Dear Five College Faculty of Color,

Welcome! As part of the Supporting Faculty of Color through Tenure and Beyond Mellon Mutual Mentoring Team Grant, we created this resource guide for you! The goal of this guide is to facilitate connections among faculty to enable you to seek out the support and connections you need. It includes contact information, research interests, and designates areas where one could be a resource. It also indicates who's interested in more purposeful meetings such as writing, accountability groups and research area specific working groups. Thanks to all who participated!

This guide is supported by the UMass Amherst Center for Teaching & Faculty Development’s Mellon Mutual Mentoring Initiative, funded by the The Andrew W. Mellon Foundation.

Warmly,

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Team Leader, Supporting Faculty of Color through Tenure and Beyond

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  National Center For Faculty Development & Diversity

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  National Center For Faculty Development & Diversity
SETTING UP ACADEMIC WORKING GROUPS

Patricia A. Banks
Assistant Professor of Sociology, Mount Holyoke College
Non-Resident Fellow, W.E.B. Du Bois Institute for African and African American Research, Harvard University

Writing, accountability and research area working groups are valuable sources of support for academics. Figure 1 outlines the steps for organizing and participating in these groups. Generally, there are five steps that are useful to follow when organizing academic groups. These steps include: 1) outlining personal goals, 2) identifying participants, 3) outlining collective goals of the group, 4) scheduling and formatting meetings, and 5) group evaluation.

Identify Participants. If you determine an academic group has the potential to be a valuable addition to your scholarly development, the next step is to connect with people who have similar interests or goals. The “Resource Guide for Faculty of Color” can help you to identify scholars in the Five Colleges who are interested in forming writing, accountability and research groups. Contact scholars in your existing network to invite them to join you in a group or provide suggestions for others to participate in the group.

Outline Collective Goals. After members have been identified and the academic work group has been created, it is useful for the group to create collective goals for the group. Discuss what each member hopes to gain and contribute to the group. Share what specific writing goals and/or research goals you have. Gaining a sense of each individual’s personal goals will help to sharpen the collective goals of the group.

Schedule and Format Meetings. Next, group members should decide how to best schedule meetings and set an itinerary. In other words, how and when will the group meet? What types of activities will take place during meetings? There are a variety of models to follow: Groups may meet daily, weekly, bi-monthly, or monthly. They may meet for a short amount of time, such as a month, or for a longer period of time, such as a semester or year. They may meet online, over the phone, or in person. Decisions about how often and when groups meet should be shaped by the collective goals of the group. For example, a writing group in which group members hope to receive in-depth feedback about the content of their writing may be challenging to keep up with on a daily schedule.

Evaluate the Group. The final step is to evaluate the effectiveness of the group to ensure that it meets personal and collective goals while it is ongoing. Evaluation also provides insight for participating and organizing future groups. The first evaluation occurs after the group has been meeting for awhile—during the midpoint, perhaps. Members schedule a specific time to discuss aspects of the group that are going well for them and aspects that can be improved. Think about personal and other adjustments that can help you gain more and contribute more to the group, as well as help the group to operate more effectively. Another evaluation takes place towards the end of the group. At this time, concretely examine whether or not personal and collective goals have been met. Determine which best practices facilitated meeting and/or exceeding goals. Use insights from the end of meeting evaluation when organizing and participating in future writing, accountability and research area working groups.

Outline Personal Goals
Identify Participants
Outline Collective Goals
Schedule and Format Meetings
Evaluate the Group

Figure 1: Steps for organizing and participating in writing, accountability, and research-area-specific working groups

Outline Personal Goals. Before deciding to organize or participate in academic groups it is useful to think about the following questions: What do I hope to gain from participating in an academic group? How can participating in an academic group promote my research and/or writing productivity? How can I support other academics by participating in an academic support group? Is this a good time for me to commit to participating in a support group? Assessing why you want to join or organize an academic group before embarking on the journey can help you to decide if, when, and why participating in an academic support group makes sense for your career.
FACULTY RESOURCES

Writing and Publishing:

Tenure & Promotion:

Editors:
Academic Editor, http://www.academic-editor.com/
The UMass-Amherst Center for Teaching and Faculty Development also maintains a list of local writing coaches, http://www.umass.edu/ctfd/scholarly/editors.shtml

FACULTY RESOURCES

Mentoring Graduate Students:
For graduate students:

For faculty mentors:
Vanderbilt University Guide(Center for Teaching), http://cft.vanderbilt.edu/teaching-guides/interactions/mentoring-graduate-students/
Penn State, http://www.gradsch.psu.edu/facstaff/practices/mentoring.html

Ongoing Support:
National Center for Faculty Development and Diversity, http://www.facultydiversity.org/
ProNag, http://pronagger.com/
Rommel Salvador

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Department of Hospitality and Tourism Management
University of Massachusetts-Amherst
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**Latest Publication:**

**Research Interests:**
Occupational health and safety; Managing diversity in teams behavioral ethics

**Serve as Resource for:**
Creating synergy with research and teaching

**Connection Interests:**
Writing groups

Nefertiti Walker

Assistant Professor
Mark H. McCormack Department of Sport Management
University of Massachusetts-Amherst
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**Latest Publication:**
Gender Bias in the Perception of Women as Collegiate Men's Basketball Coaches

**Research Interests:**
Gender, Organizational Behavior, Human Resource Management

**Serve as Resource for:**
Writing published conference papers in scientific disciplines
Writing journal articles
Creating work/life balance

**Connection Interests:**
Research area specific working groups
**Sangeeta Kamat**

Associate Professor  
Department of Educational Policy, Research, and Administration  
University of Massachusetts-Amherst  
skamat@educ.umass.edu  

**Latest Publication:**  

**Research Interests:**  
Development Studies, Civil Society, NGOs and the State, Globalization and Education Policy, Cultural Politics in South Asia.  

**Serve as Resource for:**  
Writing journal articles  
Turning a dissertation into a book  
Managing graduate students  
Creating synergy with research and teaching  
Teaching efficiently and effectively  
Promotion from Assistant to Associate  
Outreach/disseminating research beyond the academy  

**Connection Interests:**  
Research area specific working groups

---

**K.C. Nat Turner**

Assistant Professor  
Department of Teacher Education and Curriculum Studies  
University of Massachusetts-Amherst  
nturner@educ.umass.edu  

**Latest Publication:**  

**Research Interests:**  
Language and literacy practices of culturally and linguistically diverse urban adolescents (particularly African Americans) in school and non-school settings; racial justice/ reparations in education; hip hop and studies of emergent technologies in community/school/university collaboration.  

**Serve as Resource for:**  
Writing journal articles  
Creating synergy with research and teaching  
Teaching efficiently and effectively  
Outreach/disseminating research beyond the academy  

**Connection Interests:**  
Accountability groups
<table>
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<tr>
<th>Faculty Name</th>
<th>Department</th>
<th>University</th>
<th>Email Address</th>
<th>Research Interests</th>
<th>Latest Publication</th>
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<th>Connection Interests:</th>
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</thead>
<tbody>
<tr>
<td>Lorraine Cordeiro</td>
<td>Assistant Professor</td>
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<td>Food Security, Adolescent Health, Nutrition</td>
<td>Traditional Knowledge and Health Education Program</td>
<td>Creating work/life balance, Resources for mentoring</td>
<td>Writing groups, Accountability groups, Research area specific working groups</td>
</tr>
<tr>
<td>Tameka Gillum</td>
<td>Assistant Professor</td>
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<td>Exploring and addressing intimate partner violence (IPV)/dating violence (DV) within racial/ethnic minority and sexual minority populations, development and evaluation of culturally specific prevention and intervention efforts, health clinic based IPV interventions and the health effects of IPV/DV victimization</td>
<td>Gillum, T. L. &amp; DiFulvio, G. (in press). “There’s so much at stake”: Sexual minority youth discuss dating violence. Violence Against Women</td>
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<td>Accountability groups, Research area specific working groups</td>
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<td>Cultural Inquiry: African American Breast Cancer Survivors post-treatment</td>
<td>Research brief: Institutional Review Board: A Nurse Researcher Journey.</td>
<td>Creating synergy with research and teaching, Creating work/life balance</td>
<td>Writing groups, Accountability groups, Research area specific working groups</td>
</tr>
<tr>
<td>Faculty Member</td>
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<td>Email Address</td>
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<tr>
<td><strong>Joye Bowman</strong></td>
<td>Full Professor</td>
<td>Department of History</td>
<td>University of Massachusetts-Amherst</td>
<td><a href="mailto:jbowman@history.umass.edu">jbowman@history.umass.edu</a></td>
<td>Ominous Transition: Commerce and Colonial Expansion in the Senegambia and Guinea, 1857-1919</td>
<td>African History; specifically, the former Portuguese colonies and South Africa</td>
<td></td>
</tr>
<tr>
<td><strong>John H. Bracey</strong></td>
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<td>University of Massachusetts-Amherst</td>
<td><a href="mailto:jhbracey@gmail.com">jhbracey@gmail.com</a></td>
<td>Not sure: I like Strangers &amp; Neighbors: Blacks and Jews in U.S. History but it is neither the latest nor the most representative.</td>
<td>1. African Americans and a) Native Americans, b) other Afro groups in the western hemisphere. 2. Black liberation and Black arts movements of the 1960's. 3. Black women; politics and organizational behavior in 20th century</td>
<td></td>
</tr>
<tr>
<td><strong>Mari Castaneda</strong></td>
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<td>Department of Communication</td>
<td>University of Massachusetts-Amherst</td>
<td><a href="mailto:mari@comm.umass.edu">mari@comm.umass.edu</a></td>
<td>Mothers' lives in academia. (Forthcoming 2012). Castañeda, M. and Isgro, K. (Eds.). New York, NY: Columbia University Press.</td>
<td>New media and telecommunication policy, Latina/ethnic media studies, and transcultural political economy of communication industries. Promoting &quot;engaged scholarship&quot; and aims to address inequality, power, community voices, and the role of race and culture in shaping media and cultural spaces.</td>
<td></td>
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</tbody>
</table>

**Research Interests:**
- Writing journal articles
- Writing a book
- Turning a dissertation into a book
- Applying for fellowships
- Managing graduate students
- Teaching efficiently and effectively
- Promotion from Assistant to Associate
- Promotion from Associate to Full
- Planning for sabbatical
- Creating work/life balance

**Connection Interests:**
- Research area specific working groups
<table>
<thead>
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<th>Jane Degenhardt</th>
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Department of English  
University of Massachusetts-Amherst  
janed@english.umass.edu |
| **Latest Publication:**  
“The Weariness of the Victorian Novel: Middlemarch and the Medium of Feeling,” English Language Notes 48.1 (2010), Special Issue on Genre and Affect: 139-154. | **Latest Publication:**  
Naming Jhumpa Lahiri: Canons and Controversies  
Research Interests: 
Asian American literature  
Serve as Resource for:  
Teaching large classes  
Creating synergy with research and teaching  
Teaching efficiently and effectively | **Latest Publication:**  
Research Interests:  
Asian American Literature Visual Culture Race and Ethnicity  
Serve as Resource for:  
Writing journal articles | **Latest Publication:**  
Research Interests:  
Shakespeare and Renaissance drama Asian American literature  
Serve as Resource for:  
Writing journal articles  
Turning a dissertation into a book  
Managing graduate students  
Creating synergy with research and teaching  
Teaching efficiently and effectively |
| **Research Interests:**  
Victorian literature and culture, the history of the novel, and critical theory (including psychoanalysis)  
Serve as Resource for:  
Writing journal articles  
Applying for fellowships  
Creating synergy with research and teaching  
Creating work/life balance  
Connection Interests:  
Writing groups  
Research area specific working groups | | **Connection Interests:**  
Accountability groups | |
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<tr>
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<td>Language and the African American Child. 2011. Cambridge University Press</td>
<td>Syntax dialects of American English language acquisition of children in African American English-speaking communities</td>
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<td>Serve as Resource for: Writing a book Teaching large classes Creating synergy with research and teaching Teaching efficiently and effectively Outreach/disseminating research beyond the academy</td>
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<tr>
<td>Robert Hayashi</td>
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<td>Department of American Studies; Department of English</td>
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<td><a href="mailto:rhayashi@amherst.edu">rhayashi@amherst.edu</a></td>
<td>Latest Publication: Haunted by Waters: A Journey through Race and Place in the American West (U. Iowa Press)</td>
<td>Comparative race and ethnicity Sports history Environmental Studies</td>
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<td>Serve as Resource for: Writing journal articles Writing a book Turning a dissertation into a book Managing graduate students Teaching large classes</td>
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<td>Latest Publication: Urban Modernity in Colonial Korea and Taiwan (book manuscript currently under review)</td>
<td>Comparative study of colonial modernity in Korea and Taiwan, Gender and Sexuality, Visual culture and Film</td>
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- 8 -
Kimberly Kono
Associate Professor
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Latest Publication:
Romance, Family and Nation in Japanese Colonial Literature
(Palgrave, 2011)

Research Interests:
Modern Japanese literature, particularly during the 1930s and 1940s Japanese women's writing

Serve as Resource for:
Writing journal articles
Writing a book
Turning a dissertation into a book
Creating synergy with research and teaching
Teaching efficiently and effectively
Promotion from Assistant to Associate
Creating work/life balance

Connection Interests:
Writing groups
Accountability groups

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Latest Publication:

Research Interests:
Slavery & emancipation in the U.S. Black women’s history
Critical race/gender theory

Serve as Resource for:
Applying for fellowships
Managing graduate students
Teaching large classes
Outreach/disseminating research beyond the academy

Connection Interests:
Writing groups
Accountability groups

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Latest Publication:
Inventing the New Negro: Narrative, Culture and Ethnography (UPenn 2008)
“Carnival in the Creole City: Place, Race and Identity in the Age of Globalization,” in “The Creole City,” eds. Cynthia Dobbs, Daphne Lamothe and Theresa Tensuan, Biography (forthcom

Research Interests:
African-American literature
Migration and Transnationalism
The Harlem Renaissance

Serve as Resource for:
Writing journal articles
Writing a book
Turning a dissertation into a book
Creating synergy with research and teaching
Promotion from Assistant to Associate
Creating work/life balance

Connection Interests:
Writing groups
Accountability groups

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Associate Professor
Department of History
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Latest Publication:
Crafting Mexico: Intellectuals, Artisans, and the State after the Revolution (Duke UP, 2010)

Research Interests:
Latin American History Race, Ethnicity, and Nation Formation
Environmental History

Serve as Resource for:
Writing a book
Turning a dissertation into a book
Applying for fellowships
Creating synergy with research and teaching
Teaching efficiently and effectively
Promotion from Assistant to Associate
Planning for sabbatical
Creating work/life balance

Connection Interests:
Writing groups
Research area specific working groups
Naomi Miller
Full Professor
Department of English and Program in the Study of Women and Gender (SWG)
Smith College
njmiller@smith.edu

Latest Publication:
Constituting Childhood in Early Modern England (Ashgate, 2011)

Research Interests:
Women authors in the Renaissance; Women poets across all periods Children's literature

Serve as Resource for:
Creating synergy with research and teaching
Creating work/life balance

Rogelio Miñana
Full Professor
Department of Spanish, Latina/o, and Latin American Studies
Mount Holyoke College
rminana@mtholyoke.edu

Latest Publication:
In progress: "Living Quixote: Don Quixote, Politics and Social Justice in the 21st-century Americas and Spain"

Research Interests:
Cultural icons (Don Quixote) in contemporary social justice and political movements. Digital storytelling. New media and NGO/advocacy campaigns.

Serve as Resource for:
Turning a dissertation into a book
Creating synergy with research and teaching
Teaching efficiently and effectively
Promotion from Assistant to Associate
Promotion from Associate to Full Outreach/disseminating research beyond the academy
Creating work/life balance

Young Min Moon
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Department of Art, Architecture, Art History
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Latest Publication:

Research Interests:
Contemporary Art, Art History and Criticism, Asian Studies

Serve as Resource for:
Writing journal articles
Managing graduate students

Karen "Kym" Morrison
Assistant Professor
Du Bois Department of Afro-American Studies
University of Massachusetts-Amherst
kymorris@afroam.umass.edu

Latest Publication:

Research Interests:
History of racial identity among Afro-Latin American population, especially among Afro-Cubans.

Serve as Resource for:
Writing journal articles
Managing graduate students
Dorothy Mosby
Associate Professor
Department of Spanish, Latina/o, and Latin American Studies
Mount Holyoke College
dmosby@mtholyoke.edu

**Latest Publication:**
Place, Language and Identity in Afro-Costa Rican Literature
(Missouri, 2003)

**Research Interests:**
Afro-Latin American and Afro-Caribbean literatures and cultures; cultural and national identity among Afro-West Indian descendants in Central America

**Serve as Resource for:**
Writing journal articles
Writing a book
Turning a dissertation into a book
Applying for fellowships
Managing graduate students
Promotion from Assistant to Associate

**Connection Interests:**
Writing groups
Accountability groups
Research area specific working groups

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**Latest Publication:**

**Research Interests:**
Postcolonial Studies, Asian American Studies, Transnational Feminism

**Serve as Resource for:**
Writing journal articles
Writing a book
Turning a dissertation into a book
Managing graduate students
Creating synergy with research and teaching
Teaching efficiently and effectively
Outreach/disseminating research beyond the academy
Creating work/life balance

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Assistant Professor
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**Latest Publication:**
Conf paper: Gender, Travel and African American Rights in the Antebellum North.

**Research Interests:**
African American History; 19th Century U.S. Race, Slavery and Race Making

**Serve as Resource for:**
Writing journal articles
Writing a book
Turning a dissertation into a book
Applying for fellowships
Creating synergy with research and teaching
Teaching efficiently and effectively
Promotion from Assistant to Associate
Planning for sabbatical
Creating work/life balance

Sujani Reddy
Assistant Professor
Department of American Studies
Amherst College
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**Latest Publication:**
The Sun Never Sets: South Asian Migrants in an Age of U.S. Power
(NYU Press, forthcoming)

**Research Interests:**
Critical Ethnic Studies

**Serve as Resource for:**
Creating synergy with research and teaching
Teaching efficiently and effectively
Creating work/life balance
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>University</th>
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<th>Research Interests</th>
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<tbody>
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<td>Blackness is Burning: Race, Psychoanalysis, and Civil Rights Era Popular Culture</td>
<td>African American culture, film and media, video games, digital culture.</td>
<td>Writing a book, Teaching large classes, Creating synergy with research and teaching, Teaching efficiently and effectively, Outreach/disseminating research beyond the academy</td>
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<tr>
<td>Manisha Sinha</td>
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<td>University of Massachusetts-Amherst</td>
<td><a href="mailto:masinha@afroam.umass.edu">masinha@afroam.umass.edu</a></td>
<td>The Abolitionist Imagination (Harvard UP, 2012)</td>
<td>Nineteenth Century United States History: Slavery, Abolition, Civil War and Reconstruction</td>
<td>Writing journal articles, Writing a book / Turning dissertation into a book, Applying for fellowships, Managing graduate students, Teaching large classes, Promotion from Assistant to Associate /from Associate to Full, Planning for sabbatical, Outreach/disseminating research beyond the academy, Creating work/life balance</td>
<td>Writing groups, Research area specific working groups</td>
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<td>Wako Tawa</td>
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<td>Native American studies; American studies; American literatures</td>
<td>Writing journal articles, Writing a book, Managing graduate students, Promotion from Assistant to Associate, Creating work/life balance, Mentoring Native American graduate students and junior faculty</td>
<td>Research area specific working groups</td>
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<tr>
<td>Renae Brodie</td>
<td>Jaime Davila</td>
<td>Gerald Downes</td>
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| **Latest Publication:**  
Genetic optimization of neural networks for human-like tasks |  |
| **Research Interests:**  
Ecology, evolution, physiological ecology |  | **Neuroscience, Genetics, Behavior** |
| **Serve as Resource for:**  
Writing journal articles  
Writing NSF grants  
Setting up a research lab  
Promotion from Assistant to Associate |  | **Serve as Resource for:**  
Writing journal articles  
Writing NIH and NSF grants  
Setting up a research lab  
Managing graduate students  
Teaching large classes  
Creating synergy with research and teaching  
Teaching efficiently and effectively  
Promotion from Assistant to Associate  
Outreach/disseminating research beyond the academy  
Creating work/life balance |  |
<table>
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<tr>
<th>Wei Fan</th>
<th>Song Gao</th>
<th>Sheila Jaswal</th>
<th>Narayanan Menon</th>
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Fan, W.; Synder, M. A.; Sandeep, K.; Lee, S. P.; Yoo, C. W.; McCormick, A. V.; Penn, L. R.; Stein, A.; Tsapatsis, M.  
Research Interests:  
Modeling and learning in a transportation network (large-scale geographic area); Computer algorithm design for optimal routing in (generic or transportation) networks;  
Modeling and optimization of transportation systems  
Serve as Resource for:  
Writing journal articles  
Managing graduate students  
Connection Interests:  
Research area specific working groups |
| Research Interests:  
Rational synthesis of nanoporous materials for the catalysts of biorefinery and drug delivery carriers with engineering their pore structure and size, surface properties and active sites based on the comprehensive understanding of their crystallization mechanism.  
Serve as Resource for:  
Writing NSF grants  
Creating synergy with research and teaching  
Connection Interests:  
Writing groups  
Accountability groups  
Research area specific working groups |
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Latest Publication:

Research Interests:
Bacterial pathogenesis Glycolipid metabolism Membrane biology

Serve as Resource for:
Writing published conference papers in scientific disciplines
Writing journal articles
Writing foundation grants

Connection Interests:
Accountability groups
Research area specific working groups

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Latest Publication:
An Introduction to Algebraic Geometry: Polygons, Parameterizations, and Equations

Research Interests:
Combinatorial and computational algebraic geometry and commutative algebra. Rigidity theory.

Serve as Resource for:
Writing journal articles
Writing NSF grants
Promotion from Assistant to Associate
Creating work/life balance

Connection Interests:
Writing groups
Accountability groups

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Materials chemistry, solar cells, synthesis

Serve as Resource for:
Writing NSF grants
Setting up a research lab
Managing graduate students
Teaching large classes
Creating synergy with research and teaching
Teaching efficiently and effectively
Promotion from Assistant to Associate
Promotion from Associate to Full
Planning for sabbatical
Social Sciences

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Department of Sociology  
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**Latest Publication:**  
Represent: Art and Identity Among the Black Upper-Middle Class (Routledge 2010)

**Research Interests:**  
Art patronage (with a particular focus on the patronage of art by racial and ethnic minorities such as African American Artists) by individuals and institutions. Qualitative research methods.

**Serve as Resource for:**  
Writing journal articles  
Writing a book  
Turning a dissertation into a book  
Writing foundation grants  
Creating synergy with research and teaching  
Teaching efficiently and effectively  
Promotion from Assistant to Associate  
Outreach/disseminating research beyond the academy

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Writing groups  
Accountability groups  
Research area specific working groups

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**Latest Publication:**  
Bsu ed, Women’s Movements in a Global Era

**Research Interests:**  
Global women’s activism and women’s movements; religious nationalism; South Asian politics

**Serve as Resource for:**  
Writing published conference papers in scientific disciplines  
Writing journal articles  
Writing a book  
Applying for fellowships  
Teaching large classes  
Creating synergy with research and teaching  
Teaching efficiently and effectively  
Promotion from Assistant to Associate  
Creating work/life balance

**Connection Interests:**  
Writing groups  
Accountability groups  
Research area specific working groups

**Whitney Battle-Baptiste**

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Department of Anthropology  
University of Massachusetts-Amherst  
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**Latest Publication:**  
Black Feminist Archaeology (2011, Left Coast Press)

**Research Interests:**  
Historical Archaeology, the African Diaspora, Black Feminist Theory

**Serve as Resource for:**  
Writing a book  
Teaching efficiently and effectively  
Outreach/disseminating research beyond the academy

**Connection Interests:**  
Writing groups  
Accountability groups  
Research area specific working groups
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<th>Ginetta Candelario</th>
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<th>Amber Douglas</th>
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<td>Department of Sociology</td>
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<td>University of Massachusetts-Amherst</td>
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<td><a href="mailto:ebranch@soc.umass.edu">ebranch@soc.umass.edu</a></td>
<td><a href="mailto:gcandela@smith.edu">gcandela@smith.edu</a></td>
<td><a href="mailto:jcorrales@amherst.edu">jcorrales@amherst.edu</a></td>
<td>Department of Africana Studies</td>
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<tr>
<td><strong>Research Interests:</strong> Race, gender, and work broadly; heterogeneity of the black experience created by the intersection of gender, nationality, citizenship and economic class.</td>
<td><strong>Research Interests:</strong> Dominican racial identity, Dominican feminisms, Hispanic Caribbean communities in the US, Latin American &amp; Latina feminisms, Blackness in the Americas, Hair and Beauty Culture among African diaspora and Latino communities, Community Based Research and Learning</td>
<td><strong>Research Interests:</strong> Comparative Politics Latin America Democratization Political Economy</td>
<td><strong>Research Interests:</strong> Psychological trauma, interpersonal functioning, and psychological distress. Cognitive and social cognitive frameworks and the cultural resources that underlie successful coping with adversity, stress and trauma.</td>
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<td><strong>Serve as Resource for:</strong> Writing journal articles Writing a book Turning a dissertation into a book Managing graduate students Creating synergy with research and teaching Teaching efficiently and effectively Outreach/disseminating research beyond the academy Creating work/life balance</td>
<td><strong>Serve as Resource for:</strong> Turning a dissertation into a book Teaching efficiently and effectively Promotion from Assistant to Associate Outreach/disseminating research beyond the academy Creating work/life balance</td>
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<td>Carlene Edie</td>
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<td>Satya Gabriel</td>
<td>Full Professor</td>
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<td>Sanjiv Gupta</td>
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<td>Benita Jackson</td>
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<td>Joya Misra</td>
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<tr>
<td>Becky Wai-Ling Packard</td>
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<td>Nnamdi Pole</td>
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</table>

**Latest Publication:**

**Research Interests:**
- Ethnic, racial, immigrant, and religious minority politics
- European politics Political behavior and political psychology

**Serve as Resource for:**
- Writing published conference papers in scientific disciplines
- Writing journal articles
- Writing a book
- Turning a dissertation into a book
- Managing graduate students
- Teaching large classes
- Creating synergy with research and teaching
- Teaching efficiently and effectively
- Outreach / disseminating research beyond the academy
- Creating work / life balance

**Latest Publication:**

**Research Interests:**
- Poverty and Labor Market Inequalities Cross-Nationally;
- Intersections of Race / Gender / Class / Nationality / Sexuality;
- Gender, Politics & Policy

**Serve as Resource for:**
- Writing journal articles
- Turning a dissertation into a book
- Writing NSF grants
- Teaching efficiently and effectively
- Promotion from Assistant to Associate
- Promotion from Associate to Full
- Creating work / life balance

**Latest Publication:**

**Research Interests:**
- Post-traumatic stress disorder, Psychotherapy, Ethnic Minority Mental Health

**Serve as Resource for:**
- Teaching large classes
- Teaching efficiently and effectively

**Latest Publication:**
- A National Academy of Science report on outreach, recruitment, and mentoring in the STEM community college pathway

**Research Interests:**
- Mentoring, persistence, career development in STEM fields

**Serve as Resource for:**
- Writing journal articles
- Writing NSF grants
- Teaching efficiently and effectively
- Promotion from Assistant to Associate
- Promotion from Associate to Full
- Creating work / life balance

**I’ve done lots of research on academics & work-life balance**
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<tr>
<td>Jonathan Rosa</td>
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<td>“Learning Ethnolinguistic Borders: Language and Diaspora in the Socialization of U.S.</td>
<td>Language, Race, Education</td>
<td>Promotion from Assistant to Associate, Promotion from Associate to Full</td>
<td>Writing groups, Research area specific working groups</td>
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<td>Lisa Saunders</td>
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<td>“Employment and Earnings: A Case Study of Urban Detroit, Review of Black Political</td>
<td>Detroit: employment, residential segregation, family responsibilities, social services.</td>
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<tr>
<td>Christopher Tinson</td>
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<td><a href="mailto:ctinson@hampshire.edu">ctinson@hampshire.edu</a></td>
<td>“Harlem, New York! Harlem, Detroit! Harlem, Birmingham!’ Liberator Magazine and the</td>
<td>African American Studies, Africana Intellectual History, Civil Rights, Black Power/ Black Art Movements, Pan-Africanism/Black Internationalism</td>
<td>Teaching efficiently and effectively, Community-based instruction and research.</td>
<td>Research area specific working groups</td>
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<tr>
<td>Melissa Wooten</td>
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<td>Soliciting Elites: The Framing Activities of the United Negro College Fund. 2010. Mobilization 15(3): 369-391.</td>
<td>Organizations Social Movements Black Higher Education</td>
<td>Applying for fellowships, Teaching efficiently and effectively, Working / writing across disciplines</td>
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</table>
Moving from the Abstract “Mentor” to Getting What You Need*
Kerry Ann Rockquemore

1. Every time you feel the urge to use the word “mentor” or “mentoring” stop and ask yourself: what do I need right now? What’s holding me back? And what (specifically) would help me to be more productive and effective?

2. Go through [the list] of typical faculty needs found on page 12 and specify what would be helpful to you in moving forward. Don’t be afraid to name your need. If you don’t know how to write a successful grant, get un-stuck in your writing, or are floundering in the classroom, it’s okay. Name it so you can the help you need.

3. Ask yourself: how can I get _________ (insert current need met)? If you don’t know, state the need to someone else and ask them to help you brainstorm how to get your needs met.

4. Once you know what you need and have identified possibilities for getting it met, ask for help widely without shame, insecurity, or the belief that such a request means you are incompetent.

5. Release yourself from the limiting belief that all you need is to find a single guru-like figure who will care for you, protect you, and lovingly guide you through your academic career. Repeat after me: there is no guru. Instead, see what opens up this week for you when you replace that limiting belief with the idea that you can get your needs met from a wide variety of people and action in that direction.

6. Be sure that you are taking advantage of whatever "mentoring" programs your department, college and/or university offers, as well as any that may be offered by your professional organizations. They may not meet all of your needs, but they will increase the size of the network of people you can call on to assist you when you need it.


A List of Typical Faculty Needs**

If you are a typical new faculty member, you have some combination of the following needs:

1. **Professional Development:** Help in learning how to manage time, resolve conflicts, administer projects, organize your office space, teach efficiently and well, supervise graduate students, and make strategic decisions about service commitments.

2. **Emotional Support:** As a new faculty member, you are in the midst of a significant identity and role transition: from graduate student (or postdoc) to professor. As a result, you may need support in dealing with the common stress and pressures of transitioning to life on the tenure track.

3. **A Sense of Community:** Given that most new tenure-track faculty have uprooted their lives to move to a new area, you may find yourself seeking both an intellectual and/or social community where you feel a true sense of belonging.

4. **Accountability:** The structure of your job likely provides the least accountability for the activity that is most valued (research, writing and publication). In order to avoid getting caught up in the daily chaos, the vast majority of new faculty members need some form of accountability system for writing.

5. **Institutional Sponsorship:** You also need to cultivate relationships with people who are invested in your success at your institution. By that, I mean senior faculty who are willing to use their power to advocate for your best interests behind closed doors.

6. **Access to Networks:** Because knowledge isn’t produced in isolation, it’s critical for you to connect with others to discuss potential research collaborations, navigate external funding, and access opportunity structures that might not be immediately apparent to you as a new faculty member.

7. **Project Specific Feedback:** You will also need to regularly communicate with people who can provide substantive comments on your proposals, manuscript drafts, and new ideas.

**Excerpt from Kerry Ann Rockquemore’s “There is No Guru” in Inside Higher Education, April 19, 2010.
Mid-Career Malaise*
Kerry Ann Rockquemore

Even though my specialty is working with early-career faculty, I'm increasingly asked to work with "mid-career" faculty. I'm never exactly sure what that means, but I typically end up with a room full of exhausted women who range from recently tenured to long-term associate professors. In other words, they are people who: a) are afraid of getting stuck, b) feel seriously stuck right now, or c) have been stuck too long in the middle of the academic ladder. I love doing these workshops because the invitation is typically a hesitant and vague combination of "we know there's a problem but we don't know what to do about it" and could I provide some appropriate "mentoring."

The difference in mentoring for mid-career versus early career faculty is not unlike the difference between mentoring graduate students versus tenure-track faculty. To me, getting people un-stuck requires a combination of foundational skill training plus addressing rank-specific needs. So the types of core skills that faculty need across rank and discipline are things like: aligning your time with your priorities and evaluation criteria, conflict resolution, project management, planning and implementation of a clear agenda, saying "no," efficient teaching, stress management and the development of a healthy, consistent, and sustainable writing practice.

However, the rank-specific issues for mid-career faculty are fundamentally different than they are for pre-tenure faculty. The latter are primarily concerned with winning tenure, and that is the linear focus of their energy, attention and behavior during the probationary years. Once faculty obtain tenure, a different set of issues set in that are about deeper questions of meaning, identity, leadership, power and legacy. Because of this, they do need as much (if not more) mentoring than early career faculty, but in completely different ways.

When I have a short period of time to work with mid-career faculty, I cut to the chase by focusing on two core questions: 1) Where do you want to be in five years? and 2) Where are you on the mid-career emotional spectrum because when I ask faculty how they feel, I hear some combination of the following emotions:

- **Exhausted** from a crushing level of service and institutional maintenance.
- **Confused** about where their career is going (or not going).
- **Numb** from daily disrespect, devaluation and being taken for granted.
- **Stuck** at their current institution because it's difficult to move post-tenure and/or it's difficult to leave the academy once obtaining the job security of tenure.
- **Mad** about how little time they have to for their intellectual projects and the constant expectations to produce more and serve more with fewer resources and rewards.
- **Unmotivated** to pursue broader projects because of a lack of institutional resources and support and the idea that moving to the next level may bring even greater service expectations.

The problem is that most post-tenure faculty don't choose a path based on a clear long-range goals. Instead they get stuck in ambivalence, and by not choosing a clear direction, they get pulled into many different directions that keep them busy doing a lot of work, but without significant achievement in any area. And for female faculty at mid-career, not choosing a path and moving decisively in that direction can result in a crushing level of invisible, unrewarded, and career-stunting service. This is why so many faculty talk about the time immediately post-tenure as the "lost years," a "blur of service with zero productivity" and feeling like they "blinked and five years flew by" without any identifiable accomplishments, clarity, or direction.

While the first question provides a direction, the second question helps to identify a place for movement forward. I call this the mid-career emotional spectrum because when I ask faculty how they feel, I hear some combination of the following emotions:

- Exhausted from a crushing level of service and institutional maintenance.
- Confused about where their career is going (or not going).
- Numb from daily disrespect, devaluation and being taken for granted.
- Stuck at their current institution because it’s difficult to move post-tenure and/or it’s difficult to leave the academy once obtaining the job security of tenure.
- Mad about how little time they have to for their intellectual projects and the constant expectations to produce more and serve more with fewer resources and rewards.
- Unmotivated to pursue broader projects because of a lack of institutional resources and support and the idea that moving to the next level may bring even greater service expectations.
• Disappointed by how little changes with tenure (“Is this it?”).
• Bored by teaching the same courses year after year.
• Free to pursue more ambitious intellectual projects than were possible while on the pre-tenure timeline.
• Relieved to no longer be on under the constant pressure of whether or not they will win tenure.

I believe that pinpointing one’s location on this spectrum is deeply empowering. It doesn’t feel like it at first because many of the emotions are negative. However, identifying your location enables the realization that the causes of so many of these negative emotions are structural factors that are: a) unlikely to improve any time in the near future, b) outside of any individual faculty member’s control, and c) frequently irrelevant to the pathway most mid-career faculty want to pursue (with the notable expectation of those whose goal is institutional change). It also becomes clear that people make different choices in the midst of that reality and despite choices that have been made in the past, we’re all capable of making different decisions moving forward.

Finding Your Mid-Career Mojo

Clarifying your post-tenure pathway and identifying your emotional location, and clarifying the difference between what you do (and do not) control makes it possible to get unstuck by asking: What do you really want? What’s the most effective way to get it? What’s holding you back? And what support do you need for a jump-start? For example, if you want to move toward full professor but you’re not writing because you’re exhausted from service, then it’s time for some analysis of what’s holding you back from writing and the willingness to sharpen your skill training around time management, saying "no," and finding accountability for a day writing practice. If you want to move toward a senior administrative position, but you feel confused about how it all works, then it’s time for some new mentors who can help connect you to the kinds of skill training and networking that can move you in that direction (such as the HERS Institutes). Or if you want to be doing something completely different in 5 years because you feel numb, disappointed, unmotivated and bored, then why not start planning an exit strategy? It will involve sharpening some different skills and finding a supportive community and network that will move you towards that change, but it also may get you reconnected to your true passion.

For the mentor-less mid-career faculty reading this article, the formula is straightforward. Just fill in the blanks:

• In five years I want to be _________________________________.
• However, I currently feel _________________________________.
• In order to close the gap between where I am today to where I want to be, I need to focus on ________________________________ and let go of _________________________________.
• To move in that direction I need to sharpen my skills in ____________.
• The community, support and accountability I need to move in a new direction is _________________________________.
• The mentoring map for this new pathway looks like _____________.

I’m not saying it’s easy to get this honest about your future. It’s not! And there are usually lots of intense emotions that come up. But that intensity enables a different conversation and a new plan forward. And I believe that’s some of the most powerful, cost-effective, and productive mid-career mentoring.

*From Kerry Ann Rockquemore’s “Mentoring 101” series in Inside Higher Ed, November 28, 2011
Amherst College

University of Massachusetts

Hampshire College

Mount Holyoke College

Smith College