The Women in Educational Leadership Conference (WELC) hosted the 30th annual conference in Lincoln, NE on October 9 and 10. Founded in 1987 by Dr. Marilyn Grady, a professor of educational administration at the University of Nebraska-Lincoln, the conference brings together professors, graduate students, deans, associate deans, student success coaches, instructional designers, teachers, guidance counselors and principals to discuss the issues facing women in education (primary, secondary and higher ed).

Great opportunities
This year’s WELC included 77 concurrent sessions on topics ranging from microaggressions to creativity to instructional design to stereotype threat to racial equity to the various paths to leadership that women might take. The conference is hosted each year over the Columbus Day holiday in Lincoln. Each session was 25 minutes, with presenters discussing their research, describing implemented programs, telling their stories and/or offering up practical advice to their audiences.

WELC provides many opportunities for women (and men) to present their work, and Grady encouraged presenters to be grateful of their audience, no matter what the size. “Any person who listens to me is a gift,” she said. WELC also provides opportunities for networking with other women leaders, so women at schools from all over the United States can connect with one another. According to the program, “[i]ndividuals have related many stories of the benefits they have experienced through attendance and participation in the conference.”

WELC’s origins
Grady noted that the theme of this year’s conference was to “remind us all of the stories that drive this conference.” In her opening remarks, Grady explained that the conference originated when her department realized so many women students were entering the Educational Administration department. “We needed to do something,” she said.

The men in the department urged Grady to create a conference for these women students, so she did. In 1987, the first conference was held at the University of Nebraska-Lincoln. The theme revolved around the skills women needed to attain careers in educational administration. The attendees were only from Nebraska: UNL grad students, teachers and administrators.

Expanding audiences
In 30 years, the audience for WELC has expanded. Many of Grady’s students still attend and present their research, but so do women leaders from not only Nebraska and the Midwest, but also from California, Texas and Florida. Participants now come from all 50 states, which attendees learned when Grady insisted we all stand up and introduce ourselves on the first evening of WELC.

The opening panel, “Women and Leadership,” included Alisha Bollinger, instructional coach at Norris Public Schools NE; Tina Oelke, assistant dean of outreach and workforce development at Neosho County Community College KS; and Teri Marcos, professor of educational administration at National University CA. Bollinger discussed her research about why women stay as superintendents of schools rather than the usual focus on why women leave these positions. Oelke’s presentation, based on her dissertation research, was about the experience of women presidents in the central states, particularly the gender barriers these women leaders face. Marcos described a conference she and colleagues organized on women in educational leadership, which they modeled on WELC. Grady will be one of their keynote speakers.

Additional featured speakers included Dr. Frances W. Kaye, a professor of English at UNL; Carla E. Tillmon, a program analyst at the U.S. Department of Labor—Women’s Bureau; and Dr. Kelly Sartorius, who teaches at the University of Kansas Honors College. The featured speakers alone make WELC an excellent conference to attend for women in higher education, but the sessions are what make this a conference not to be missed. As editor of Women in Higher Education, I was glad to attend a conference that WIHE used to cover regularly. I hope to see you, our readers, attending next year.

—KJB

Index to this December 2016 issue

| ‘Fearless’ Leader to Head Architecture School | ................. | 2 |
| NEWSWATCH: Gendered Polities at Work and Play | ................. | 3 |
| Women on the Move | ............................................... | 6, 11 |
| WIHE INTERVIEW: Changing the Face of Social Justice Education: WIHE Interviews Jamie Pipperato | ................. | 7 |
| Nursing Education Addresses an Evolving Health Care Landscape | ................. | 8 |
| Why You Should Care About FERPA | ............................................... | 9 |
| Women’s College Students Among HBCU All-Stars | ............................................... | 17 |
| Basketball Coach Beth Burns Wins $3.35 Million+ in Termination Lawsuit | ............................................... | 18 |
| Professor Tressie McMillan Cottom: Sociologist, Higher Ed Activist and Optimist | ............................................... | 19 |
| THE EDITOR’S ODDS AND ENDS: We Still Need Feminism | ................. | 20 |

PLUS 7 pages of great new job opportunities for you | ................. | 10–16 |
Maria Perbellini considers herself “fearless,” admitting she has a “positive” and “optimistic” outlook on life. The licensed architect was appointed the new dean of the School of Architecture and Design at the New York Institute of Technology. She joined the school in August 2016.

If anyone can be considered a citizen of the world, the Italian-born and -raised Perbellini comes close. Born in Verona, Italy, she did her undergraduate work in Venice at the Instituto Universitario di Architettura di Venezia, where the only modes of transportation were walking and boats.

The quiet environment left room for inspiration. “You don’t hear any other noise [other] than footsteps and boats,” she said. “For an architect, it’s a place to experience a place with different eyes.”

During her five years in Venice, Perbellini participated in an eight-week summer program that ultimately earned her a scholarship to New York’s Pratt Institute and eventually a Master of Architecture degree. “My English was basic; it was scholastic,” she said. But she was able to “start my adventure by myself in this wonderful city.” Doing so helped her “to know my limits, [my] strengths and weaknesses.”

After receiving her master’s degree, she went to work for several well-known architects, making “life connections” that have stayed with her. “I wanted to take out of that experience the best possible learning,” said Perbellini. She also became principal of her own firm, Pongratz Perbellini, an internationally recognized multidisciplinary architectural firm.

Seeking additional challenges, Perbellini left New York for Yeungjin Junior College in South Korea. She eventually made her way back to the United States with appointments, first at the University of Texas-Austin and then at Texas Tech University, where she served as professor and associate dean for graduate programs in the College of Architecture.

But with her appointment at NYIT, Perbellini feels she has “come home.”

**From dance to design**

Architecture was not always her first love, although her father was an architect. A classically trained ballerina, Perbellini grew up wanting to be an actress while studying Latin and literature in high school. When she finally decided on architecture, “it came naturally,” she said. “It was part of my mindset because it was naturally happening in my home.”

The oldest of three children, when it came time to leave for college, Perbellini remembers her father telling her, “You can do things that your brothers together can’t even imagine,” she said. “It was good to hear my father talking like that to a girl. It gave me self-confidence.”

It was at Texas Tech that Perbellini started to explore academic administration, starting first as chair of the College of Architecture and later associate dean of the graduate programs, where she worked to “institute new things and reinvent the existing pedagogical models.” Specifically, she developed a Master of Architecture curriculum with four graduate certificates and designed a Master of Science in Architecture with specializations in digital design and fabrication, urban and community design, and design and health.
An “inclusive leader”

Perbellini calls herself “an inclusive leader.” “My decisions are inclusive and thoughtful,” she said. “People are extremely important to me.”

“When you’re in a leadership position, you have to bring out the best in others,” she said. “This job is not about me. It’s about the community I found here.”

That community is planning to undertake some big changes in the next several years with its NYIT 2030 Strategic Plan. The plan sets specific goals to be met to position the school as “a model 21st-century global institution.” It was the opportunity to lead significant transformation that attracted Perbellini to the position at this time.

With its 12,000 students from nearly all 50 states and 100 foreign countries, NYIT offers 90 degree programs on multiple campuses. In addition to sites in Manhattan and Old Westbury NY where the School of Architecture holds classes, NYIT campuses can also be found in Abu Dhabi, Vancouver, Jonesboro AR and two campuses in China. “Our university is global,” said Perbellini. “That’s one of the reasons why I chose NYIT.”

Married to a German, the couple has a 15-year-old daughter who has made it clear she has no intention of following in her mother’s footsteps. “My daughter wants to be a medical doctor,” said Perbellini. “She hasn’t changed her mind for a few years.”

Cooking acts as Perbellini’s “therapy.” When she has time to herself, she reads, takes pictures, does yoga or swims. In addition to cooking, family time includes travel as well as watching movies and films.

Perbellini readily admits her family grounds her. “It gives me a different perspective of who I am,” she said. “They’re my reference point.”

Being a dean is a “complex” job. “I have to listen, be thoughtful, have insight and good communication skills,” said Perbellini. “My family calms me down.”

Supporting women

Although she received unabashed emotional support from her father for her choice of academic study, the field of architecture is still a man’s world. “Typically schools of architecture have [only] 20 to 25 percent women on the faculty,” said Perbellini, who has sought to change that statistic. “I dedicated my career to support women.”

At Tech, Perbellini celebrated her best women students with awards. She brought in a prestigious speaker for a daylong instruction and lecture solely for them.

“My best students are actually girls,” she said. “They’re passionate about it and they choose to be here. They’re committed.”

While it’s difficult for her to mentor specific faculty at this point, she is willing to sit down with any of them and try to craft a career plan. “I like to be helpful and inspire my youngest faculty with my career,” said Perbellini. “I believe that faculty is the pulsating force of any university.”

She will need her “positive” and “optimistic” outlook on life to chart the school’s course to the next century. “I’m very excited to be in this position,” Perbellini said, acknowledging she has the opportunity to “shape something, to be evolving and to create conditions for success.”

—MLS

Gender Pronoun Wars?

At The Globe and Mail, Margaret Wente seems to defend University of Toronto psychology professor Jordan Peterson, who “refuses to use gender-neutral pronouns for non-binary students.” Her article catalogs the “angry students” and the “more than 250 faculty members” who signed a letter condemning his behavior. She describes “the gender pronoun wars” and notes that “you too could be guilty” in this skirmish.

Rather than try to understand why students (and their faculty supporters) would have a problem with Peterson’s refusal to use the pronouns students choose, Wente emphasizes that since a “large majority of the human race is actually gender binary” that, perhaps, we should stick with the pronouns that are most familiar.

Newswatch couldn’t disagree more. Instead, we should recognize that each person has the right to determine their own pronouns for their gender identities. Maybe people should choose not to be jerks—a lesson both Peterson and Wente need urgently.


How Hillary’s Campaign Highlights Workplace Sexism

Meredith Blake notes that Hillary Clinton’s campaign “has illuminated the belittlement, condescension and hostility that women have endured for decades in workplaces across the country.” After all, Clinton was interrupted by both Bernie Sanders and Donald Trump (so many times by Trump) in debates. Republican analyst Ana Navarro refused to be shushed for trying to talk about the Trump Access Hollywood tape. This was common workplace sexism televised for everyone to see. Newswatch hopes that if workplace sexism becomes unavoidably obvious, maybe workplaces will finally address and get rid of it.

More than that, Blake shows how these women respond to these men who mansplain, interrupt and monologue. She writes, “[F]ulminating men have repeatedly lost their cool [and] talked over and interrupted women who have (mostly) kept their cool and stuck to the facts, dismantling the notion that women are dictated by emotion.”

—Los Angeles Times on Oct. 29, 2016

Women Work More Than Men

(Of Course!)

The World Economic Forum’s Global Gender Gap Report found that women work “an average of 39 days per year more than men do.” The report notes that it will take “170 years before there is global equality of the sexes” because of a recent “dramatic slowdown in progress.” Imbalances in pay and participation in the labor force are two of the main culprits of this slowdown. Future projections are not looking good either, since “a large proportion of occupations with a preponderance of female workers are set to be among those most likely to
be disrupted by technological innovation.”

The current, and likely future, economic woes women face occur despite the gains women have made in education. Newswatch suggests there is a small silver lining in this utterly depressing article: some international companies are setting goals to increase the percentage of women in their workforce and leadership roles.


**Baylor Sexual Assault Scandal Is Worse Than Previously Reported**

60 Minutes Sports reports that since 2011, “17 female students reported sexual or domestic assault charges against 19 Baylor football players,” which includes “at least four alleged gang rapes.” Baylor University TX is a Christian college, and the CBS investigation found that when victims reported assaults, they were blamed for violating the university’s code of conduct, not the football players they accused. So far, the president, Ken Starr, and the football coach, Art Briles, have lost their jobs.

But as this scandal continues to unfold, it is clear to Newswatch that Baylor is going to have to work hard to dismantle a culture that blames and punishes victims while protecting the football team. Protecting the brand rather than ensuring the safety of students is always the wrong option.

—CBS News on Oct. 31, 2016

**For Duke Undergrad Women, Higher Education Equals Lower Self-Esteem**

In 2002 and 2003, 20 focus groups of students at Duke University NC met over two semesters “to parse the gendered issues that shaped their experiences.” What they found was that undergraduate women show a serious decline in self-esteem between their freshman and senior years of college, while men reported an increase. The young women reported that they were expected to attain “effortless perfection,” which meant that they should be “smart, accomplished, fit, beautiful and popular” without any obvious effort.

The cultural expectation, unsurprisingly, impacted their self-esteem. Elite education couldn’t mitigate the cultural expectations of femininity. Newswatch suggests that what we need is a return of the feminist consciousness-raising groups of the late 1960s, a support network for women to discuss these cultural expectations and dismantle them together.


**11 Women Academics Become MacArthur Geniuses**

The MacArthur Foundation named 23 individuals as this year’s MacArthur Fellows, including 11 women academicians. Each fellow received a $625,000 stipend for the next five years to use as they want to. The fellows are Dr. Anne Basting, professor of theatre at the Peck School of Arts at the University of Wisconsin-Milwaukee; Dr. Kellie Jones, associate professor in the Department of Art History and Archaeology at Colum-bia University NY; Mary Reid Kelley, senior critic at the School of Design at the University of Pennsylvania and critic in painting at Yale University CT; Dr. Maggie Nelson, director of the creative writing program at the California Institute of the Arts; Dr. Dianne Newman, professor of biology and geobiology at the California Institute of Technology; Dr. Victoria Orphan, professor of environmental science and geobiology at the California Institute of Technology; Claudia Rankine, MFA, professor of poetry at Yale University CT; Lauren Redniss, MFA, assistant professor of illustration in the School of Art, Media and Technology at The New School NY; Dr. Rebecca Richards-Kortum, professor of bioengineering at Rice University TX; Sarah Stillman, staff writer for The New Yorker and director of the global migration program in the Graduate School of Journalism at Columbia University NY; and Dr. Julia Wolfe, associate professor of music composition in the Steinhardt School at New York University.

Newswatch congratulates all these women academicians on their prestigious award and looks forward to the projects each plans to undertake.


**U.N. Picks a Woman as a Mascot, But Not as Secretary General**

António Guterres is the next secretary general of the United Nations, the ninth man to hold the post since the founding of the U.N. in 1945. Since the position usually has two five-year terms, Jean Krasno writes in an op-ed for The Guardian “that it will now be 80 years without a woman secretary general.” There were seven women candidates for the position, but “[b]ackroom political deals among the old boy’s establishment prevailed again.”

The U.N. later picked Wonder Woman as their mascot “to promote women and girls.” Newswatch imagines this must be a response to the disappointment over a man being chosen to head the organization after “dozens of countries pushed this year for a woman to be chosen” instead. Wonder Woman is an “honorary ambassador” to encourage the empowerment of girls and women. Hey, U.N., do you know what would actually promote female empowerment? Appoint a woman as secretary general, rather than relying upon a fictional character. The U.N. seriously disappoints Newswatch. Maybe in 10 years there will finally be a woman leading the U.N. It’s a shame we have to wait that long.


**The Importance of Cultural Awareness in Advising Students**

At Inside Higher Ed, June Y. Chu, dean of Pierson College at Yale University CT, writes, “To be better advisors, we need to consider the cultural baggage a student brings to a conversation when discussing a major.” She urges advisors to understand that students face cultural values and norms that don’t match neatly with “American ideologies of independence.”
Advisors should strive to become more culturally competent and recognize that students might value interdependence rather than independence. More than that, those who advise students should reflect on “how our own cultural values influence our advising and potentially devalue the cultural history a student brings into our office.” The goal should be to help students find a major they enjoy while remembering that their individual cultural context matters deeply. Newswatch can’t help but agree.

—Inside Higher Ed on October 21, 2016

**Having Kids Makes Women More Efficient (I Told You So!)**

The Federal Reserve Bank of St. Louis published a working paper that demonstrates that “over the lifespan of a 30-year career, women with children outperform childless workers at nearly every stage of the game.” Researchers wanted to see if parents, particularly mothers, “were less productive than their peers without kids.” Mothers produce more work than their peers, despite a “significant dip in productivity for mothers of young children.” Moreover, women make up for this loss of productivity. The study’s results are no surprise to Newswatch, because Newswatch is the mother of two children. She has become remarkably more efficient and productive after having children than before because she has to be.

“Kids,” Quartz notes, “are the ultimate efficiency hack.” Newswatch tends to agree, but also notes that this productivity does not necessarily negate the “motherhood penalty” that women who happen to be mothers face throughout their careers: fewer promotions, lower salaries, judged as less competent and committed, and held to stricter performance standards. Employers should finally recognize the efficiency and productivity of mothers rather than judge mothers so harshly. Seriously, cut it out already.

—Quartz on Oct. 11, 2016

**Breaking: Recommendation Letters Are Still Gendered**

Another day, and there’s yet another study on the gender disparities in recommendation letters. The new study from *Nature Geoscience*, “Gender Differences in Recommendation Letters for Postdoctoral Fellowships in Geoscience,” found that women are “about half as likely as men to receive ‘excellent letters’ as opposed to ‘good letters’ of recommendation, regardless of whether the person writing the recommendation is male or female.” A letter was categorized as “excellent” if it included phrases like “brilliant scientist,” “trailblazer” and/or “scientific leader.” Only 15% of letters analyzed for women were considered excellent, compared to 24% of the letters for men. Men and women both write less excellent letters for women, which is important because descriptors in recommendation letters “indicate to potential employers that women are less competent than men.”

—*Time* on Oct. 6, 2016

**Why Don’t Colleges Hire More Faculty of Color?**

“Because we don’t want them,” writes Dr. Marybeth Gasman, a professor of higher education at the University of Pennsylvania. This was her response to a question about the lack of faculty of color at the majority of schools. Part of Gasman’s research is related to faculty recruitment, and her op-ed catalogs all of the excuses she’s heard about why people of color are dismissed in faculty searches, including the most common excuse of lack of people of color in the “faculty pipeline.” This, however, isn’t true. She writes, “[T]here are great numbers of Ph.D.s in humanities and education and we still don’t have great diversity on these faculties.” Faculty at our schools should be representative of the diversity present in our nation to “uplift people of color and center issues that are important to large and growing communities of color across the nation.”

Following the publication of her op-ed, Gasman wrote another piece describing the response to it from people of color who shared their stories of discrimination and the “many emails that attempted to justify racism and hate.” The disdain for African Americans, by faculty, in particular was overwhelming. She writes, “The visceral hate for African Americans by many in the U.S. and in academe is vivid and real.” Newswatch wants to believe that faculty at our schools would not be racist, but her experiences teaching at multiple state universities suggest otherwise. Academia still has much to do to counteract racism, and revisiting hiring practices to ensure the diversity of your school’s faculty is an important first step. Working to dismantle a culture of racism is much harder. Newswatch suggests taking the Harvard Implicit Bias Test to find out what your biases are and to begin to work against them.


**Women’s Progress Has Stalled (Dramatic Sigh)**

One of Newswatch’s favorite journalists on gender, Ann Friedman, explains that “[t]he 21st century has not been great for women.” Her evidence comes from an overview of women’s social and political progress completed by the Russell Sage Foundation, which claims that progress for women has actually stalled since the 1990s. Gender equality is still out of reach. (Newswatch hopes that eventually we’ll reach gender equality, and she’ll never have to write that sentence again. It wears on her soul.)

The report suggests three possible reasons for stalling progress: people still believe that women are “inately different” from men; women are still expected to handle “domestic work and child-rearing”; and work is now “all-consuming for everyone,” which has particular consequences for women. Further, the report acknowledges that sexism no longer appears as overt as it once did, but is more about implicit bias (though Newswatch would like to remind readers that overt sexism is nowhere near over either).
Despite the depressing tone of the report, Friedman still thinks we can un stall women’s progress by fighting for a higher minimum wage, looking “outside the gender binary for advice on how to construct an identity un bound by conventional rules” and encouraging “unconventional family structures” that look more egalitarian and less like outdated notions of what families should be. Newswatch agrees with Friedman that gender equality might only be realizable if we abandon old approaches to equality and envision new ones. Who’s ready to try?  
—New York Magazine on Sept. 23, 2016

Mean Girls of Modern Feminism  
(Yes, Please)

At The Independent, Harriet Marsden provides a glorious takedown of an article published in The Guardian entitled “I Didn’t Choose to Be Straight, White and Male: Are Modern Men the Suffering Sex?” Newswatch is not usually a fan of the takedown, but this article, on how men are being “silenced” by gender equality, deserved a swift kick in the pants. Marsden tries to figure out how the white men who make up “the press, the politicians, the police, the powerful” are feeling oppressed.

She writes, “Forget about the billions of women worldwide who are literally silenced by patriarchal oppression, poverty, racial inequality, and femicide. No, the silencing of white men in the western world is now the social issue du jour. And we know this because they’re complaining and being interviewed about it.”

Readers, this is what we call a sick burn. But, more importantly, these men complaining about their “bad” treatment by women don’t actually acknowledge that women “are statistically more likely to be raped, murdered or discriminated against.” Complaining white men refuse to acknowledge all the privileges they have in our patriarchal world. Newswatch is (sort of, but not really) sorry that granting equality to women feels painful to men, but how do these men think women feel? Newswatch looks forward to the mean girls of modern feminism, who refuse to be silenced in their fight for gender equality. They are smashing the patriarchy until it no longer exists. And now, Newswatch will let you all in on a little secret: she’s one of these mean girls, and she’s already smashing.

—The Independent on Sept. 5, 2016

Women on the Move

As of November 1, 2016

• Dr. Betsy M. Bryan becomes vice dean of the humanities and social sciences in the School of Arts and Sciences at Johns Hopkins University MD in addition to her previous duties as the Alexander Badawy Chair in Egyptian Art and Archaeology.

• Karen B. Clarke moves from VP for strategic marketing and communications at Temple University PA to senior VP for strategic communications and external affairs at Kent State University OH on Jan. 1.

• Darby Dickerson, JD, moves from dean and the W. Frank Newton Professor of Law at the Texas Tech University School of Law to dean of the John Marshall Law School IL on Jan. 1.

• Jenny Dodson becomes director of the Student Experience Center at the University of Arkansas at Little Rock.

• Jeanne Durr, JD, moves from executive director of human resources at the University of Colorado at Colorado Springs to associate VP for human resources at the University of Wyoming.

• Amanda Engelhardt becomes director of career pathways at Ozarka College AR.

• Dr. Lourdes Estrada becomes associate director of academic programs and operations for the Medical Scientist Training Program at Vanderbilt University TN in addition to her duties as an assistant professor of cancer biology.

• Yancey Fouché moves from associate director of the Center for Sustainability at Furman University SC to director of sustainability at Davidson College NC.

• Dr. Heidi Gilligan moves from director of the graduate programs in education to the new dean of the College of Education for Trident University CA.

• Farrah-Marie Gomes becomes vice chancellor for student affairs at the University of Hawaii at Hilo after previously serving as interim.

• Dr. Jody Greene becomes the founding director of the University of California, Santa Cruz’s Center for Innovations in Teaching and Learning.

• Dr. Jodie Holt becomes director of the University of California, Riverside Botanic Gardens. Previously, she was professor emerita of plant physiology at the school.

• Camille Kluttz-Leach, JD, moves from general counsel of Winston-Salem State University NC to vice chancellor and chief of staff at the school.

• Dr. Karen Kopera-Frye moves from professor of gerontology at the University of Louisiana-Monroe to associate dean in the College of Health and Social Services at New Mexico State University.

• Mary Beth Lancaster becomes dean of instruction at Jefferson Davis Community College AL.

• Ulicia Lawrence-Oladeinde becomes director of the Pan-African Studies Community Education Program at Temple University PA.

• Dr. Lauren Sudeall Lucas becomes the inaugural director of the Center for Access to Justice at Georgia

continued on page 11

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Changing the Face of Social Justice Education: WIHE Interviews Jamie Piperato

Jamie Piperato is changing the face of social justice education with her company, JP HigherEd. The innovative and collaborative organization seeks to center the voices of the marginalized students, faculty and practitioners. We talked to her about the decision to pursue this goal, how it differs from the work she did in a “previous life” on campus and the impact she hopes to make. This interview has been edited for length and clarity.

You left campus-based higher education for speaking and consulting nationwide. What lessons did you take with you from the work you did?

Passion—the kind of passion that drives people to do this work—to go to grad school, to jump into a full-time position, and to work with students and to make as big of an impact as possible on their lives. What ties me to this field—and what keeps me connected to this field—is that very basic but sometimes difficult concept of passion, and compassion, and striving to make something beautiful of an experience.

[Leaving] my full-time job was one of the hardest things that I did. There was definitely an adjustment period—going from being surrounded by students all the time, by colleagues, [by] different types of dialogues and conversations, and activities and events—and then going into almost like solitude, where you’re not necessarily seeing or communicating to those people every day.

I also held on and reached out to people like me: people who left higher education and/or who were working in higher education in nontraditional ways. Figuring out who they were, how did they make this work, what were the difficulties, what were the strengths, what was the beauty that they were seeing and why they stayed connected.

JP HigherEd is markedly different from several other consultancies out there in that it offers “high-quality professional development opportunities that utilize a social justice lens to drive the conversation.” How did you decide on this as a focus?

I have a simple response, one that might sound really cheesy: it’s the only option. If we want to change the disparities that we see, change the cultures, change the violence and the harm that we see through the practices and the work that we’re doing, if we want to liberate—to put it simply, this is the only option.

We have to utilize a social justice lens in every ounce of the work that we do. If we’re not willing to look at what’s not working, then we can’t change. If we can’t envision what it [the world] should look like, then we can’t change it. Centering the voices of those who are most marginalized in every conversation is the only option I see possible out there.

As a company, we strive not to have a tab that’s labeled “Diversity” and have folks go there if they’re looking for diversity conversations, but really incorporating that throughout every conversation we have. As an example, we have a facilitator that’ll be doing a conversation about Title IX. That conversation on campuses is [usually] heteronormative and cisnormative, and that’s very limiting.

By centering the voices of those who are most marginalized in regard to sexual violence—that’s what it’s all about. That’s how we see change. That’s where we see resources being provided to those who need them, spaces created where folks can have those open dialogues and develop trust.

Can you briefly talk about some of the services and charitable projects that JP HigherEd engages in?

We have a bunch of programs and services available. Some are free services, some are paid, recognizing that we want to be able to provide access to folks. We host a podcast called the JPSpeaks: Social Justice and Inclusion Podcast for higher education professionals. We have professionals come on and talk about their expertise, if it’s possible to be an expert in anything. We also provide on-campus trainings underneath our service JP Campus.

The biggest thing we’re focusing on right now [is] JP Webinars. JP Webinars are online, identity-conscious professional development programs for higher education professionals, or really anyone: folks who need this information, want this information and can learn from it are all welcome. Right now we have 13 facilitators who are compensated for the work they do. [Author’s Note: I, as well as fellow WIHE writer Karen Costa, serve as facilitators for JP Webinar offerings.]

We infuse that identity-conscious, social justice lens throughout all of our webinars. We have programs that focus on residence life, gender, sexuality, Title IX, multiculturalism, orientation, accessibility and counseling. We are utilizing, and centering, those who are marginalized in those conversations.

JP Scholarships is the backbone of our company. JP Scholarships is a way to take some of that money that folks are using for professional development and spend it back on students who are benefiting in higher education.

continued on page 13
Nursing Education Addresses an Evolving Health Care Landscape

With changes in American health care brought about by the Affordable Care Act and a shortage of nurses to fill all the available positions, nursing has become a highly desirable field and nursing programs are receiving a record number of applications. A required course in Bachelor of Science in nursing (BSN) programs is community/public health.

Instructors guide students through aspects of preventative health care, the needs of special risk groups, health policy issues and community needs. Some students already envisioned careers beyond the traditional hospital setting, and others awakened to the idea while taking the course and the corresponding clinical requirement.

The students of Dr. Estelle Press, assistant professor of nursing at St. Francis College NY, have their clinical experiences at New York City Health and Hospitals Corporation hospitals, so diversity and health care disparities are readily evident, as are issues in public health.

“We talk about Healthy People 2020 (HealthyPeople.gov, a government initiative) and one of the overarching goals is to reduce or eliminate health care disparities,” said Press.

Communicating the message

Dr. Danita Potter, associate professor at Northwestern State University LA and director of the school’s RN to BSN program, began her career as a public health nurse. When she teaches the course, she uses her experience to engage students in learning and infuses what she calls “pearls of wisdom” to convey her appreciation for how rewarding the work has been.

“I also allow students to fully invest in opportunities in their immediate community so they can appreciate and understand how important this field is,” said Potter, whose doctoral dissertation topic was on African-American teenage mothers and their perceptions of nurse caring.

Press engaged her students in a discussion about the structure, organization and function of the U.S. health care system and compared it to health care systems in other developed, industrialized countries, such as Germany, France, Great Britain, Canada and the Netherlands.

“Most of those countries have single-payer health care programs with universal coverage,” Press said. “The philosophy is that health care is a right, not a privilege. It was a very interesting discussion because some of the students did not know that information. Not everyone said it was a right. To me, health care is a right.”

Press noted that in the countries with single-payer national health care, morbidity and mortality rates are significantly lower than in the United States.

“We as community health nurses or public health nurses have to model this passion for what we do and how to do it,” said Potter. “Students have to feel the excitement about public health, including environmental, personal, family and school health. They learn these areas of public health through their BSN program, so we have to make it exciting, real-life experiences, use storytelling, give examples and allow them to go out into the community to assess it.”

Possible Careers

Potential jobs include public health registered nurse, health department RN, STD RN, office of public health chief nurse, immunization nurse, correctional facility health nurse, home health nurse and nursing home staff RN. With shorter hospital stays and increases in outpatient clinics, there are a growing number of opportunities for nurses to provide care in community and public health settings.

Press, whose specialty is maternal and women’s health, has done a lot of work in public health. She noted that many public health positions require one to two years of hospital experience. After that, public health nursing as a long-term career could potentially be as lucrative as a hospital job. For students interested in pursuing advanced practice nursing degrees, such as nurse practitioner, there are growing opportunities to be primary care providers in a multitude of settings.

“There are a lot of opportunities, especially in this climate with the Affordable Care Act focusing on health promotion and disease prevention,” said Press. “Students are learning about the social determinants of health, the social conditions in which people live and work.”

In her course, students learn about not only social determinants of health, but also the issues pertaining to access to health services. Students interested in getting a broader understanding of health care disparities tied to race, ethnicity or socioeconomic status are able to do so. Students who want to make an impact in closing the gap often find their way into public health. A long-term goal is engaging in research and impacting public policy.

Continued engagement

Potter keeps abreast of issues that range from her local community to global health issues. She is attentive to emerging news from the National Library of Medicine, Centers for Medicare & Medicaid Services, Global Health Fellows Program and Association of Reproductive Health Professionals. She’s also attentive to the local news—

continued on page 14
**Why You Should Care About FERPA**

I was reading emails on a listserv for colleagues in my field recently when one particular email caught my eye. A professor had shared an email he’d received from a student by forwarding the student’s entire email to the listserv. The forwarded email included not only the student’s message to the faculty member, but also the student’s email address, full name and the school the student attended.

I know that folks who work with students do stuff like this all the time: we share the goofy or wonderful things students say. “Students say the darnedest things” is basically a favorite pastime of anyone who teaches.

But what this professor did, in forwarding the student’s entire email to a listserv, rather than, say, paraphrasing a student’s words, was a clear violation of the Family Educational Rights and Privacy Act (FERPA). And seeing the professor’s forward made me feel very bad for the student and for my field as a whole.

This article is about why we should all care about violations of FERPA, a set of regulations that many folks in higher education do their best to both abide by and ignore. This column is not meant to substitute for the FERPA training I hope you’ve already taken. Instead, I hope to help you understand why FERPA is important for both you and your students.

**Education Records**

FERPA exists to protect both institutions and students (and their families). FERPA is a series of regulations promulgated by the Department of Education that helps clarify how student information should be treated.

Under FERPA, school officials (that means you) must keep certain student information confidential. That information, for the most part, includes “education records,” which are “records that are directly related to a student and that are maintained by an educational agency or institution or a party acting for or on behalf of the agency or institution.”

What counts as an education record? Things like grades, transcripts, class lists, student course schedules … student financial information (at the postsecondary level), and student discipline files.” Furthermore, “The information may be recorded in any way, including, but not limited to, handwriting, print, computer media, videotape, audiotape, film, microfilm, microfiche, and e-mail.” (See 34 CFR § 99.2.)

Students have a right to request and view their education records, and they have a right to expect you to keep their education records private. One big exception to that “education record” rule are records that you’ve created just for your own note-taking and that you shared with no one else. These records are called “sole possession records.” Students don’t have the right to request and view these.

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**Not Even Parents**

No matter how old a student is, once she enrolls in any postsecondary institution, all rights under FERPA belong to the student, not the parents. That means that even if a student is 17 years old, and even if the parents are paying the tuition, the parents do not have a right to that student’s education records.

If a parent calls you up and asks how his kid is doing in your class, you cannot share that information, not without prior written permission from the student to do so.

What’s more, you can’t even confirm to a parent that a student is in your class. Class rolls and a student’s course of study are, after all, education records.

Sometimes, you can’t even confirm that a student is enrolled at your institution.

Under FERPA, institutions have the right to share what’s called “directory information”—such as a student’s name, major, and year—with the public without violating a student’s privacy. However, a student can opt out of having her directory information made public. If you have a student whose directory information is set to private, you cannot even acknowledge that she is enrolled at your school.

I’ve heard some faculty and administrators complain that this “no-acknowledgment” rule is too rigid. Let’s think about why a student might wish to keep her directory information private and from whom. Students on the run from abusers or stalkers, for example, might need that level of privacy. And if you are a young person, and you have been abused, it is likely that your abuser was a parent.

At the beginning of each semester, if you are teaching, do you check your class rolls to see who has opted to have their directory information kept private? If you don’t, then you are not taking care with your students’ privacy or safety.

If a parent calls you to “check in on his daughter in your class,” and you confirm she is your student, you might have given away a student’s location to a person she’s in hiding from.

The great thing about FERPA is that it protects you, too. I’ve developed some kind but firm ways of redirecting questions. For example, you’re not allowed to disclose anything to parents. I’ve run into parents of students at the grocery store—“My daughter is really enjoying your class!” And I simply say, “That’s interesting,” and smile. Or “Is she now?” I don’t confirm that there is a daughter in my class at all. To do so would violate FERPA and the trust my students have put in me.

If a parent asks me directly, “Is my daughter in your class?” I reply, “I’m not sure,” and then I recommend that the parent ask the student directly or contact the school registrar. Your school registrar is accustomed to
fielding these requests.

Later, I tell the student about the parents’ questions, and I leave the door open for further discussion in case the student wants to talk with me about problems with her family.

**We have a duty**

Here’s the takeaway: If a student hasn’t told her parents that she is enrolled in my class, I do my utmost to protect her privacy, even if she hasn’t opted to keep her directory information secret. She might have a reason for the secrecy. And if she has a reason, she might also have a problem, a serious one, and I’m in a position to refer her to people who can help.

We owe it to our students to take care of their privacy. We might never know whose health and well-being our discretion will protect.

Not every student is facing a dire abuse situation. But our students still deserve to have their records protected. Let’s return to the listserv email-forward situation that I described at the beginning of this column. The professor who forwarded that email violated FERPA because he shared a student’s education record with a listserv of over a thousand people.

The email counted as an education record because it was correspondence between a professor and a student about that student’s education—the professor and the student were emailing about school. And then the professor mocked the student’s school work on a listserv, providing all kinds of identifying information in the process.

Don’t do that. Have more respect for your students, and for your profession.

Want more detailed information about FERPA? Read the FAQ (http://familypolicy.ed.gov/faq-page?src=ferpa) put together by the Department of Education.

—KRGP

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Dean of the Edward J. Bloustein School of Planning and Public Policy

**Rutgers, The State University of New Jersey, invites nominations and applications for the position of Dean of the Edward J. Bloustein School of Planning and Public Policy.**

**Bloustein and Rutgers:** Rutgers, The State University of New Jersey, seeks an experienced, visionary academic leader and distinguished scholar to serve as dean of its Edward J. Bloustein School of Planning and Public Policy (EJBPPP) at Rutgers University–New Brunswick. Founded in 1992, the Bloustein School serves as one of the nation’s key centers for the theory and practice of planning and public policy scholarship and analysis. The School’s mission is to improve our increasingly urbanized and interconnected world by exploring planning approaches and public policy solutions that are healthier, greener, fairer, and that generate greater prosperity than do current practices. The School’s academic community includes world-renowned professors and researchers, superb staff and a diverse student body, who conduct research on the critical issues facing the world, country, state, and neighborhoods. The School hosts several nationally recognized research centers and collaborative programs, and its faculty actively collaborate in research and teaching with colleagues across Rutgers University–New Brunswick, in areas including public health, energy policy, and climate change adaptation. The school offers undergraduate majors in Public Health, Health Administration, Planning and Public Policy, Public Policy, and Urban Planning and Design, as well as minors in Public Policy, Public Health, and Planning and Public Policy. Graduate degrees are offered in Urban Planning and Policy Development, in Public Policy, and in Health Administration. The Ph.D. in Planning and Public Policy is also offered and awarded by the Graduate School-New Brunswick. (See EJBPPP website at http://bloustein.rutgers.edu/)

Chartered in 1766 as Queen’s College, Rutgers University is one of the nation’s leading national, public research institutions. A member of the AAU and of the Big Ten and the Big Ten Academic Alliance, Rutgers is a vibrant and diverse community of more than 69,000 students from all 50 states and more than 115 countries, approximately 9,000 full- and part-time faculty, and 15,400 full- and part-time staff members across the University. Rutgers comprises 33 schools and colleges and is home to more than 300 research centers and institutes. The University is dedicated to teaching that meets the highest standards of excellence; to conducting research that breaks new ground; and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live. Rutgers is located at the center of the Boston to Washington, D.C. corridor, with easy access to New York and Philadelphia.

**Qualifications:** The successful candidate will possess an advanced degree in a related field, and a record of scholarly accomplishments warranting appointment at the rank of professor within the Edward J. Bloustein School of Planning and Public Policy, and will have the administrative experience to lead a highly-ranked interdisciplinary school within a large and complex academic organization. Candidates must be committed to the broad array of interdisciplinary professional scholarship, education, and service offered by the School. The Dean will oversee the budget and fiscal management of the School. She or he will demonstrate an ability to attract and motivate students to the School’s programs, and a strong commitment to teaching, excellence in undergraduate and graduate education, and the overall enhancement of the student experience. She or he must demonstrate support for the highest standards of research and scholarship among faculty and students, as well as a commitment to public service activities. Also critical are the capacity to articulate and build consensus around a strategic vision, and the ability to implement policies and initiatives to achieve that vision. A commitment to the recruitment and retention of a diverse group of faculty and students and to diversity in all aspects of the university is also essential. Candidates should have a proven track record in fundraising and alumni relations, a demonstrated ability to work well with faculty, staff, and external constituents, and strong management skills.

The Dean of EJBPPP will report to the Chancellor of Rutgers University–New Brunswick and is a key member of the leadership team. The successful candidate will be expected to play a major intellectual leadership role in developing strong academic and research programs that enhance the School’s quality, reputation, and visibility.

Salary is competitive and commensurate with experience and qualifications. The desired appointment start date is July 1, 2017. Review of nominations and applications will begin on January 15, 2017, and continue until the position is filled. All correspondence will be held in strictest confidence. Applicants should submit a letter of interest and current curriculum vitae. Applications from women and underrepresented minorities are actively encouraged. Nominations and applications from qualified individuals should be submitted electronically to:

Dean James Hayton
C/o Linda G. Schulze
EJBPPP Dean Search Committee
ebppp.dean.search@rutgers.edu

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Women on the Move, continued from page 6

State University in addition to assistant professor in the College of Law at the school.

• Dr. Erin Lynch-Alexander becomes director of the Office of Undergraduate Research at Austin Peay State University TN in addition to assistant professor in the Martha Dickerson Eriksson College of Education at the school.

• Elizabeth Mahaffey moves from dean of online programs at Shorter University GA to director of online programs at Claflin University SC.

• Dr. Michelle A. Marks moves from vice provost of academic affairs at George Mason University VA to VP of the Office of Academic Innovation and New Ventures at the school.

• Dr. Amy Martin moves from associate director of student success programs at Michigan State University to the new assistant dean for student success operations.

• Jennifer McMillin becomes director of sustainability at Cleveland State University OH.

• Dr. Simin Nikbin Meydani becomes vice provost for research at Tufts University MA in addition to her duties as a professor in the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy and a professor of immunology in the School of Medicine.

• Elizabeth Milavec moves from associate VP for finance and controller at Carnegie Mellon University PA to associate VP for financial operations and controller at the University of Rochester NY.

• Louise Nelson, JD, moves from senior VP and assistant general counsel for Hilton Worldwide Inc. to vice chancellor of legal affairs and associate general counsel at the University of California, Los Angeles.

• Dr. Sarah Nutter moves from dean of the School of Business at George Mason University VA to dean of the Charles H. Lundquist College of Business at the University of Oregon, beginning Jan. 17.

• Crystal Potts becomes director of state relations at the University of Wisconsin-Madison.

• Sarah Ramsey moves from executive at the United Way of Central Iowa to the new director of the Executive Education Center at Drake University IA.

• Joanna N. Ravotto moves from assistant director of the talent development program at the University of Rhode Island to director of community and organizational development at the school.

• Angela Riley becomes VP and chief financial officer at Saint Catherine University MN. Previously, she was VP and chief financial officer for Imperial Plastics.

• Dr. Patsy L. Ruchala becomes the new dean of the Orvis School of Nursing at the University of Nevada, Reno.

• Cornelia Sewell-Allen moves from director of the Department of Multicultural Affairs at East Stroudsburg University PA to the new dean of student life at the school.

• Kelly Sexton moves from director of the Office of Technology Transfer (now the Office of Technology Commercialization and New Ventures) at North Carolina State University to the assistant vice chancellor for technology commercialization and new ventures at the school.

• Dr. Eva Skuka becomes dean of the School of Health Studies at Berkeley College NY.

• Christina Smith moves from assistant to the dean of the University of Arkansas at Little Rock to director of development and external relations for the College of Social Sciences and Communication at the school.

• Dr. Catherine Knight Steele becomes the inaugural director of the Synergies Among Digital Humanities and African American History and Culture initiative at the University of Maryland, College Park in addition to assistant professor of communication at the school.
• Kathy Y. Times becomes executive associate director of the Office of Communications at Florida A&M University.
• Kate Trimble, JD, moves from deputy director of the Swearer Center for Public Service at Brown University RI to the new director of the Priscilla King Gray Public Service Center at the Massachusetts Institute of Technology.
• Kelli Trosvig becomes the inaugural VP for information technology and chief information officer at the University of Michigan, the same position she held at the University of Washington.
• Kristan Tucker becomes the Title IX coordinator at Baylor University TX.
• Rachel Vassel moves from nationwide director of multicultural marketing for the American Cancer Society to assistant VP of program development in the Division of Advancement and External Affairs at Syracuse University NY.
• Marianne Vydra becomes interim director of athletics at Oregon State University in Corvallis.
• Kit Walizer moves from director of development for the Shippensburg University Foundation in Pennsylvania to director of development for the School of Nursing at West Virginia University.

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INTERVIEW: Changing the Face of Social Justice Education: WIHE Interviews Jamie Piperato, continued from page 7

We also have JPCourses, our online self-driven courses. We provide the opportunity for folks to sign up for this course. It’s a five-week program, and throughout the week we provide them with some activities to do, content to review, challenges, and reflections. It’s a self-driven course, so there’s no one on your screen talking to you and holding you accountable. It’s a good practice for multiple reasons: refining those accountability skills, as well as refining skills that can help in this realm of social justice.

What practices, policies or mindsets do you find most challenge the work that you and other JPHigherEd facilitators face?

The biggest hurdle that prevents people from clicking through and signing up for that webinar, or looking for those webinars to start with, is this mentality in higher education that we don’t need to have these conversations. Or, because I work in this field, I know what I need to know and my education has stopped. I’ve reached the finish line, I have passed it, and now I am eating my oranges at the end of the marathon and have my blanket on me.

It’s that mentality that we don’t need to have these conversations, and not understanding how inherently harmful that mindset is in the work that we do. We’re working with folks who, wherever they go, because of their identities, are being targeted, harmed, cast out, isolated [and] violated, in multiple ways from multiple people who have different positions in relation to them. That’s not just in regard to JPHigherEd and higher education; I think that’s a world problem, at least in the United States. We have this mentality, that “colorblind” mentality we hear all the time, that’s so harmful to the conversation and to the movement.

There’s this other aspect, [that of] compensation. I think there’s this idea within higher education that content should be free. We have a hard time putting money [toward] a thing we think should be free. This is a problem, and we have a hard time talking about it. We see doing things for free as giving back to our profession. It’s uncomfortable, and I don’t think that’s a reality for some people.

We’re a fairly new company, and we’re trying to build something that’s transparent and authentic, so we want to ensure that our facilitators are compensated. That poses a problem for offering free webinars, in particular. At this time, we don’t have the sponsors to come in and provide scholarships and to host free webinars. At some point, we hope we can do that, but we will never host a free webinar that does not compensate the facilitator as well.

What traits or qualities should we focus on developing in students and professionals alike to sharpen their view through the social justice lens, as it were?

continued on page 14
in newspapers, on television and online—and brings this information to the classroom to prompt dialogue.

“All discussions are designed to engage students in assessment of a community and comparing it with local, national and global perspectives,” said Potter, who stays integrally connected to her local community by serving on the board of trustees of a local hospital. “Students usually love to discuss the ties of their community with national objectives.

“Many of the assignments, teaching and test strategies are to meet the objectives of the course,” she added. “By the end of the course, students should be able to discuss, define, assess, apply and evaluate a holistic view of health or community health, which would include public health.”

—LE

**Women in Higher Education**

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California State University, Long Beach (CSULB) is one of the largest and most comprehensive public universities in the nation, enrolling approximately 37,000 students. CSULB is located in Long Beach, the seventh largest city in California, on a beautifully landscaped 320-acre campus near the ocean and in close proximity to the thriving downtown Long Beach area. CSULB is a diverse and ambitious institution that is proud to be among the nation’s premier comprehensive universities. The faculty and staff of CSULB are engaged in a broad array of high-quality undergraduate and graduate programs, significant research and creative activities, and a wide range of community and professional service activities. CSULB seeks outstanding, publicly engaged leaders to join a dedicated leadership team that is committed to advancing the University’s broad and forward-looking mission. Read more at www.csulb.edu.

**Associate Vice President for Undergraduate Studies**

California State University, Long Beach invites nominations and applications for the position of Associate Vice President for Undergraduate Studies in the Division of Academic Affairs. We seek an experienced, creative, and inspiring leader who will articulate a compelling vision for the University that builds upon its reputation for academic excellence and outstanding professional preparation.

The Associate Vice President for Undergraduate Studies provides vision and leadership for the undergraduate educational mission of the University and is the principal deputy of the Provost and Senior Vice President for Academic Affairs in matters of general education, undergraduate academic policy, academic advising, advising, and First-Year programming. In addition, the Associate Vice President for Undergraduate Studies works closely with the General Education Governing Council, the Graduate Writing Assessment Requirement (GWAR) Committee, the Academic Appeals Committee, and collaborates with the Division of Student Affairs in managing the Partners for Success Program. Direct and indirect reports to the Associate Vice President for Undergraduate Studies include: General Education, GWAR Coordinator, Director of Honors Program, the Learning Assistance Center, Dual Enrollment, Writing Across the Curriculum, Bieverstaff Athletic Center, and Pre-Baccalaureate Services.

For a more detailed job description and to apply visit [http://apbrk.com/906201](http://apbrk.com/906201)

Appointment is effective on or about July 3, 2017. Review of applications will begin no sooner than November 28, 2016. Position open until filled.

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**Nursing Education Addresses an Evolving Health Care Landscape, continued from page 8**

**WIHE INTERVIEW: Changing the Face of Social Justice Education: WIHE Interviews Jamie Piperato, continued from page 13**

Critical consciousness: about the world around us, about the action that needs to be done, about what they experience themselves, how to resist oppressive structures and acts and mindsets. Often-times, when we have these conversations, we’re trying to educate others [on what] to do in their lives. It’s really easy to tell people what to do and not do it for yourself! That transparency, authenticity, integrity—walking the walk and talking the talk.

Whether you’re sitting quietly or whether you’re speaking quietly, or you’re screaming at the top of your lungs, people are going to feel a certain way about what you’re saying. We need to get over that.

We need to be able to say what we need to say, in the manner that we need to say, with all the emotion that we need, because we’re feeling it and because we’re experiencing it, and we need others to understand and recognize and acknowledge what we go through. Whether I say something nicely or scream it out loud, folks are going to feel a certain way about a lot of different things. They’re going to feel it, so you should say it either way.

—AM
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**Vice Provost for Academic Programs and Dean of Graduate Studies**

California State University, Long Beach invites nominations and applications for the position of Vice Provost for Academic Programs and Dean of Graduate Studies in the Division of Academic Affairs. We seek an experienced, creative, and inspiring leader who will articulate a compelling vision for the University that builds upon its reputation for academic excellence and outstanding professional preparation.

The Vice Provost for Academic Programs and Dean of Graduate Studies is the principal deputy of the Provost and Senior Vice President for Academic Affairs in matters of academic program planning, educational policy, curriculum review, and program evaluation. In coordination with the college deans, he or she provides leadership in campus efforts to maintain academic programs of the highest quality. In addition, the Vice Provost maintains close liaison with the Curriculum and Educational Policies Council and Program Review and Assessment Committee, and is administratively responsible for the preparation and presentation of annual revisions of the Academic Master Plan. He or she is also the University’s principal officer in relations with regional and disciplinary accreditation associations and the campus coordinator for the California Forum for Diversity in Graduate Education, the Sally Casanova Pre-Doctoral Scholars Program, the Chancellor’s Doctoral Incentive Program, and the Graduate Research Fellows Program.

For a more detailed job description and to apply visit [http://aptrk.com/915339](http://aptrk.com/915339)

Appointment is effective on or about July 3, 2017. Review of applications to begin no sooner than December 9, 2016. Position open until filled.

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**DEAN OF THE INFORMATION SCHOOL**

The University of Washington (UW) is conducting a global search for its next Dean of the Information School (School). The Search Committee invites nominations, applications (letter of interest, diversity statement, comprehensive curriculum vitae, and the names and contact information of at least five references), or expressions of interest to be submitted to the search firm assisting UW. Review of materials will begin immediately and continue until the appointment is made. It is preferred, however, that all nominations and applications be submitted prior to February 3, 2017. For a complete position description, please visit the Current Opportunities page at [www.parkersearch.com/uw-school](http://www.parkersearch.com/uw-school).

Laurie C. Wilder, President
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Jacob C. Anderson, Principal
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Phone: 770-884-1996 ext. 111 Fax: 770-884-1917

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**UCF**

**DEAN, THE BURNETT HONORS COLLEGE**

The University of Central Florida is conducting a global search for its next Dean of the Burnett Honors College. The Search Committee invites letters of nomination, applications (letter of interest, full resume/CV, and contact information of at least five references), or expressions of interest to be submitted to the search firm assisting the University. Review of materials will begin immediately and continue until the appointment is made. It is preferred, however, that all nominations and applications be submitted prior to January 4, 2017. Applications received after this date may be considered at the discretion of the Committee and/or hiring authority. For a complete position description, please visit the Current Opportunities page at [http://www.parkersearch.com/UCF-DeanBHIC](http://www.parkersearch.com/UCF-DeanBHIC).

Porsha L. Williams, Vice President
pwilkins@parkersearch.com || jhodden@parkersearch.com
Phone: 770-884-1996 ext. 106 Fax: 770-884-1917

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The University of South Florida System is a high-impact, global research system dedicated to student success. The USF System includes three institutions: USF; USF St. Petersburg; and USF Sarasota-Manatee. The institutions are separately accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. All institutions have distinct missions and their own detailed strategic plans. Serving more than 47,000 students, the USF System has an annual budget of $1.5 billion and an annual economic impact of $4.4 billion. USF is a member of the American Athletic Conference.

**FACULTY POSITIONS:**

**College of Public Health**
- Assistant/Associate/Full Professor (Global Health)
- Assistant/Associate/Professor (Global Health)
- Assistant Professor (Nutrition)

**College of Arts & Sciences**
- Instructor I (Ancient History & Digital Humanities)
- Assistant Professor (Mathematics & Statics)
- Instructor (Chemistry Laboratory) (USF Sarasota/Manatee)
- Instructor (Graphic Design) (Verbal & Visual Arts) (USF Sarasota/Manatee)
- Chair Professor (Cell, Molecular Biology and Microbiology)
- Assistant Professor (Quantitative Biologist)
- Associate Professor (Professional & Technical Writing, Rhetoric & Composition)
- Associate Professor (Applied Microeconomic)

**College of Behavioral Community Sciences**
- Director, School of Social Work
- Associate Professor (Rehabilitation Counseling)
- Instructor I (Rehabilitation Counseling)

**College of Business**
- Assistant/Associate Professor (Accounting) (USF Sarasota/Manatee)
- Assistant/Associate Professor (Info Systems/Decisions)

**College of Medicine**
- Assistant Professor (Nocuturnist) (Internal Medicine)
- Assistant Professor (Microvascular Head & Neck Surgery) (Otolaryngology)(2)

**College of Engineering**
- Instructor I (Industrial & Mgmt.)
- Assistant/Associate/Full Professor (Chemical & Biomedical)
- Associate Professor (Computer Science)

**Honors College**
- Instructor (2) positions

**College of the Arts**
- Instructor I (Theatre & Performance)

For a job description on the above listed positions including department, discipline and deadline dates: (1) visit our Careers@USF Web site at https://employment.usf.edu/applicants/jsp/shared/Welcome_css.jsp; or (2) contact The Office of Diversity and Equal Opportunity, 813.974.4373; or (3) call USF job line at 813.974.2879.

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California State University, Long Beach (CSULB) is one of the largest and most comprehensive public universities in the nation, enrolling approximately 37,000 students. CSULB is located in Long Beach, the seventh largest city in California, on a beautifully landscaped 320-acre campus near the ocean and in close proximity to the thriving downtown Long Beach area. CSULB is a diverse and ambitious institution that is proud to be among the nation’s premier comprehensive universities. The faculty and staff of CSULB are engaged in a broad array of high-quality undergraduate and graduate programs, significant research and creative activities, and a wide range of community and professional service activities. CSULB seeks outstanding, publicly engaged individuals to join our faculty team that is committed to advancing the University’s broad and forward-facing mission.

**Dean - College of Education**

California State University, Long Beach invites nominations and applications for the position of Dean of the College of Education. We seek an experienced, creative, and inspiring leader who will articulate a compelling vision for the College that builds upon its reputation for academic excellence, innovative educational reform, outstanding teacher preparation and educational leadership preparation, and strong K-16 and community partnerships.

The College of Education (CCE) includes the departments of Teacher Education, Advanced Studies in Education & Counseling, Liberal Studies, Educational Leadership and the university-wide Single Subject Credential Program. It also houses the Assessment Office, Center for Evaluation and Educational Effectiveness, Community Clinic for Counseling & Educational Services, and the Teacher Preparation Advising Center. The College offers a Bachelor of Arts, a range of integrated and post-baccalaureate credentials, master’s degrees, and a doctorate (Ed.D.) in Educational Leadership.

For a more detailed job description visit [http://apptrkr.com/805981](http://apptrkr.com/805981)

Appointment is effective on or about July 3, 2017. Review of applications will begin no sooner than November 28, 2016. Position open until filled. To apply for this position, click “Apply Now” on this page: www.csulb.edu/Dean-Education. To ensure full consideration, during the application process upload an academic resume/CV and a letter of application addressing the minimum qualifications and desired/preferred qualifications (PDF file format preferred), and enter the contact information for five professional references in the “References” section of the application.

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**CSULB... Among the Nation’s Best**
Women’s College Students Among HBCU All-Stars

When the third class of Historically Black Colleges and Universities (HBCU) All-Stars convened in Washington, DC, Oct. 23–25 to attend the National HBCU Week Conference, women’s college students were well-represented. Two students from Spelman College GA and one from Bennett College NC were among the 73 students recognized by the White House Initiative on Historically Black Colleges and Universities for their accomplishments, leadership and civic engagement.

The All-Stars

“Becoming an HBCU All-Star embodies my grit and determination,” says Brianna Fugate, a junior at Spelman majoring in computer science who volunteers with Black Girls Code. “Last year, I had the distinct pleasure of interning with the White House Office of Science and Technology Policy. I worked on diversity issues during workshops in Silicon Valley and Washington, DC and spoke with companies about eliminating unconscious bias in the industry.”

Spelman senior Ashley Reid, a politics, philosophy and economics major, says that while academic success is her first priority, she strongly believes that a college education isn’t just about the grades on her transcript. It is also about making an impact on the student body and future generations.

“As the president of the Spelman Honors Program, Spelman Young Democrats and being a third-term member of our Student Government Association, I think I have truly made an impact on Spelman’s campus,” says Reid.

Ashley Taylor chose Bennett because she wanted a smaller college relatively close to her family in Raleigh NC. Now in her junior year, the psychology major is a residence assistant, president of the Student Ambassadors, psychology club vice president and a UCLA SMDEP scholar. She also engages in the local community through Meals on Wheels and school supply drives.

“This summer I went to UCLA for a summer medical/dental internship and there we learned about different health careers and we had the opportunity to meet with people in the fields,” says Taylor, whose goal is to attend graduate school at either Duke University or Emory University and earn a master’s in public health as well as attend a physician’s assistant program.

Their Vision

Over the next year, the HBCU All-Stars will serve as ambassadors for their schools and for education. They will use social media, community-based organizations and various networking opportunities to help identify and improve best practices to help more young people achieve their educational potential. They will also promote important events.

“For example, the Peace Corps will be coming to Spel-

man and they have asked the All-Stars at each school to help promote and plan the event,” says Reid. “Our bigger goal as ambassadors is to promote HBCUs and their importance. In a time when the importance of HBCUs is being questioned over and over again, it is our job as ambassadors to support our institutions and inform the public of the amazing accomplishments of HBCU students.”

Enduring Value of Women’s Colleges

Taylor has found a nurturing environment at Bennett, which she feels is crucial for young women. Dynamic programs like the Academic Cultural Enrichment Series (ACES) encourage simple things that have long-term impact, like learning how to dress professionally. When she attended the program at UCLA, she received numerous compliments on her polished appearance.

Although Reid comes from a legacy of Spelman alumnae, including her mother, aunts and cousins, she appreciates they let her find her own path to the college. In her high school political and economics classes, there were less than 25% girls. She realized she wanted a college learning environment that fostered her intellectual success.

“Much like HBCUs, women’s colleges were created in a time when women didn’t have access to the same educational opportunities that were available to men,” Reid says. “Although that is no longer the case, women’s colleges have a long history of producing some of the world’s top leaders. There is something empowering about sitting in a classroom filled with women and being able to openly discuss critical issues through the lens of womanhood.”

Fugate was raised by a single mother who steered her not only to pursue higher education, but to do so at an HBCU. When she visited Spelman, she was delighted by the college’s rich traditions.

“For the first time in my life, I realized I would be in a school environment where I would be the majority and have a supportive school network that motivated me to succeed,” Fugate says. “In a world where females are taught to play with dolls, be pretty, sit down, be quiet and wait their turn, refrains like these have a negative impact on society and present challenges for women today.

“I am poised to give back to help other women like me achieve their goals,” she adds. “By providing the resources and tools and amplifying the voice of women’s colleges, women around the world will have the necessary skills to be a part of the educational revolution, thereby affirming my simple premise that a knowledgeable and skilled woman can help build a better society.”

—LE
Basketball Coach Beth Burns Wins $3.35 Million+ in Termination Lawsuit

In her 16 years (two eight-year stints) as head coach of the women’s basketball team at San Diego State University CA, Beth Burns led the Aztecs to a 295–186 overall record and eight appearances in the National Collegiate Athletic Association Tournament. In April 2013, after a program-record 27-win season and in the first year of a five-year contract, Burns was terminated.

The initial reason given by SDSU was an allegation that Burns had elbowed an assistant coach on the bench during a game. The school further claimed that an internal investigation revealed she was mistreating subordinates.

Burns, 59, who has 21 years of experience as a head coach, filed suit for wrongful termination, asserting that SDSU terminated her because she complained about gender inequalities in the university’s athletic program. After a four-week trial and two days of deliberation, the jury delivered a verdict in Burns’ favor, awarding her $3,356,250.

Gender Equity Complaints

Burns says a situation she and others who coach women’s college basketball find themselves in is constantly having to ask for things that are automatically given to men’s programs. There were multiple requests for equipment that the men’s team had in plentiful supply. Despite the success of the women’s team and a high graduation rate, Burns often had to ask multiple times for basic things like sweat suits.

There were issues of marketing and publicity. When both the men’s and women’s teams were headed into postseason play, the men received a bound, glossy postseason media guide and the media relations person for the women’s team was told to make photocopies of the media guide and staple it for distribution.

“I had to complain to the administrator, ‘We qualified for the postseason and we deserve a postseason media guide,’ and then we get it,” Burns recalls. “We’re at the Sweet 16 with Duke, Tennessee and Baylor (2010). Do you think they are going to have run-off copies of a postseason media guide with a staple in it? [SDSU] fixed it because they had to fix it. It was the law.”

Getting along is important, and Burns says she was only trying to get for the team what it needed to be successful. She was completely blindsided by the termination when during an end-of-season performance review she was told she was being fired with cause for striking a subordinate.

Lawsuit

Lead counsel Edward Chapin of the law firm of Sanford Heisler LLP, which tried the case along with Patterson Law Group, says there is a list of factors that are used to measure gender equity under the treatment prong of Title IX. Burns’ complaints and communications fell into various categories on that list.

It took Chapin 10 days to get a copy of the video referenced in Burns’ firing. It showed Burns having minor physical contact with a male assistant coach during the heat of a close game. Accused of workplace violence, she had no choice other than to sue.

The discovery process revealed a 2012 email in which the athletic director (AD) wrote that he was open to lengthening Burns’ contract, but he wanted a way to separate in the event issues arose—like “driving us crazy with complaints.” Chapin says the complaints to which the AD was referring were Title IX complaints about gender inequities with reference to the women’s basketball program.

The defense assembled talking points alleging Burns had a long history of yelling and cursing at people. Her character was impugned at trial. Chapin says the narrative was not borne out by the evidence. Former student-athletes and colleagues, including SDSU’s men’s basketball coach Steve Fisher, testified in support of Burns. She spent three-and-a-half days on the witness stand and kept her calm during a withering cross-examination.

Looking Forward

Burns was unemployed for a year after the termination. Thankfully, decades of experience in coaching earned her goodwill from others in the field. Well-known by the coaching and administrative staff at the University of Southern California, she was a likely candidate when there was an opening for an assistant coach. Burns was hired, for which she says she will be forever indebted. Her current position is associate head coach.

For Burns, personal vindication was critically important. What she hopes this will mean for coaches and athletic programs is heightened awareness, so that women athletes are seen as important and other coaches who seek gender equity won’t be terminated or otherwise punished in the future.

“Beth approached the situation with the idea that she felt that her team was being shortchanged and she made communication about those shortcomings. Those communications fell within the categories on the treatment list under Title IX,” says Chapin.

“A tip for other women coaches would be: understand what the factors are that you’re measured by,” he adds. “If you have problems, bring them to the attention of your superiors and don’t be afraid to follow up. If you’re going to register complaints, do it in an email.

“There’s a risk, and that risk is that if you complain and you’re seen as a squeaky wheel, then you may attract negative attention and you have to be prepared to suffer the consequences.”

Burns says then and now she lives by the truth and maintains her passion for her work.

—LE
Professor Tressie McMillan Cottom: Sociologist, Higher Ed Activist and Optimist

“I t’s the bee’s knees of jobs,” Dr. Tressie McMillan Cottom said of her position as an assistant professor of sociology at Virginia Commonwealth University. “My worst day doing this job is better than my best day at any other job I’ve ever done.” Citing the variety of teaching, research and dialogue with colleagues, Cottom enthusiastically categorized VCU as “a fundamentally amazing community.” For this sociologist, author and higher education star, her optimism abounds in the face of what she classified as widespread translation work, the process of interpreting the hidden curriculum of higher education.

Cottom’s own higher education story is rich with foreshadowing of her current work as a researcher and author. After she was accepted to her first choice of college, Spelman College, it revealed itself to be financially out of reach. She landed instead at an in-state, historically black college or university (HBCU), North Carolina Central University.

Translating college is work

Looking back on her undergraduate experience, Cottom acknowledged that her selected institution did a good job of helping her with the cultural transition to college. “This is college and this is what that means. They said that verbatim,” Cottom said of her support system at NCCU. “All institutions need to do this. Translating college is a lot of work.”

Like many students, however, she stopped before earning her degree. Citing a possible mismatch with the institution, she later returned to finish what she’d started. In addition to earning her bachelor’s degree in English and political science, there was another silver lining to this bump in the road. “I don’t think I’d be doing what I do now if there hadn’t been a mismatch,” she said. This sense of mismatch and the need for translation work fuels much of Cottom’s current work. Dr. Cottom has three major book projects releasing in the coming months: her much-anticipated book, Racecraft: The Soul of Inequality in American Life by Karen E. Fields.

In addition to her upcoming book projects, the future holds for Cottom more sociological work, continued service to her campus and students, and maybe even a yoga teacher training. When prompted about the possibility of colleges expanding requirements for students to take a sociology course as a response to racial injustice, Cottom thinks bigger. “I want to start earlier,” she said. “I want K–12 sociology.” From there, Cottom wondered aloud about bringing yoga to more black women, envisioning what she called “a yoga for the people.”

True to form, Cottom concluded her vision for the future with optimism: “Find someone who is doing the work you want to do and emulate them.”

Support networks and clear boundaries

Cottom’s success comes in part through support from others and her own intentionality around living her best life. She cited her mentor as a profound influence. When Cottom was deciding on graduate programs, Dr. William “Sandy” Darity pointed her in the right direction. “He said, ‘You are a sociologist,’” Cottom recounted. “He saw something in me that I could not yet see in myself.”

In addition to her mentor, Cottom draws a great deal of support from what she lovingly calls “Academic Twitter.” With over 25,000 followers, this professor, otherwise known as @tressiemp, can always find an answer from her online community. “I will mourn the day that Twitter ends,” she said with a laugh.

Though she’s an unabashed advocate of social media, she does set clear boundaries around engaging with her students online. Citing her view that Twitter is as complex as it is powerful and as potentially harmful as it is helpful, Cottom generally doesn’t engage with students on Twitter until after their graduation.

This mindful decision-making is woven throughout Cottom’s personal and professional life. She describes herself as “fiercely protective” of her sleep schedule. Cottom spoke about her daily schedule with clarity and vision. Evenings are her creative time. “Writing at night is my sweet spot,” she said. Cottom manages both her time and her energy by setting clear boundaries. “I physically leave the office on Friday and set a ritual to say that the week has ended. I won’t check back in until Sunday. I am the only one who can do my work. If I’m not OK, all of the other things that I’m sacrificing for won’t matter.” This also includes avoiding the email overwhelm. Cottom said she limits herself to an hour spent on email each day. Her downtime revolves around cooking, good coffee, volunteering, listening to roots music, yoga and reading.

Looking toward the future with optimism

When prompted to share some recent great reads, Cottom acknowledged a love of genre fiction. She cited Smart Bitches, Trashy Books (a community of romance readers who also happen to hold a lot of Ph.D.s) as a fun pastime. Another of Cottom’s latest reads with a decidedly more serious tone is Racecraft: The Soul of Inequality in American Life by Karen E. Fields.

In addition to her upcoming book projects, the future holds for Cottom more sociological work, continued service to her campus and students, and maybe even a yoga teacher training. When prompted about the possibility of colleges expanding requirements for students to take a sociology course as a response to racial injustice, Cottom thinks bigger. “I want to start earlier,” she said. “I want K–12 sociology.” From there, Cottom wondered aloud about bringing yoga to more black women, envisioning what she called “a yoga for the people.”

True to form, Cottom concluded her vision for the future with optimism in service of others. Of her ideal future, she stated, “I’m absolutely doing this job. I hope I’m always talking to students. I just think that’s the best.” What’s her best advice to fellow women in higher education? “Find someone who is doing the work you want to do and emulate them.”

For those still seeking a role model to follow, Tressie McMillan Cottom is as good as they get.

—KC
We Still Need Feminism

For the December issue, I originally wrote a column about what holiday gifts to give the feminists in your life. It was a light-hearted piece that pointed readers to fun feminist gear, new books of interest and the reboot of Ghostbusters, which I can’t seem to stop rewatching. Since Women in Higher Education is a monthly newsletter, I wrote my column before I knew the results of the U.S. presidential election. I wrote my column assuming our new president would be Hillary Clinton. The polls and FiveThirtyEight assured me she would win, while noting I was wrong.

Like so many other people, I was optimistic about this historic election. I thought Hillary would win. I thought my children would see the first woman president. I thought we would be celebrating on Nov. 9. I didn’t think Donald J. Trump would become president. America had a chance to elect the first woman president but chose to elect Trump instead.

I couldn’t quite process what had happened. My optimism pushed me into believing that the United States was ready for a woman president. I assumed the electorate shared the same values I did. I was wrong.

My heart was utterly broken, and I knew I had to scrap my column.

Work to be done

“Fun feminist gifts” seemed like one of the worst ways possible to respond to this presidential election. Who could care about holiday gifts when we’re frantically wondering about the impact of a Trump presidency on our country and all the people who live here? (I don’t.)

Readers, I got angry. (I’m still angry.) My anger brought into crystal-clear focus a truth I already knew but felt more staggering in the moment, that the work of feminism is not even close to being done.

I know there’s still much feminist work to be done on a practical level. I read all of the reports, on the gender disparities and gaps that continue to persist, that cross my desk. I see folks, most often men, try to claim that the results of this presidential election had nothing to do with gender or race. If it’s still this easy to discount gender and misogyny, we have so much work left to do.

Yet, the day after the election, this knowledge staggered me. It shouldn’t have, but it did.

Feminist backlash

In “This is How Much America Hates Women,” Anne Helen Petersen, a senior culture editor at BuzzFeed, notes how the election of Trump demonstrates that his view of women matches “the way that the majority of Americans conceive of women.” This election demonstrates the misogynistic backlash to “the recent feminist resurgence.”

In 2016, feminism still proves to be controversial, and women’s rights suffer from the persistent backlash. Hillary appears (and historically appeared) as a symbol for feminism. Feminism had to be defeated, but not just by male voters. The voting demographics offer the evidence. According to The New York Times, 53% of white women voted for Trump, while 94% of black women, 68% of Latina women and 51% of white women with college degrees voted for Hillary. Race mattered more than gender in this election, which should make us all think about how we conceptualize feminism, who we include (or exclude) and why those both matter.

What feminists need

I absently wondered what feminists might actually want for this season of holidays after this particularly hard election. Not the collection of products I was going to cheerily suggest—T-shirts, pens, patches, plaques, Beyoncé’s Lemonade, or even a “Nasty Woman” T-shirt—but what would feminists want for our nation?

What do feminists want? I asked, but later I realized what I should be asking: What does the nation need from us? What the nation needs is a model (or models) of intersectional feminism that recognizes and comprehends that women experience the world differently because of race, ethnicity, religion, sexuality, ability, class and gender identity. The nation needs direct reflections and analyses of how white supremacy impacts all women and its differing consequences for women of color and white women.

Our nation needs intersectional feminists, now more than ever before, to act, speak up, criticize, cajole, yell, campaign, quietly remind, participate and be present. Our nation needs us to not give up. The work ahead is too important.

To create a more just nation (and world) requires that we be willing to take a stand and fight. Feminism offers us paths to cultural and political revolution, which is why feminism and feminists are still so feared. The backlash means that feminism is making progress, so all of us feminists must continue to reimagine larger social, cultural and political goals and create ways, both big and small, to allow them to happen. We must imagine and act. Revolutions take work, hard work, to accomplish, so let’s continue to do the work. I’m ready. Are you?

—KJB

Our nation needs intersectional feminists, now more than ever before, to act, speak up, criticize, cajole, yell, campaign, quietly remind, participate and be present.