic features to construct identity, and create/effect social meaning.
LIZANDRA C. GODWIN
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Degrees/Postdoc
Florida A & M University, Mechanical Engineering, BS, 1997
University of Florida, Materials Science and Engineering, MS, 2002
University of Florida, Materials Science and Engineering, PhD, 2004

My research has two areas of focus. The first focus is to further develop heavy metal sensors by combining carbon nanotubes and graphene foam to facilitate sensor development on flexible substrates. My research puts particular emphasis on the fabrication (via chemical vapor deposition) and characterization of these materials. We are currently exploring avenues to collaborate with NASA on this project. Secondly, as our society in increasingly linked to portable electronics and smart sensing devices, sustainable solutions are required to power these new technological innovations. I aim to develop an energy solution on a flexible substrate that may be used to power low energy portable devices that can also sustain harsh or extreme environmental conditions. My vision for this work is to expand Boise State’s capacity in nanomaterial development.

CHERYL GOMILLION
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Degrees/Postdoc
Clemson University, Biosystems Engineering (Emphasis: Applied Biotechnology), BS, 2003
Clemson University, Bioengineering, MS, 2005
Clemson University, Bioengineering, PhD, 2010

My research interests are in tissue engineering and regenerative medicine, specifically studying cell-biomaterial and cell-cell interactions, identifying factors or molecules that influence cellular behavior, developing engineered replacements for composite tissue systems and complex injuries, and investigating multi-functional biomaterials that could be used as a basis for pre-clinical in vitro tissue modeling systems or delivery vehicles for cellular-based therapeutics. Currently, I am focused on developing an in vitro adipose tissue model system that may be used for studying the effects of adipose-related factors on disease states, including cancer and cardiovascular disease.
I study World War II Alaska Native history with relation to U.S. colonialism, federal efforts for assimilation, and Native activism and resistance. From 1942-1945, the Alaskan landscape became highly militarized. In 1942, the U.S. government evacuated the Aleut people to internment camps in southeast Alaska. In the same year, Native men joined the military in the Alaska Territorial Guard and the armed forces, while Native women experienced military segregation and exclusion from USO events. My research involves a gendered analysis of shared social spaces between indigenous peoples and Westerners during World War II Alaska. Bridging archives and oral histories, I highlight indigenous lived experiences, forms of activism, and colonial resistance by Native people during the war years. Thus far, I have conducted over 90 oral history interviews with elders in: Anchorage, Bethel, Fairbanks, Juneau, Kodiak, Metlakatla, Nome, Unalakleet, Unalaska, and Wasilla. My goal is to write an ethno-history from the indigenous perspective that centers community voice and empowers Alaskan tribes: Athabascan, Aleut, Alutiiq, Haida, Iñupiaq, Tlingit, Tsimshian, and Yup’ik.

LINDA C. HASUNUMA
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Degrees/Postdoc
UCLA Political Science, BA, 1997
University of California, Los Angeles, Comparative Politics, Japan, East Asia, PhD, 2010

My dissertation at UCLA was on the politics of decentralization and economic reforms in Japan, and since I began my job at Franklin and Marshall College, I have published on the policy influence of political outsiders, such as opposition parties, and now how women negotiate the various barriers to their political participation and representation in Japan. My new research agenda is centered on gender politics and women's activism in civil society in Japan and South Korea. I have a co-authored project on how civil society actors in the US and Korea influence the Comfort Women issue, and am developing a book proposal on women's activism, rights, and inclusion in Japan and South Korea. I am also very interested in doing research on the Korean diaspora, especially the Korean American communities in the United States, and their political involvement.
My research focuses on the mechanosensitive channel of large conductance (MscL) which is a ubiquitous channel found in bacterial membranes. It provides a protective response to osmotic downshock by opening and closing in response to tension in the membrane. A number of studies have aimed to develop a mechanism for the gating of MscL in E. coli, but structural details of the process have remained elusive. The goals of these studies are: (i) solving the structure of a Mycobacterium tuberculosis MscL intermediate using X-ray crystallography, and (ii) to analyze the functional regulation of MscL channels in mycobacteria. To achieve the latter goal, a knockout of the MscL gene, has been generated in a fast-growing mycobacteria species, Mycobacterium smegmatis, and is currently being studied. The structure of the MtMscL intermediate has been solved to 6Å resolution, and is currently being refined.
My research works to dissect and understand protein signaling cascades. Signaling cascades are often intimidating: activation of a single protein can trigger downstream activation of several other proteins, each of these then activating several more, building a complex regulatory network. We seek to learn whether changing the location or duration of protein activation leads to distinct downstream outcomes. Perhaps the context of the protein plays a role in its regulation, and only certain branches of this complex tree are activated at any given location within the cell. However, this information is difficult to tease out with traditional biochemical methods. In my graduate work, I take advantage of light-inducible protein interactions to precisely control protein signaling both spatially and temporally. The speed and precision of light-activation allows study of protein signaling with previously unattainable resolution.

NGAN HUANG
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Degrees/Postdoc
Massachusetts Institute of Technology, Chemical Engineering, BS 2002
UCSF, Bioengineering, PhD, 2006

My research focuses on engineering cardiovascular tissues for treatment of heart failure and peripheral arterial disease using stem cells and biomaterials
Broadly speaking, my research agenda focuses on identity politics in Sub-Saharan Africa. Specifically, I examine how religion, ethnicity, and gender can be politically cued and mobilized to affect political behavior. I examine this question in a variety of contexts, and assess the mobilizational capacity of political elites at multiple levels. In particular, I use experimental methods to examine the capacity of local religious elites, chiefs, and women's leaders to motivate participation in state-building projects in Ethiopia. Additionally, I examine the rhetorical strategies politicians use to increase popular sentiment for the increased inclusion of women in Kenyan Parliament. Even more, my research also examines intersectional identities, as a project in Malawi examines how the simultaneous politicization of religion and ethnicity at the presidential level affects political activism at the community level.

My research focuses on questions of exile, migration, displacement and home. My current work analyzes the way in which the concept of "home" has evolved during the twentieth century, and how literary and filmic texts become sites of conceptual transformation with a special focus on France and South Korea.
My research focuses on constitutional and civil rights issues, with an emphasis on police misconduct and accountability issues. I am currently working on an article that addresses the appropriate Fourth Amendment standards for seizures and uses of force, e.g., handcuffing, slaps, punches, tasers, and mace, in schools. After critiquing jurisprudence in this area, I propose that the relevant case law should not be read to demand weakened constitutional rights for students in schools, but instead that the standards should be amended to account for the unique vulnerabilities of youth in schools. I also plan to pursue further research addressing the assumptions about police practices made by courts in cases addressing alleged misconduct and test those assumptions against the actual practices of several police departments.

ALEXIS KARTERON
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Degrees/Postdoc
Harvard University, History & Science, BA, 2001
Stanford Law School, JD, 2004

MELISSA ELIZABETH KEMP
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Degrees/Postdoc
Williams College, Biology, BA, 2010
Stanford University, Biology, PhD, 2015

My research addresses how environmental change shapes biodiversity. I synthesize paleontological and modern datasets to unveil the extent and ramifications of extinction, diversification, and colonization. I focus on the Caribbean which hosts an extraordinarily diverse assemblage of flora and fauna on islands of every size, substrate, and age. The ancient Caribbean has been continuously affected by environmental perturbations, such as multiple human colonization events and island area change due to sea-level fluctuations. I seek to understand how these events have driven diversification, colonization, and extinction, with a focus on the ecology and evolution of Caribbean lizards, one of the most species-rich lizard faunas in the world. Quantifying such changes in the Caribbean is important because this island system serves as a microcosm for understanding how global change could play out on a larger scale, and how such phenomena will affect species and the human populations that depend upon them.
ALMA S. KHASAWNIH
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Degrees/Postdoc
University of Michigan, Environmental Policy and Behavior, BS, 2002
Rhode Island School of Design, Art+Design Education, MA, 2007
University of Washington, Feminist Studies, PhD, 2018 (expected)

My research examines street visual cultural production in the form of graffiti, murals, stickers, and posters in Cairo starting on January 25, 2011—the day the Egyptian revolution erupted—until the current moment; and connects these cultural expressions to social, cultural, and political changes in the lives of the working class, rural, transient, secular, and young. I examine how visual producers engage with the processes of place-making for themselves in the street, how they articulate their worldviews on the walls of the city during this period, and the impact of these processes on local and global understandings of Egyptian cultural citizenship. I analyze the discourse of gender, class, religion, and morality in public visual expressions, by tracing, mapping, and reading street art and visual culture production, interrogating the role of various mediascapes, and examining responses to and interpretations of street art in relation to national and transnational discourses on rights, respectability politics, and social equity.

JENNIFER LANGER-OSUNA
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Stanford University
jmlo@stanford.edu

Degrees/Postdoc
Carnegie Mellon University, Psychology, BS, 1999
University of California, Berkeley, Education, MA, 2002
University of California, Berkeley, Education, PhD, 2009

My research focuses on the nature of student identity and engagement during collaborative mathematical activity, and the ways in which authority and influence are constructed in interaction. My current work, supported by a faculty fellowship at the Institute for Research in the Social Sciences at Stanford, and the Center to Support Excellence in Teaching, focuses on understanding and supporting productive and equitable collaborative mathematics problem solving among elementary students. My work has been published in the Journal for Research in Mathematics Education, Journal of the Learning Sciences, Mathematics Teaching and Learning, ZDM, Mathematics Education Research Journal, Canadian Journal of Science, Mathematics, and Technology Education, among other outlets.
My research examines how everyday cultural constructions shape family processes, particularly at the nexus between embodiment and biomedical technologies. My past work has focused on how women’s embodied experiences of side effects to hormonal birth control shape their understandings of self and decisions to forego using the methods, despite desires to avoid pregnancy. And, a current line of work with co-authors examines how clinicians construct knowledge about the uncertainty of contraceptive side effects during contraceptive counseling visits. As a whole, my research in reproduction explores the limits of biomedical frameworks in explaining and understanding unintended pregnancy as a public health phenomenon. I am currently working on my first book, which examines the relationship between gender and birth control in women’s relationships.
My research interests include quality assurance analysis of dietary supplements, profiling of the cellular glycome and glycoproteome of both gestational and male breast cancer, identifying the biological –omics related differences contributing to the disproportionately higher prostate cancer incidence and mortality rates in Black American men, as well as characterization of human prostate cancer animal models for use in translational medicine and complimentary medical therapies.

ERIC MCJIMPSEY
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Degrees/Postdoc
Chicago State University, Chemistry, Biochemistry Option, BS, 1996
Chicago State University, Masters of Arts in Teaching, 2003
University of California, Davis, Analytical Chemistry, PhD, 2008

My research examines issues surrounding art created by indigenous peoples, particularly Native Americans. These issues include the politics of representation, indigenous peoples and museums, authenticity and identity, repatriation, fine art versus craft, cultural appropriation, the art market, and the impact of federal intervention in the arts. My dissertation seeks to revise existing interpretations of the Indian Arts and Crafts Board, one of the oldest federally-established art agencies in the United States and one specifically created for Native Americans in the United States. Before matriculating at Yale, I spent ten years in the museum field, including eight years at the Smithsonian’s National Museum of the American Indian. My research also discusses the collecting of indigenous art, exhibitions of indigenous art, and museums operated by Native American and First Nations communities.

ANYA MONTIEL
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Degrees/Postdoc
University of California Davis, Anthropology and Native American Studies, BA, 1997
John F. Kennedy University, Museum Studies, MA, 2001
Yale University, American Studies, PhD, 2017 (expected)
My research interests are in natural language processing and machine learning. Collectively, natural language processing aims to develop algorithms that enable computers to understand and generate human language. My focus is on developing machine learning methods that learn language from large collections of data. Specific problems I am interested in include: knowledge acquisition, entity recognition and linking, question answering, and more recently, machine translation for low resource languages.

My research focuses on the demand to deploy innovative structural health monitoring techniques in order to detail the condition or performance of infrastructure systems and/or components. Innovative techniques efficiently assess the condition of infrastructure and provide inspectors with detailed information on the structures performance. Common methods to monitor infrastructure require hands-on instrumentation, great labor, time and resources. Deploying optical remote sensing technologies provides a hands-off efficient way to analyze the current states of infrastructure systems. My research involves investigating digital imaging processes using photogrammetry principles to evaluate and quantify changes on infrastructure systems. Photogrammetry is the science of extracting three-dimensional (3D) information from two-dimensional (2D) photographs. Photogrammetry-based methodology presents great potential for a monitoring tool for infrastructure systems, but improving its current accuracy state and expanding its application range for geotechnical assets would further validate its applicability as an effective condition assessment tool. Furthermore, comparative measurements with photogrammetry techniques and traditional and/or numerical modeling methods further advances its capability to measure accurate changes on infrastructure systems or models. Therefore, my research advocates for the integration of cost-effective, time-efficient, photogrammetry techniques as a condition assessment tool for infrastructure systems and beyond.
My research focuses on converting organic waste to biogas, which provides an alternative energy source and ensures environmental sustainability. Converting the organic fraction of municipal solid waste and energy-rich components of wastewater to renewable energy has become more pertinent because of resource scarcity and environmental impacts associated with fossil fuels. I am using a biotechnology process called anaerobic co-digestion to maximize the biogas potential of three readily available organic wastes. In particular, I am investigating the conditions necessary for the microorganisms that drive the process to thrive, in order to optimize the anaerobic co-digestion process. I hope to leverage the knowledge gained through this research by helping alleviate the environmental and energy challenges confronting the world, especially in developing countries.

**JULIET OHEMENG-NTIAMOAH**
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**Degrees/Postdoc**
Kwame Nkrumah University of Science and Technology, BSc, 2012
Tennessee Technological University, Civil and Environmental Engineering, PhD, 2019 (expected)

My research focuses on exploring how advancements in imaginative computational self-representations such as avatars can enhance user performance, engagement, and agency in contexts including classroom environments. In particular, I am interested in understanding and addressing many of the social-technical gaps that exist within social media systems. My ultimate goal is to improve the well-being of marginalized social groups through the design and implementation of more flexible, nuanced and contextualized systems.

**DANIELLE M. OLSON**
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**Degrees/Postdoc**
Massachusetts Institute of Technology, Computer Science & Engineering, BS, 2014
Massachusetts Institute of Technology, PhD, 2022 (expected)
ELVA F. OROZCO MENDOZA
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Degrees/Postdoc
Licenciatura en Comercio Internacional, BA, 2001
Virginia Polytechnic State University, Political Science, MA, 2008
University of Massachusetts Amherst, Political Science, PhD 2015

My research interests focus on extreme gender violence, democratic theory and practice, protest politics, and critical approaches to state sovereignty. Specifically, my work looks at women’s responses to extreme gender violence in northern Mexico, examining four modalities of political protest: maternal activism, the strategic deployment of human rights discourses and law, acompañamiento as a civil act of care, and a practice that I call the ‘funeralization’ of the city.

COURTNEY PENA
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Degrees/Postdoc
Arizona State University, Spanish, BA, 2010
Arizona State University, Bilingual Education, MA, 2012
Stanford University, Education, PhD, 2018 (expected)

My dissertation research looks at pedagogical interventions that respond to educational inequalities experienced by racially and linguistically minoritized groups in US schools. Specifically, this research focuses on culturally sustaining pedagogies (CSPs). I employ a variety of qualitative research methods to investigate the ways in which CSPs are conceptualized and practiced in order to answer the questions, 1) In what ways do teachers committed to social justice construct and implement culturally sustaining pedagogies? 2) What does CSP look like in an entire school setting with predominantly Latina/o students? 3) How do students respond to such practices? This fairly new pedagogical theory (Paris, 2012; Paris & Alim, 2014) warrants further investigation at sites that intentionally set out to practice CSPs. By observing school wide conceptualizations and implementations of CSP, I expect to build an analytically based, multi-tiered model for CSPs that will be potentially used by teachers and researchers who intend to use culturally sustaining pedagogies at the classroom, administrative, and school wide level.

WOMEN OF COLOR IN THE ACADEMY STAYING FIT: MIND, BODY, AND SOUL
I am a writer, musician, and ancient historian. My academic research identifies the channels through which cultural change occurred in the Roman Empire in the absence of state actors and against the backdrop of imperial violence. My forthcoming book, Romans Abroad: Associations of Roman Citizens from the Second Century BCE to the Third Century CE, examines the logics by which groups of Roman merchants in non-Roman communities understood and expressed their identity as members of an imperialist diaspora. Three logics emerge from literary, epigraphic, and archaeological evidence: the focus of their religious practice on the person of the emperor; the selective adoption of non-Roman cultural behaviors to amplify their prestige; and the integration of local elites into their membership rolls. By deploying these strategies, these associations reshaped political and cultural systems. In turn, non-Roman communities and individuals adapted to the exigences of empire by using interactions with Romans to enhance their privilege and claim a place in the empire.

ALIYA HAMID RAO
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Degrees/Postdoc
St. Stephen's College, Delhi University, Literature, BA (Hons), 2006
London School of Economics, Gender and Development, MSc., 2008
University of Pennsylvania, Sociology, MA, 2012
University of Pennsylvania, Sociology, PhD, 2016

My research is in gender, work and family. I examine how young professionals' temporary work shape their personal lives; how men and women converting to Islam contend with gendered religious prescriptions; how family members provide love and support to each other (or don't). My dissertation was a qualitative study of American families experiencing unemployment. My data includes family observations and more than 100 in-depth longitudinal interviews with individuals and their spouses. I focused on how unemployment shapes family life differently for unemployed men compared to unemployed women; with implications for crystallizing inequalitarian gendered practices within the family, and for encouraging gender-differentiated orientations toward seeking re-employment.

WOMEN OF COLOR IN THE ACADEMY STAYING FIT: MIND, BODY, AND SOUL
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 Degrees/Postdoc
Harvard University, Computer Science, BS, 1996
Harvard Medical School-M.I.T., Health Sciences and Technology, MD, 2004
Harvard Medical School, Neurobiology, PhD, 2004

My research focuses on bridging the gap between basic neuroscience and clinical psychiatry in order to better understand the brain and how treatments change the brain to relieve psychiatric symptoms. My research projects bring testable neuroscience-based hypothesis to experimental medicine studies in psychiatry. My aim is to identify novel drug targets that lead to rapid-acting therapeutics for mental illnesses. Specifically, I use multimodal technology (MRS, fMRI, EEG) to examine how neurobiology is linked to repetitive thoughts and behaviors across multiple units of analysis. With these insights, I have been able to identify two rapid-acting compounds for Obsessive Compulsive Disorder (OCD), a common, chronic disorder in which a person has recurring, intrusive, unwanted thoughts and feels compelled to repeat compensatory behaviors over and over.

DANIELLE MARION ROPER
Provost Career Enhancement Postdoctoral Scholar
Romance Languages and Literatures; The Center for the Study of Race, Politics, and Culture
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 Degrees/Postdoc
Hamilton College, Hispanic Studies; BA 2006
New York University, Performance Studies, MA 2009
New York University, Spanish and Portuguese, PhD 2015

My research focuses on contemporary blackface and drag performance and their relationship to discourses of racial democracy in Latin America and the Caribbean. In the book I am currently writing, I develop the concept of “hemispheric blackface” to name a network of shared parodic representation operating in the Americas. The book intervenes in Theatre and Performance Studies by centering U.S blackface minstrelsy as paradigmatic of a global form. It also intervenes in Critical Race Theory and Latin American and Caribbean Studies by assessing the role of racial impersonation in disseminating and consolidating ideologies of race. Through the creation of a regional parodic archive, hemispheric blackface attends to the function of impersonation in upholding or contesting discourses of racial democracy or colorblindness in the region.

WOMEN OF COLOR IN THE ACADEMY STAYING FIT: MIND, BODY, AND SOUL
My research focuses on the psycho-sociocultural factors (e.g., sense of belonging) that impact the academic performance and psychological development of historically marginalized students in higher education. I am also interested in informing and developing culturally-sustaining interventions for historically marginalized college students, specifically those who are first-generation/low-income (FLI).

RUTH SWANEY
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Degrees/Postdoc
Nueta Hidatsa Sahnish College, Environmental Science, AS, 1997
University of North Dakota, Elementary Education, BA, 1999
University of Montana, Organismal Biology and Ecology, MS, 2010
University of Montana, Forestry and Conservation Sciences, PhD, 2016

My research focuses on the academic experiences of American Indians in natural resource-related degree programs with an emphasis on their Indian identity and tribal culture.
WOMEN OF COLOR IN THE ACADEMY

JENNIFER C. TILLMAN
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Degrees/Postdoc
Columbia University, Philosophy, BA, 2007
Boston College, Philosophy, MA, 2010
State University of New York at Albany, PhD, 2018 (expected)

My specialization is political philosophy, normative and applied ethics. I am interested in questions of justice and the application of theories of distributive justice to public policy formation. My doctoral work offers a Rawlsian critique of mental health public policy. I recently presented a poster at the American Public Health Association where I argued for a framework for a human rights approach to mental health public policy. In the spring, I will present a paper at Georgia State University for the Jean Beer Blumenfeld Center for Ethics concerning stigma and over-criminalization associated with mental illness. My most recent publication is in the American Journal of Bioethics Neuroscience.

CAWA TRAN
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Degrees/Postdoc
University of California, Berkeley, Integrative Biology, BA, 2004
University of Hawaii at Manoa, Zoology, PhD, 2012

My research focuses on animal host-microbe interactions. I study the physiological responses of a sea anemone (as a model for corals) to changes in its environment (in particular when it is living under stressful conditions). The sea anemone Aiptasia hosts similar types of photosynthetic algae (dinoflagellates belonging to the genus Symbiodinium) as corals do. I also study the underlying molecular and cellular mechanisms mediating symbiosis establishment between the anemone and the algae, in particular during the animal host’s larval development. In my upcoming research program that I will be establishing at Chico State, I am interested in the interactions between the host and marine bacteria, and how the three partners in the symbiosis--the host, algae, and bacteria--work together in unison. These projects are important because as sea temperatures continue to rise in our oceans, many marine organisms will be threatened. For corals, that make up such a large and important ecosystem, this means bleaching, with breakdown of the symbiosis and eventual death of the coral. So we must gain a better understanding of the physiological constraints of cnidarians to a changing environment by having a clear determination of (1) how that initial symbiosis is established and (2) how it is broken down due to stress.
My research focuses on the politics of health. The basic questions my book addresses are: what constitutes mental illness, what constitutes healing, who is a legitimate practitioner, and why. Community practices in 20th century Syria and Lebanon reveal a history without neat categories separating biomedical from folk practices or foreign from local. Scientific knowledge is produced in culturally specific ways, and doctors had to adapt to local beliefs before they could produce lasting change in health-seeking behavior. I argue scholars cannot assess the development of the modern Syrian and Lebanese states without considering both the contexts of understanding of mental illness. Ottoman and French legacies marginalized vernacular forms of healing but failed to effect a paradigm shift in perceptions of the causes of mental illness. I study 20th century legacies in the present, through continued widespread use of local alternative treatment options during and since the Lebanese Civil War (1975-1990) in the shadow of the public health and humanitarian crises during the current Syrian Civil War.

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Degrees/Postdoc
Louisiana Tech University, Biomedical Engineering, BS, 2006
Purdue University, Oncology and Biomedical Engineering, PhD, 2012

My research focuses on the design and validation of in vitro (outside of the living body) models of tissue development and tumor growth that recapitulate signaling inherent to the in vivo (inside of the living body) microenvironment. I work to develop 3D tumor models to increase the predictive power and efficacy of tumor models. Additional work is ongoing to design models that better capture and evaluate functional outcomes related to tumor growth and metastasis that can then be used in screening protocols for large-scale drug discovery efforts. This work builds upon insights gained from my dissertation work in which I characterized collagen matrix properties and their effects on capillary-like vessel formation in vitro to be used for wound healing applications. Overall, this work not only progresses our understanding of tissue development, disease progression, and treatment efficacy, but also helps us move toward translating technologies into therapies that directly impact human health.
I study a variety of tissue engineering techniques with the goal of developing novel techniques for the treatment of tendon injuries. My research investigates the effects of tendon derived hydrogel and microribbon polymer gel scaffolds on tendon repair. I also study the use of stem cells within the aforementioned gel scaffolds in the enhancement of wound healing. My responsibilities in this research project include surgical wound creation on diabetic animal models, tissue culture, and immunohistochemistry, writing for publication in journals and books that focus on pediatric hand surgery.

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Degrees/Postdoc
Penn State University, Aerospace Engineering, BS, 2008
University of Maryland, Aerospace Engineering, MS, 2010
University of Maryland, Aerospace Engineering, PhD, 2014

My research primarily focuses on the design, structural tailoring, and control of adaptive bioinspired structures and systems such robots with multiple modes of locomotion, and Unmanned Air Vehicles with morphing wings. I am the director of the Bio-inspired Adaptive Morphology (BAM) Lab at UIUC. I received the Air Force Research Laboratory Summer Faculty Fellowship, and was a McNair Scholar. Before arriving to UIUC in 2015, I was a post-doctoral fellow at Stanford University in the Biomimetics and Dexterous Manipulation lab.
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Stacy Blake-Beard is the Deloitte Ellen Gabriel Professor of Women and Leadership at Simmons College’s School of Management. She teaches organizational behavior and her research focuses on the dynamics of mentoring, gender, and diversity. She is Faculty Affiliate at the Center for Gender in Organizations at Simmons and is currently Visiting Faculty with the Vedica Scholars Programme for Women in Delhi, India. Dr. Blake-Beard served as Visiting Faculty at the Indian School of Business in Hyderabad, India for 8 years. Prior to joining Simmons, Dr. Blake-Beard taught at the Harvard University Graduate School of Education. She also worked in sales and marketing at Procter & Gamble and in the corporate human resources department at Xerox. Dr. Blake-Beard earned a BS in Psychology from the University of Maryland at College Park and an MA and a PhD in Organizational Psychology from the University of Michigan.

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John Boothroyd is the Burt and Marion Avery Professor of Immunology in the Department of Microbiology and Immunology at Stanford University School of Medicine where he studies the pathogenesis of parasitic infections, most notably Toxoplasma gondii. In addition to his research, he is also heavily committed to undergraduate, graduate and post-doctoral training, including trainee professional development. Professor Boothroyd earned his undergraduate degree in Cell, Molecular, and Developmental Biology from McGill University in Montreal, Canada, and his PhD in Molecular Biology from Edinburgh University (Scotland). He worked as a scientist in the Immunochemistry and Molecular Biology Department at Wellcome Research Laboratories (UK), before joining the Stanford faculty in 1982. He was a department chair (1999-2002) and served as Senior Associate Dean for Research and Training in the School of Medicine (2002-2005). Currently, he serves as Associate Vice Provost for Graduate Education at Stanford where he focuses on interdisciplinary training and professional development for graduate students and postdocs. Professor Boothroyd has received various accolades and awards in his career, the most recent of which was election to membership of the National Academy of Sciences in 2016. To keep balance in his life, he loves wood-working and is a keen follower and player of ice hockey.
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Miroslava Chávez-García is Professor of History at the University of California at Santa Barbara, where she is also affiliated with the Departments of Chicana and Chicano Studies and Feminist Studies. She is author of States of Delinquency: Race and Science in the Making of California’s Juvenile Justice System (University of California Press, 2012) and Negotiating Conquest: Gender and Power in California, 1770s to 1880s (University of Arizona Press, 2004). Her manuscript, “Migrant Longing: Letter Writing in the U.S.-Mexico Borderlands,” is a history of migration, courtship, and identity as told through 300 personal letters exchanged among family members in the 1960s and 1970s across the border.

Professor Chávez-García has received awards and fellowships from the Center for Comparative Studies in Race and Ethnicity at Stanford University, UCMEXUS, Ford Foundation for Diversity, and American Association for University Women (AAUW). Most recently, she received a Germany Residency Program award at the University of Tuebingen (2016) from the Organization of American Historians.

Catherine Ceniza Choy is Professor of Ethnic Studies at the University of California, Berkeley. She is a core faculty member of the Center for Southeast Asia Studies and is affiliated with the Center for Race and Gender and the Department of Gender & Women's Studies. Her research focuses on the U.S. global presence in Asian countries, Asian migrations to the United States, and the impact of trans-Pacific migration on American and Asian societies. She is the author of Empire of Care: Nursing and Migration in Filipino American History (Duke University Press, 2003) and Global Families: A History of Asian International Adoption in America (New York University Press, 2013). Professor Choy is the co-editor of the anthology Gendering the Trans-Pacific World with Judy Tzu-Chun Wu (Brill, 2017). A former department chair, she has also held distinguished lectureships and visiting appointments at Yonsei University, Mahidol University, Hitotsubashi University, and Northwestern University. Prior to Berkeley, she was an Assistant Professor of American Studies and a founding member of the Asian American Studies Initiative at the University of Minnesota, Twin Cities. She received her PhD in History from UCLA and her BA in History from Pomona College.

The daughter of Filipino immigrants, she was born and raised in New York City and is a graduate of Stuyvesant High School. She lives in Berkeley with her husband and their two children.

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Catherine Ceniza Choy is Professor of Ethnic Studies at the University of California, Berkeley. She is a core faculty member of the Center for Southeast Asia Studies and is affiliated with the Center for Race and Gender and the Department of Gender & Women's Studies. Her research focuses on the U.S. global presence in Asian countries, Asian migrations to the United States, and the impact of trans-Pacific migration on American and Asian societies. She is the author of Empire of Care: Nursing and Migration in Filipino American History (Duke University Press, 2003) and Global Families: A History of Asian International Adoption in America (New York University Press, 2013). Professor Choy is the co-editor of the anthology Gendering the Trans-Pacific World with Judy Tzu-Chun Wu (Brill, 2017). A former department chair, she has also held distinguished lectureships and visiting appointments at Yonsei University, Mahidol University, Hitotsubashi University, and Northwestern University. Prior to Berkeley, she was an Assistant Professor of American Studies and a founding member of the Asian American Studies Initiative at the University of Minnesota, Twin Cities. She received her PhD in History from UCLA and her BA in History from Pomona College.

The daughter of Filipino immigrants, she was born and raised in New York City and is a graduate of Stuyvesant High School. She lives in Berkeley with her husband and their two children.

WOMEN OF COLOR IN THE ACADEMY STAYING FIT: MIND, BODY, AND SOUL
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Mary Foston-English is Assistant Director of the Faculty/Staff Help Center at Stanford and is a licensed Marriage and Family Therapist. She is an expert in performance-related counseling where she provides clinical services to individuals, couples and families, and coaches faculty, students, and staff at Stanford and through her private practice in Silicon Valley. Mary is frequently a speaker on issues of communication, stress management, addiction/codependency and diversity/inclusion. She received a BS in Psychology and an MA in Counseling Psychology, both from Santa Clara University. She is a recipient of the Santa Clara University Outstanding Psychology Alumni Award (1991), the Stanford University Community Treasures Award for Community Service (2008) and the Constellation Behavioral Health Hope Tribute Award (2014). In her spare time, Foston-English coordinates Stanford’s Soul Line Dancers and is active in her church.

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Chris M. Golde is a Career Educator working with PhD students and postdoctoral scholars, at BEAM, Stanford Career Education. She has worked over 25 years in graduate education, as a student, faculty member, administrator, advocate, researcher, and scholar. Before joining BEAM, she was Associate Vice Provost for Graduate Education in the Office of the Vice Provost for Graduate Education and earlier, was a Senior Scholar at the Carnegie Foundation for the Advancement of Teaching. Earlier in her career, Dr. Golde was on the faculty at the University of Wisconsin-Madison. She earned a PhD in Education and an MA in Sociology, both from Stanford University. She also writes a blog on graduate education called Grad|Logic (gradlogic.org).
Sherine Hamdy is Associate Professor of Anthropology at Brown University. She is also affiliated with the Program in Science and Society, Middle East Studies and is a Faculty Fellow at the Watson Institute for International Relations. Professor Hamdy received her PhD in 2006 in Anthropology from New York University. Her first book, *Our Bodies Belong to God: Organ Transplants, Islam, and the Struggle for Human Dignity in Egypt* (University of California, 2012), received Honorable Mention from the 2013 Clifford Geertz Prize from the American Anthropological Association’s Society for the Anthropology of Religion, and is taught widely in courses in medical anthropology, Middle East studies, and cross-cultural bioethics. She has received numerous fellowships and recognition, including the 2009 Rudolph Virchow Award from the Society of Medical Anthropology. Professor Hamdy was a member of the Institute for Advanced Study in Princeton (2011-2012), and a Greenwall Foundation Scholar of Bioethics (2012 to 2015). Her new research is a collaborative project with Professor Soha Bayoumi (Harvard) that critically engages with physicians’ roles in the recent political upheavals in the Arab world. She is also the co-author of *Lissa: A story of Friendship, Medical promise, and Revolution*, the debut anthropological graphic novel of the University of Toronto Press’ ethnoGRAPHIC series (Fall 2017). She will be joining the faculty in the Department of Anthropology at the University of California, Irvine, in Fall 2017.

Fred Luskin is a Senior Consultant in Health Promotion at Stanford University, a Professor at the Institute of Transpersonal Psychology, and serves as the Director of the Stanford Forgiveness Project, an ongoing series of workshops and research that investigate the effectiveness of his forgiveness methods on a variety of populations, including therapy with people who suffered from violence in Northern Ireland and Sierra Leone, and from the attacks on the World Trade Center on 9/11. Dr. Luskin’s work has been successfully applied and researched in corporate, medical, legal and religious settings. Dr. Luskin earned his Ph.D. in Counseling and Health Psychology from Stanford University. He is the author of *Forgive for Good* and *Forgive for Love*. He presents lectures, workshops, seminars and trainings on the importance, health benefits, and training of forgiveness, stress management, and emotional competence, throughout the United States and internationally.
Lori Mackenzie is Executive Director of the Clayman Institute for Gender Research at Stanford University. She leads the strategic direction and operations of the Institute. Co-founder of several initiatives at the Institute, the Center for the Advancement of Women's Leadership, the online Voice & Influence Program and the partnership with LeanIn.org, she is creator of the workshops: the Language of Leadership, and the Dynamics of Hyper-Effective Teams. Mackenzie is a frequent presenter on women leadership at business conferences and professional gatherings. She is the executive editor of the See Bias | Block Bias Toolkits, which turn research into useful guidelines and worksheets to empower leaders to be more effective and inclusive, of Gender News, and of the annual research magazine, upRising.

Mackenzie joined the Clayman Institute after working in marketing and business management for 20 years at companies such Procter & Gamble, Apple, eBay, PayPal and CafePress. She has an MBA from the Wharton School of Business at the University of Pennsylvania and a BA in Economics from the University of California, Berkeley.

Hazel Markus is the Davis-Brack Professor in the Behavioral Sciences, School of Humanities and Sciences, and is co-director of the Mind, Culture and Society Lab and Stanford SPARQ: Social Psychological Answers to Real-world Questions at Stanford University. She is co-founder of the Stanford Center for Comparative Studies in Race and Ethnicity. Professor Markus is a prominent figure in cultural and social psychology. Her contributions to the field examine the interplay among culture, ethnicity, self, identity formation, emotion, gender, and motivation.

She is a former president of the Society for Personality and Social Psychology, a member of the American Academy of Arts and Sciences, and a Fellow of the American Psychological Association. She was elected to the National Academy of Sciences in 2016.

Professor Markus earned a BA in Psychology from San Diego State University and the PhD from the University of Michigan.
Julia Miyaoka is Professor in Decision Sciences at the College of Business, San Francisco State University. She completed her PhD in Management Science and Engineering at Stanford in 2003. Her research interests are in the area of supply chain management and she teaches operations management at SF State. Prior to her PhD, Professor Miyaoka worked in manufacturing/industrial engineering positions at Applied Imaging, Baxter International, and Raychem Corporation. She earned a BS degree in Industrial Engineering from Cal Poly, San Luis Obispo and an MS degree in Manufacturing Systems Engineering from Stanford. Her honors and awards include a National Defense Science and Engineering Graduate Fellowship (2000-2003) and a Future Professors of Manufacturing Fellowship (1998-2003).

Paula M. L. Moya, is Professor of English and, by courtesy, of Iberian and Latin American Cultures at Stanford University, where she is also the Director of the Research Institute of Comparative Studies in Race and Ethnicity. Professor Moya’s teaching and research focus on twentieth-century and early twenty-first century literary studies, feminist theory, critical theory, narrative theory, American cultural studies, interdisciplinary approaches to race and ethnicity, and Chicanx and U.S. Latinx studies. She is the author of The Social Imperative: Race, Close Reading, and Contemporary Literary Criticism (Stanford University Press, 2016) and Learning From Experience: Minority Identities, Multicultural Struggles (University of California Press, 2002). She has co-edited three collections of original essays, Doing Race: 21 Essays for the 21st Century (W.W. Norton, Inc. 2010), Identity Politics Reconsidered (Palgrave 2006) and Reclaiming Identity: Realist Theory and the Predicament of Postmodernism (University of California Press, 2000). Previously, Moya was the Director of the Program of Modern Thought and Literature, Vice Chair of the Department of English, and the Director of the Undergraduate Program of the Center for Comparative Studies in Race and Ethnicity. She is a recipient of the Dean’s Award for Distinguished Teaching, a Ford Foundation postdoctoral fellowship, and the Outstanding Chicana/o Faculty Member award. She has been a Brown Faculty Fellow, a Clayman Institute Fellow, a CCSRE Faculty Research Fellow, and a Clayman Beyond Bias Fellow.
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As Executive Director of WISE Ventures, Carol Muller partners with individuals and organizations to amplify the impact of programs, research, and other efforts to advance equity in science, technology, engineering, and mathematics (STEM) fields, and works collaboratively to enhance existing and establish new initiatives to meet needs aligned with this mission for Stanford University. She also provides executive support for Stanford’s Faculty Women’s Forum and serves as a lecturer for Mechanical Engineering. In 1997, she founded MentorNet, a nonprofit online global mentoring network supporting diversity in science and engineering, serving as its chief executive through 2008. Her prior roles include consulting professor of mechanical engineering at Stanford University, associate dean for administration at Thayer School of Engineering at Dartmouth College, where she co-founded the Dartmouth Women in Science Project and the Dartmouth Project for Teaching Engineering Problem-Solving. A Fellow of the Association for Women in Science, her work has been recognized with national awards, including the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring, and the Anita Borg Social Impact Award. She has authored and presented numerous papers, presentations, and workshops, and raised more than $13 million in funds to support educational projects and programs, fellowships, and professorships. She earned the AB from Dartmouth College, AM and PhD in education administration and policy analysis from Stanford.

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Jessica Notini is a professional trainer, mediator, negotiation coach and facilitator practicing in California and internationally. As a trainer, Ms. Notini has developed and led many national and international workshops for both private entities and public institutions in the areas of negotiation, mediation, facilitation, communication and a wide variety of related topics. Notini is a Lecturer at the Stanford Law School and also teaches at Boalt and Hastings law schools and the Mills women’s business school. She also trains in her capacity as a Senior Consultant with Accordence, Integrated Management Associates and Lax & Sebenius Negotiation groups. She is Principal of Notini Mediation, Facilitation & Training Services and mediates a wide variety of cases, with an emphasis in probate & estate, conservatorship and employment matters. She is past Chair of the California State Bar Alternative Dispute Resolution Committee and past President of the Northern California Mediation Association. She received the 2012 Don Weckstein Memorial Award from the California Dispute Resolution Council for her leadership in the field of alternative dispute resolution. Her JD is from the University of Michigan, with honors of magna cum laude and the Order of the Coif.
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Tia Rich created and directs Stanford’s Contemplation By Design (CBD) program to offer the campus community opportunities to experience the benefits of compassion, self-compassion, mindful awareness, and self-care. She teaches applied contemplative practices classes, academic courses, and collaborates on research conducted by the Stanford Prevention Research Center WELL Project.

Dr. Rich’s work helps people connect with the challenges in their evolving lives and mindfully move through blocks to successfully enhance their physical, emotional, and spiritual health. She has been affiliated with the Stanford Health Improvement Program since 1984, where she develops and teaches programs to promote resilience and stress management, including breathing, mindfulness, yoga, meditation, sunrise exercise, and contemplative arts. She is the author of the spoken-word book, *Breathing for Longevity, Love and Livelihood*. She earned a PhD and MSW in Social Welfare from the University of California, Berkeley and a MA in Health Psychology and BA in Human Biology from Stanford University. After earning her Stanford master’s in health psychology, she helped establish Stanford’s pioneering workplace wellness program. She also taught at the Stanford Business School’s Advanced Management College, where for 16 years, she taught behavior-based resilience skills for high performance professionals.

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Marily Oppezzo is a behavior and learning scientist, currently doing research as a postdoctoral fellow at the Stanford Prevention Research Center in the Department of Medicine. She earned her PhD in Educational Psychology at Stanford University’s Graduate School of Education, has a Bachelors of Science in Health Psychology, a Bachelors of Arts in Italian, a Masters in Nutritional Science, and is a Registered Dietitian. Her current research focuses on the effects of physical activity on cognitive and creative processes, and how to empower individuals to shape their physical and mental environment to support behavior change and foster health habits. She has also been a certified personal trainer and practicing dietitian for a variety of populations, from sports to clinical, for over ten years. She also teaches aerobics and yoga classes at Stanford through HIP and SAY.
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Rania Sanford is Assistant Vice Provost for Faculty Development and Diversity at Stanford University. She creates professional and leadership development programs for junior and mid-career faculty, advises search committees on recruitment, and acts as advocate and coach for faculty, deans and chairs. She has been working closely with postdocs, faculty, and students at Stanford for more than two decades and is a recipient of the Stanford University Postdoctoral Association Recognition Award (2013). With grant support from the PODNetwork, she is pursuing collaborative research (with Amy Kinch, University of Montana) that explores the future of faculty needs and demands within a competency framework across institutions in the United States. She serves on a number of advisory boards, including the National Association of Diversity Officers in Higher Education Northern California Chapter, and the Stanford Markaz: Resource Center for Engagement with the Cultures and Peoples of the Muslim World. Sanford is an Arab-American immigrant. She studied for her doctoral degree while working full-time and completed it as a new mother. She completed her BA in Journalism and MA in Communication from the American University in Cairo and an EdD in Organizational Leadership from the University of La Verne. She is an MBTI Certified Practitioner®. She is also a runner and a world traveler.

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Debbie G. Senesky is Assistant Professor of Aeronautics and Astronautics and, by courtesy, of the Electrical Engineering at Stanford University. She received a BS (2001) from the University of Southern California, and MS degree (2004) and PhD degrees (2007) from the University of California, Berkeley, all in Mechanical Engineering. Professor Senesky held positions at GE Sensing (formerly known as NovaSensor), GE Global Research Center, and Hewlett Packard. She currently serves as co-editor for IEEE Electron Device Letters and Sensors journals, as well as guest editor for the journal Nanotechnology. She serves on the advisory board of the non-profit Scientific Adventures for Girls. Her current research interests include the development of micro- and nano-scale sensors, wide bandgap electronics, and novel materials for operation within extreme harsh environments to support space exploration. In recognition of her research she received the NASA Early Faculty Career Award in 2012. In her spare time, she enjoys creating art and spending time with her family (husband, three-year-old daughter, and Catahoula Leopard dog).
C. Matthew Snipp is the Burnet C. and Mildred Finley Wohlford Professor of Humanities and Sciences in the Department of Sociology. He is also the Director of the Institute for Research in the Social Science’s Secure Data Center and formerly directed Stanford’s Center for the Comparative Study of Race and Ethnicity. He has been a Research Fellow at the U.S. Bureau of the Census and a Fellow at the Center for Advanced Study in the Behavioral Sciences. Professor Snipp has published 3 books and more than 70 articles and book chapters on demography, economic development, poverty, and unemployment. His current research and writing deals with the methodology of racial measurement, changes in the social and economic well-being of American ethnic minorities, and American Indian education. For nearly ten years, he served as an appointed member of the Census Bureau’s Racial and Ethnic Advisory Committee. He also has been involved with several advisory working groups evaluating the 2000 census, and three National Academy of Science panels focused on the 2010 and 2020 censuses. He also has served as a member of the Board of Scientific Counselors for the Centers for Disease Control and the National Center for Health Statistics as well as an elected member of the Inter-University Consortium of Political and Social Research’s Council. He is currently serving on the National Institute of Child Health and Development’s Population Science Subcommittee. Professor Snipp earned a PhD in Sociology from the University of Wisconsin-Madison.

Maia Tamanakis is a BeWell Coach at Stanford. An experienced wellness coach, she has a diverse background related to addressing a variety of wellness topics with the academic population at Stanford. Maia is a certified coach through the American Council of Exercise (ACE), Wellcoaches, and is a certified YogaFit instructor. She has experience in nutrition consultation and stress management support, and developed and facilitated virtual and on-site seminars and guided meditations in her previous role as a wellness coach for Intel in Santa Clara. She has received a “Wellness Champion Award” for outstanding professional achievement and team leadership. Her vision for wellness coaches is that they become an integral part of the health care system as advocates for empowering people toward wholeness and well-being.
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Karan L. Watson has served as Provost and Executive Vice President for Texas A&M University since 2009. She previously had served as Dean of Faculties and Associate Provost, and before that as the Associate Dean in the Dwight Look College of Engineering. She joined the faculty of Texas A&M University in 1983 and is currently a Regents Professor in the Department of Electrical and Computer Engineering and in the Department of Computer Science and Engineering. Dr. Watson is a fellow of the Institute of Electrical and Electronic Engineers, the American Society for Engineering Education, and the Accreditation Board for Engineering and Technology. Her awards and recognitions include the U.S. President’s Award for Mentoring Minorities and Women in Science and Technology, the American Association for the Advancement of Science mentoring award, the IEEE International Undergraduate Teaching Award, and numerous campus awards in teaching, student relations, and administration. She has been the PI or Co-PI in over $50M in competitive federal funding, and served as chair for 34 PhD and 64 Master students. Professor Watson earned a BS, MS, and PhD degrees in Electrical Engineering from Texas Tech University.

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Risa Wechsler is Associate Professor of Physics and of Particle Physics at Stanford University. She studies the evolution and contents of the Universe from its earliest moments to the present day using large numerical simulations and data from surveys of hundreds of millions of galaxies. Professor Wechsler is engaged in the largest existing and future galaxy surveys that are being pursued to learn about the nature of dark energy and dark matter and the physics of galaxy formation. She is the co-Spokesperson for the Dark Energy Spectroscopic Instrument collaboration, and is a founding member of the Dark Energy Survey and the Large Synoptic Survey Telescope Dark Energy Science Collaboration. Professor Wechsler is also active in building a more inclusive and equitable culture in science, and is currently chairing an Equity and Inclusion committee in the Stanford Physics department. Professor Wechsler has received various awards including selection as the Nina C. Crocker Faculty Scholar in the Humanities and Sciences, the NASA Hubble Fellowship and a Fermi Fellowship, and is Arthur H. Compton Lecturer at the Enrico Fermi Institute. She earned the PhD in Physics from University of California, Santa Cruz and an SB in Physics from the Massachusetts Institute of Technology.
III. Selected Participant Evaluation
Open-Ended Responses - Organized by Category
1) Importance of community
- Sense of community -- never seen so many black students from elite universities with similar career paths!
- I valued the space provided to engage with other women of color around issues common to our experience in academia.
- **I valued the community most.** I had some great conversations outside of the official program. I also valued the presentation on environment and stress, as well as the storytelling. I didn't expect those, and I was pleasantly surprised.
- It was wonderful to meet women of color from a huge range of disciplines who are also in the early stage of their academic career. Above all, I felt like it was useful to spend time with other women of color who are excited about their jobs, but have frustrations similar to those I have experienced.
- I most valued the opportunity to talk with other women of color, who are in similar and/or more advanced stages of their career compared to me. It was extremely helpful to hear their stories and learn from them, and to be able to share my own story with them.

2) Access to topics and competencies that were important
- Some of the sessions and discussion validated my experiences, as well as demystified the tenure process.
- I was afraid of the negotiation session but really learned how to communicate what I need. Thank you again.
- Some of the sessions I didn't know I needed until afterwards.

3) Being safe
- Most of all, participating in this entire conference alongside colleagues who are women of color was both comforting and inspiring. I felt a sense of safety and belonging that has too often been elusive during my doctoral experience. I am deeply grateful to all who made this convening possible.
- The conference exposed me to a network of women of color in the academy that I didn't know existed. It also gave me space to speak freely about my experiences and who I am and not be judged by it. The conference provided a safe space for me.
- This is the best conference I have attended in terms of being tailored to helping and encouraging the attendees while fostering a supportive environment.
- Being in community with people who have rich and unique challenges and face similar obstacles as women of color allowed a sense of safety that enabled our gifts to shine. We were able to put down the burden of being only's or one of few-- for a few days. This helped us to see and think about ourselves more fully, to celebrate our individual and collective contributions and to think positively and deeply about our future accomplishments.

4) Getting a road map—support for thinking about their path to tenure
- Meeting some inspirational women and knowing I'm not alone in the barriers and challenges I face has been comforting. **I liked that we didn't only talk about the problems, but the solutions as well.** I found the sessions on practical strategies really helpful, such as the negotiation workshop (as it was a perfect extension from what my speed coach and I were already talking about the day before), the networking talk (to help me identify folks in my circles I need to build and maintain relationships with during the course of my career), and the lab management and tenure process talked about at the Paths to Independence in Research and Teaching panel. **I found the Power of Identity workshop to be incredibly empowering, as well as the storytelling workshop to turn my speculative story to a real possibility of a future—one that I can really start creating now, given the vision I've set for myself.**
- I think the workshops I had ranked the highest in terms of usefulness (above) revolved around exercises and strategies I am able to put into practice in my everyday life as an academic.
- I did feel that the conference was a life-saving experience in the sense that it gives me some concrete advice on how to move forward in my career.
5) Other:

- Stanford holding space for and recognizing the unique marginalized experiences of women of color.
- It [including speakers who were not women of color] made it appear there are no Women or People of Color with those specific expertise. And I seriously doubt that it true. It sometimes made it challenging for me to keep my ears and mind open to those presenters. It took me more energy to hear them.
- There were a few too many presentations/panels scheduled over the short 2 1/2 days. In the future, I think it could be more beneficial to invite fewer presenters and to allow more time for attendees and faculty to mingle and get to know each other.
- As I realized, those who see the world through whiteness have structural limitations to understand how other folks experience themselves, the academy, and the world around them. This is not to say that we don't need white empathy and solidarity. Of course, we do, yet, I do think that violence is committed when we ask people of color to be resilient in the face of institutionalized exploitation and discrimination.
- I felt like the conference structure/content would have truly benefitted from a more radical and robust intersectional analysis of race, ethnicity, gender, class and sexuality as these dynamics function within the confines of the neoliberal university.
- As a humanities/social science scholar trained in critical ethnic studies and gender & sexuality studies, I found it surprising that participants were confused by questions such as "what is your preferred pronoun" and the use of terms such as "queer."

If you had expectations for this conference which were unmet, please describe them.

- In so many ways this conference exceeded all expectations, I knew that this conference would be a special time even before I arrived on campus.
- I was expecting to listen to women of color faculty and experts address issues, concerns, and strategies to navigating the academy. Having white women talk to us about adjusting our reactions to injustice and marginalization, as well as being told individual ways of dealing with oppression is not helpful, rather the opposite. They increased the sense of marginalization, confusion, and alienation the process of navigating the academy.
- I would have wanted more practical strategies to deal with being a woman of color in academia. I think the workshops I had ranked the highest in terms of usefulness (above) revolved around exercises and strategies I am able to put into practice in my everyday life as an academic. For example, can we can take apart Karan Watson's ROAR [Resilience, Optimism, Anger-management, and Rescuing-yourself] and find practical ways to be more resilient, exercises to build our optimism and manage our anger, and determine how we can rescue ourselves? I think part of the problem why many participants took issue with that talk was also that it felt like a lecture and the burden was placed on us and that we have to face the reality of an unfair environment in academia. But what would have changed everything was if we could understand the HOW. So I would definitely recommend finding speakers to run workshops that target ROAR in the future.
- I wished we could have dived a little deeper into some fundamental challenges that are unique to being a woman of color in STEM and not the humanities/social sciences. STEM fields are incredibly male-dominated, way more than the humanities/social sciences. The bias is also more indirect and tacit, and harassment occurs very frequently but unreported. And if a grad student or postdoc has an incredibly challenging conflict that she can't resolve with her adviser, sometimes her only option is to quit the program and halt her scientific career altogether, when her specific project/dissertation is enormously tied to her adviser's work, focused on some rare species or question that the adviser is the only person in the world working on it. In other words, simply switching advisers in STEM is often not a probable solution at all.
- Moreover, we don't get to talk about gender or racial issues regularly in STEM; it's almost entirely ignored as we focus so much on our data, gene names, computational results, etc. to even raise awareness on this issue. Hence, in the spirit of this conference, I wish all of that was talked about at the panel, or in some other workshop dedicated to it.
- I would have loved to walk away with strategies for dealing with students who challenge my authority. It also would have been helpful to learn about ways to develop relationships with older faculty members with whom we may not feel especially comfortable trying to develop relationships.