RESOURCE GUIDE

Faculty of Color at the Five Colleges

Summer 2012

Making Connections · Providing Support · Working Together Through Tenure And Beyond
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,

Enobong (Anna) Branch
Assistant Professor of Sociology
University of Massachusetts-Amherst
Team Leader, Supporting Faculty of Color through Tenure and Beyond

David Cort
Assistant Professor of Sociology
University of Massachusetts-Amherst

Patricia Banks
Assistant Professor of Sociology
Mt. Holyoke

Amber Douglas
Assistant Professor of Psychology
Mt. Holyoke

Becky Packard
Professor of Psychology and Education
Mt Holyoke

TABLE OF CONTENTS

Setting Up Academic Work Groups.................................................................1
    Patricia A. Banks, Mount Holyoke College

Resources.............................................................................................................2

Getting to Know You: Five College Faculty Of Color.......................................3-20

DEPARTMENT AFFILIATIONS

  BUSINESS.................................................................3
  EDUCATION.............................................................4
  HEALTH RELATED FIELDS........................................5
  HUMANITIES AND FINE ARTS..................................6
  SCIENCE, TECHNOLOGY, ENGINEERING, MATH..............13
  SOCIAL SCIENCES.......................................................16

Moving From The Abstract “Mentor” To Getting What You Need......................22
    Kerry Ann Rockquemore, Executive Director
    National Center For Faculty Development & Diversity

Mid-Career Mentoring.........................................................................................23
    Kerry Ann Rockquemore, Executive Director
    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. 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/](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](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/](http://cft.vanderbilt.edu/teaching-guides/interactions/mentoring-graduate-students/)
Penn State, [http://www.gradsch.psu.edu/facstaff/practices/mentoring.html](http://www.gradsch.psu.edu/facstaff/practices/mentoring.html)

**Ongoing Support:**
National Center for Faculty Development and Diversity, [http://www.facultydiversity.org/](http://www.facultydiversity.org/)
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<td><a href="mailto:rsalvador@isenberg.umass.edu">rsalvador@isenberg.umass.edu</a></td>
<td><a href="mailto:nwalker@isenberg.umass.edu">nwalker@isenberg.umass.edu</a></td>
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<td>Writing published conference papers in</td>
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<td>Creating work/life balance</td>
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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
Creating work/life balance

Connection Interests:
Accountability groups
Lorraine Cordeiro
Assistant Professor
Department of Nutrition
University of Massachusetts-Amherst
lcordeiro@nutrition.umass.edu

Research Interests:
Food Security, Adolescent Health, Nutrition

Serve as Resource for:
Creating work/life balance
Resources for mentoring

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

Tameka Gillum
Assistant Professor
Department of Public Health
University of Massachusetts-Amherst
tgillum@schoolph.umass.edu

Latest Publication:

Research Interests:
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

Serve as Resource for:
Writing journal articles
Managing graduate students

Connection Interests:
Accountability groups
Research area specific working groups

Sharon Mills-Wisneski
Assistant Professor
School of Nursing
University of Massachusetts-Amherst
millswis@nursing.umass.edu

Latest Publication:

Research Interests:

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

Connection Interests:
Writing groups
Accountability groups
Research area specific working groups
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<th>Joye Bowman</th>
<th>John H. Bracey</th>
<th>Mari Castaneda</th>
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<td><a href="mailto:jbowman@history.umass.edu">jbowman@history.umass.edu</a></td>
<td>University of Massachusetts-Amherst</td>
<td><a href="mailto:mari@comm.umass.edu">mari@comm.umass.edu</a></td>
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<td>Jews in U.S. History but it is neither the latest</td>
<td>Castañeda, M. and Isgro, K. (Eds.). New York,</td>
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<td>NY: Columbia University Press.</td>
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<td>New media and telecommunication policy, Latina/</td>
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<td>Alicia Christoff</td>
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<td><a href="mailto:iday@mtholyoke.edu">iday@mtholyoke.edu</a></td>
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<td>Victorian literature and culture, the history of the novel, and critical theory (including psychoanalysis)</td>
<td>Asian American literature</td>
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Lisa Green
Full Professor
Department of Linguistics
University of Massachusetts-Amherst
lgreen@linguist.umass.edu

Research Interests:
Syntax dialects of American English language acquisition of children in African American English-speaking communities

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

Robert Hayashi
Assistant Professor
Department of American Studies;
Department of English
Amherst College
rhayashi@amherst.edu

Latest Publication:
Haunted by Waters: A Journey through Race and Place in the American West (U. Iowa Press)

Research Interests:
Comparative race and ethnicity
Sports history
Environmental Studies

Serve as Resource for:
Writing a book
Turning a dissertation into a book

John Higginson
Full Professor
Department of History
University of Massachusetts-Amherst
jeh@history.umass.edu

Latest Publication:
International Review of Social History, Spring 2007

Research Interests:
Southern Africa and Comparative Labor History

Serve as Resource for:
Writing journal articles
Writing a book
Turning a dissertation into a book
Managing graduate students
Teaching large classes

Jina Kim
Assistant Professor
Program in East Asian Studies
Smith College
jkim@smith.edu

Latest Publication:
Urban Modernity in Colonial Korea and Taiwan (book manuscript currently under review)

Research Interests:
Comparative study of colonial modernity in Korea and Taiwan, Gender and Sexuality, Visual culture and Film

Connection Interests:
Writing groups
Accountability groups
Research area specific working groups
Kimberly Kono
Associate Professor
Department of East Asian Languages and Literatures
Smith College
kkono@smith.edu

**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

Barbara Krauthamer
Assistant Professor
Department of History
University of Massachusetts-Amherst
barbarak@history.umass.edu

**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

Daphne Lamothe
Associate Professor
Department of Afro-American Studies
Smith College
dlamothe@smith.edu

**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

Rick López
Associate Professor
Department of History
Amherst College
ralopez@amherst.edu

**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
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<tr>
<th>Naomi Miller</th>
<th>Rogelio Miñana</th>
<th>Young Min Moon</th>
<th>Karen &quot;Kym&quot; Morrison</th>
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<td>Full Professor</td>
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<td>Department of English and Program in the Study of Women and Gender (SWG)</td>
<td>Department of Spanish, Latina/o, and Latin American Studies</td>
<td>Department of Art, Architecture, Art History</td>
<td>Du Bois Department of Afro-American Studies</td>
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<td><a href="mailto:ymoon@art.umass.edu">ymoon@art.umass.edu</a></td>
<td><a href="mailto:kymorris@afroam.umass.edu">kymorris@afroam.umass.edu</a></td>
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<tr>
<td><strong>Research Interests:</strong> Women authors in the Renaissance; Women poets across all periods Children's literature</td>
<td><strong>Research Interests:</strong> Cultural icons (Don Quixote) in contemporary social justice and political movements. Digital storytelling. New media and NGO/advocacy campaigns.</td>
<td><strong>Research Interests:</strong> Contemporary Art, Art History and Criticism, Asian Studies</td>
<td><strong>Research Interests:</strong> History of racial identity among Afro-Latin American population, especially among Afro-Cubans.</td>
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<td>Serve as Resource for: Creating synergy with research and teaching Creating work/life balance</td>
<td>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</td>
<td>Serve as Resource for: Writing journal articles Writing foundation grants Applying for fellowships Managing graduate students Promotion from Assistant to Associate</td>
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<td>Dorothy Mosby</td>
<td>Asha Nadkarni</td>
<td>Elizabeth Stordeur Pryor</td>
<td>Sujani Reddy</td>
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| Associate Professor  
Department of Spanish, Latina/o, and Latin American Studies  
Mount Holyoke College  
dmosby@mtholyoke.edu | Assistant Professor  
Department of English  
University of Massachusetts-Amherst  
nadkarni@english.umass.edu | Assistant Professor  
Department of History  
Smith College  
epryor@smith.edu | Assistant Professor  
Department of American Studies  
Amherst College  
sreddy@amherst.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 | **Research Interests:**  
African American History; 19th Century U.S. Race, Slavery and Race Making | **Research Interests:**  
Critical Ethnic Studies |
| **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 | **Serve as Resource for:**  
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| **Connection Interests:**  
Writing groups  
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Writing groups  
Accountability groups  
Research area specific working groups |
Trea Andrea Russworm
Assistant Professor
Department of English
University of Massachusetts-Amherst
russworm@english.umass.edu

Latest Publication:
Blackness is Burning: Race, Psychoanalysis, and Civil Rights Era Popular Culture

Research Interests:
African American culture, film and media, video games, digital culture.

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
Creating work/life balance

Connection Interests:
Accountability groups

Manisha Sinha
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Latest Publication:
The Abolitionist Imagination (Harvard UP, 2012)

Research Interests:
Nineteenth Century United States History: Slavery, Abolition, Civil War and Reconstruction

Serve as Resource for:
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

Connection Interests:
Writing groups
Research area specific working groups

Wako Tawa
Full Professor
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Amherst College
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Latest Publication:

Research Interests:
Linguistics Japanese Language

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

Connection Interests:
Research area specific working groups

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Department of English
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Latest Publication:

Research Interests:
Native American studies; American studies; American literatures

Serve as Resource for:
Writing journal articles
Writing a book
Managing graduate students
Promotion from Assistant to Associate
Planning for sabbatical
Creating work/life balance
Mentoring Native American graduate students and junior faculty

Connection Interests:
Research area specific working groups
<table>
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<th>Renae Brodie</th>
<th>Jaime Davila</th>
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<td>Mount Holyoke College</td>
<td>Hampshire College</td>
<td>University of Massachusetts-Amherst</td>
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<td><a href="mailto:rbrodie@mtholyoke.edu">rbrodie@mtholyoke.edu</a></td>
<td><a href="mailto:jjdCCS@hampshire.edu">jjdCCS@hampshire.edu</a></td>
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<td><strong>Serve as Resource for:</strong> Writing journal articles, Writing NSF grants, Setting up a research lab, Promotion from Assistant to Associate</td>
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</tr>
</tbody>
</table>
### Wei Fan
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wfan@ecs.umass.edu

**Latest Publication:**  

**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 journal articles  
Managing graduate students  
Applying for fellowships  
Outreach/disseminating research beyond the academy

### Song Gao
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**Latest Publication:**  

**Research Interests:**  
Modeling of travelers' decision making 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 published conference papers in scientific disciplines  
Writing journal articles  
Managing graduate students  
Promotion from Assistant to Associate

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

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Assistant Professor  
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**Research Interests:**  
Protein Folding, Biophysics, Biochemistry

**Serve as Resource for:**  
Setting up a research lab  
Research area specific working groups

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**Research Interests:**  
Experimental condensed matter and statistical physics

**Serve as Resource for:**  
Writing NSF grants  
Setting up a research lab  
Creating synergy with research and teaching  
Promotion from Assistant to Associate  
Promotion from Associate to Full
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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

Jessica Sidman

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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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Research Interests:
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
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<td>Black Upper-Middle Class (Routledge</td>
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SOCIAL SCIENCES
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<tr>
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<td>Javier Corrales</td>
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<td>Amber Douglas</td>
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<td>Mount Holyoke College</td>
<td><a href="mailto:adouglas@mtholyoke.edu">adouglas@mtholyoke.edu</a></td>
</tr>
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</table>

**Latest Publication:**

**Research Interests:**
Race, gender, and work broadly; heterogeneity of the black experience created by the intersection of gender, nationality, citizenship and economic class.

**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

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

**Research Interests:**
Dominican racial identity, Dominican feminisms, Hispanic Caribbean communities in the US, Latin American & Latina feminisms, Blackness in the Americas, Hair and Beauty Culture among African diaspora and Latino communities, Community Based Research and Learning

**Serve as Resource for:**
- 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

**Research Interests:**
Comparative Politics Latin America Democratization Political Economy

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

**Research Interests:**
- 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.

**Serve as Resource for:**
- Writing journal articles
- Writing a book
- Writing NSF grants
- Managing graduate students
- Teaching large classes
- Promotion from Associate to Full
- Outreach/disseminating research beyond the academy
- Creating work/life balance

**Connection Interests:**
- Writing groups
- Accountability groups
- Research area specific working groups
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Latest Publication:
Politics in Africa: A New Beginning?

Research Interests:
Comparative political economy-Africa, the Caribbean

Serve as Resource for:
Writing journal articles
Writing a book
Creating synergy with research and teaching
Teaching efficiently and effectively
Promotion from Assistant to Associate
Promotion from Associate to Full

Connection Interests:
Accountability groups

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Latest Publication:
Chinese Capitalism and the Modernist Vision

Research Interests:
Microfinance East Asian Economic Development Economics of Technology

Serve as Resource for:
Writing published conference papers in scientific disciplines
Writing journal articles
Writing a book
Turning a dissertation into a book
Creating synergy with research and teaching
Promotion from Assistant to Associate
Promotion from Associate to Full

Connection Interests:
Writing groups
Accountability groups

Sanjiv Gupta
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University of Massachusetts-Amherst
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Latest Publication:
"Her money, her time," J. Marriage & Family, 2007

Research Interests:
Time use Stratification Family

Serve as Resource for:
Writing journal articles
Teaching efficiently and effectively
Promotion from Assistant to Associate

Connection Interests:
Writing groups
Accountability groups

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Five College Program in Culture, Health, and Science
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Latest Publication:

Research Interests:
How people internalize their environments—social, cultural, physical—and how this contributes to social inequalities in health. The psychological and physical consequences of social status.

Serve as Resource for:
Promotion from Assistant to Associate

Connection Interests:
Accountability groups
Research area specific working groups
Rahsaan Maxwell
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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

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Center for Public Policy and Administration
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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
Writing NSF grants
Teaching efficiently and effectively
Promotion from Assistant to Associate
Promotion from Associate to Full

Becky Wai-Ling Packard
Full Professor
Department of Psychology and Education
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Research Interests:
Mentoring, persistence, career development in STEM fields

Serve as Resource for:
Writing NSF grants
Teaching efficiently and effectively

Nnamdi Pole
Associate Professor
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Latest Publication:

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

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

**I've done lots of research on academics & work-life balance
<table>
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<th>Name</th>
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<th>Department</th>
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<td>Jonathan Rosa</td>
<td>Assistant Prof</td>
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<td><a href="mailto:jdrosa@anthro.umass.edu">jdrosa@anthro.umass.edu</a></td>
<td>&quot;Learning Ethnolinguistic Borders: Language and Diaspora in the Socialization of U.S. Latinos/os,&quot; forthcoming in &quot;Diaspora Studies in Education: A Framework for Understanding the Experiences of Transnational Communities,&quot; edited by Rosalie Rolón-Dow</td>
<td>Language, Race, Education</td>
<td>Promotion from Assistant to Associate</td>
<td>Writing groups</td>
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<tr>
<td>Lisa Saunders</td>
<td>Associate Prof</td>
<td>Department of Economics</td>
<td>University of Massachusetts-Amherst</td>
<td><a href="mailto:saunders@econs.umass.edu">saunders@econs.umass.edu</a></td>
<td>Employment and Earnings: A Case Study of Urban Detroit, Review of Black Political Economy March 2012</td>
<td>Detroit: employment, residential segregation, family responsibilities, social services</td>
<td>Promotion from Associate to Full</td>
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<tr>
<td>Christopher Tinson</td>
<td>Assistant Prof</td>
<td>School of Critical Social Inquiry</td>
<td>Hampshire College</td>
<td><a href="mailto:ctinson@hampshire.edu">ctinson@hampshire.edu</a></td>
<td>&quot;Harlem, New York! Harlem, Detroit! Harlem, Birmingham!’ Liberator Magazine and the Chroniling of Translocal Activism” in The Black Scholar 41, No. 3 (Fall 2011): 9-16.</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>
<td>Assistant Prof</td>
<td>Department of Sociology</td>
<td>University of Massachusetts-Amherst</td>
<td><a href="mailto:mwooten@soc.umass.edu">mwooten@soc.umass.edu</a></td>
<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</td>
<td>Working / writing across disciplines</td>
</tr>
</tbody>
</table>

~ 20 ~
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:

- Exhusted 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*