



FWCA

FACULTY WOMEN OF COLOR IN THE
ACADEMY NATIONAL CONFERENCE

7th Annual

**Faculty Women of Color
in the Academy Conference**

Connect. Support. Empower.



**VT VIRGINIA
TECH™**

Dear Colleagues,

I am delighted that Virginia Tech is hosting the seventh annual **Faculty Women of Color in the Academy Conference**. Our goal this year is to help women connect, support each other, and leave empowered to continue to succeed in the academy. The national and local planning committees have created a dynamic program focusing on career development, leadership, personal well-being, and scholar activism. Women of color need opportunities to come together to uplift one another and build lasting professional connections that will strengthen our communities.



The program includes a lineup of outstanding keynote speakers including **Nontombi Naomi Tutu** and **Aida Hurtado**. The conference also continues its partnership with the National Center for Faculty Development and Diversity, founded by **Kerry Ann Rockquemore**. This year, NFCDD is offering two workshops: Writing your next chapter: How to find your mojo and move forward at mid-career and Rethinking mentoring: How to build communities of inclusion, support, and accountability. Both workshops are facilitated by **Joy Gaston Gayles** of North Carolina State University.

In response to participant requests to hear from women in leadership positions, we are once again offering a panel of Women of Color presidents representing diverse institutions. We are pleased to have **Shanna Jackson**, Nashville State Community College; **Wilma L. Santiago Gabrielini**, University Puerto Rico; and **Laurel Vermillion**, Sitting Bull College, as our panelists. **Patrice Dickerson**, Director of Faculty of Diversity at Virginia Tech, facilitates.

Workshops and poster exhibits prepared and delivered by our community of scholars complement our keynote speakers. Once again, we are pleased to offer a post-conference academic writing retreat led by **Michelle Boyd** of Inkwell Academic Writing Retreats.

An event of this kind is not possible without the collaborative efforts of our local and national committees, as well as our institutional sponsors. I thank them for their continued support.

A handwritten signature in blue ink, appearing to read 'Menah Pratt-Clarke'.

Menah Pratt-Clarke

Vice President for Strategic Affairs and Diversity

#FWCA2019 #SheConnects #She Supports #She Empowers #She Matters

Thursday, April 11

10:00AM – 5:30PM Registration and Networking in *Latham Foyer*

10:00AM – 5:30PM Conference Bookstore, *Drillfield Room*
Featuring publications by conference keynotes, as well as other women of color in the academy.

11:30PM Lunch buffet opens, *Latham Ballroom*

12:00PM Opening remarks, *Latham Ballroom*

12:15PM **Keynote: Nontombi Naomi Tutu**



Nontombi Naomi Tutu is the third child of Archbishop Desmond and Nomalizo Leah Tutu. Born in South Africa, she has lived in Lesotho, the United Kingdom and the United States. The challenges of growing up Black and female in apartheid South Africa has led Nontombi Naomi Tutu to her present life as an activist for human rights. Her professional experience ranges from being a development consultant in West Africa, to being a program coordinator for programs on Race and Gender and Gender-based Violence in Education at the African Gender Institute, University of Cape Town. She has taught at the University of Hartford, University of Connecticut, and Brevard College in North Carolina. She also served as program coordinator for the historic Race Relations Institute at Fisk University.

1:30PM - 2:00PM Break

2:00PM - 5:00PM



Writing your next chapter: How to find your mojo and move forward at mid-career
Joy Gaston Gayles, National Center for Faculty Development & Diversity
Assembly Hall

Mid-career faculty commonly describe a range of rank-specific challenges including: managing time in the face of increased service and administrative responsibilities; working long hours but making little progress on their research agenda; an absence of mentoring to help navigate the post-tenure landscape; feeling unsupported in their desire for work-family balance; and missing the passion, drive, and clarity they once held for their intellectual projects. In the Writing Your Next Chapter workshop, we outline the most common issues mid-career faculty face and provide participants with strategies for identifying where they are stuck and how to move forward in their intellectual projects. Specifically, participants will:

Learn the most common challenges mid-career faculty face.
Identify the specific technical errors, psychological obstacles, and external challenges that are holding them back.
Create an individualized diagnostic plan to move forward.

2:00PM - 3:30PM

Concurrent Sessions

Solitude

From Adjunct to Dean: Intentional pathways to professional development
Vernease Miller, Dean of Applied Health Sciences, Pfeiffer University

This workshop provides junior faculty, and post-doctoral and graduate students with insight into best practices for advancing academic careers and achieving rank promotion in higher education. Research shows that women of color and other underrepresented minorities are at considerable disadvantage for achieving rank and salary equity regardless of education and experience, especially in predominantly white institutions. This workshop focuses on challenges and disparities faced by women of color in the academy, and ways overcome or address these challenges with intentional planning, professional development, and effective coaching and mentoring. It is possible to climb the academic leadership ladder of success from adjunct to dean if you begin your career with, amongst other things, a clear end-goal in mind.

Smithfield

Authenticity in the academy: The misinterpretation of Black Women's communication in academic White spaces

Brandi Neal, Graduate Student, University of Illinois-Urbana Champaign

Language is the dominant standard through which communication occurs. It provides us with resources to manipulate concepts and solve problems. The ways in which we use our language to communicate varies depending on culture, identity, environment, and experiences. Specific groups such as Black women are habitually judged for their communication skills and stereotyped as “angry”, “loud”, “aggressive” and “deviant”. Cultural differences and power relations such as sexism, patriarchy, and racism among individuals and institutions produce these stereotypical perspectives toward Black women particularly in White spaces. How Black women communicate in predominantly White spaces often relates to their use of African American Vernacular English (AAVE), which contains a rich depository of language factors by which the African American community expresses a cultural self. These factors are evident in the development of internal components of the language’s “sounds, words, rhythm, sentential structures, and their expressions” (Zeigler 2001, p. 70). Participants will have the opportunity to discuss their personal experiences and the ways in which they combat these microaggressions and stereotypes.

Cascades

Girl, grab your best life: Personal whole care for busy professional women

Natasha Ward, Holistic Life Strategist, Natasha Inspires, LLC

Girl, Grab Your Best Life is a workshop based in mindfulness and meditative techniques. It introduces self-care methods to use when worry, anxiety, and stress plague you. Learn how to reflect and set intentions that will benefit you now. Become more present and less distant in your daily life by learning how to center yourself and let go. Some benefits of this workshop include more clarity, more self-awareness, less stress, less worry, and an overall peace. Grab your best life by receiving more tools for your self-care toolkit. Some tools include knowing the effects of stress on your body, feeling through your emotions, writing down your worries, setting current intentions, deep breathing, meditating, and letting go. The only requirement for this workshop is your willingness to go within yourself. Girl, grab your best life and balance yourself.

Duck Pond

A wellness framework for engaging allies: Strategizing for avoiding #disappointment fatigue

Mae Hey, Assistant Professor and Indigenous Community Liaison, Virginia Tech

Social activism must be animated by a spirit of kincentric empowerment--a belief that we are all related through the contributions of our Medicine to building the capacity of our collective well-being. Marginalized Peoples do not need a savior; rather, they require projects to emerge and assets be mobilized from within their unique communities to create both relevant and sustainable solutions. Traumas endured by marginalized People have complicated this process through the repeated attempts by outsiders to “rescue” them from “discovered problems” and “prescribed solutions” that do not honor specific cultures and worldviews. Despite this, marginalized Peoples must to make alliances that not only optimize their access to external resources but also promote collaboration for addressing collective healing. This workshop presents a wellness framework for the critical creation of partnerships. Participants will practice using the wellness framework through the exploration of a case study. Then, the participants will apply the wellness framework to an initiative in which they are currently engaged.

3:30PM - 4:00PM

Break

4:00PM - 5:15PM

Concurrent Sessions:

Solitude

Digital resocialization: Professional personas online

Francesca Galarraga, University of the Rockies

Digital resocialization is the process of socialization filtered through digital technologies. The process affects humans as they attempt to engage in social activities that encourage self-promotion and self-expression online. Individuals are charged with establishing digital identities that align to their identities offline. How successful individuals are in aligning these identities affects their professional personas. The increase in social media and social networking tools creates a challenge for academics:

- How do academics publish their work online while maintaining intellectual property?
- How do academics successfully navigate through the myriad of social networking tools to determine the best manner in which to self-promote and maintain status in the academy?
- What role does self-efficacy, self-confidence, and impression management play in establishing an authentic digital social self?

This workshop discusses the process of digital resocialization and its effects on professional self-promotion and online social presence. Participants explore their perceptions of digital identities and the roles they play in establishing and maintaining an academic presence. Participants engage in interactive activities that help identify impression management techniques for navigating a professional online presence.

Smithfield

Re-envisioned: What I wish I knew-Navigating the terrain from dissertation to first year faculty appointment.

Sabrina Tindal Cherry, Assistant Professor, Public Health Studies;

Maia Butler, Assistant Professor, African American Literature, University of North Carolina, Wilmington;

Yarneccia Dyson, Assistant Professor, Social Work, University of North Carolina, Greensboro.

The professional journey from All But Dissertation (ABD) to securing a faculty appointment can be challenging, complicated, convoluted, and discouraging. This presentation focuses on the perspectives of tenure-track faculty members of color who are: from different parts of the country; identified as traditional and nontraditional students; and have appointments in the social sciences and liberal arts departments at a medium-sized university in the southeast. Geared towards those who are ABD, the workshop addresses techniques for completing your dissertation; insights on planning a successful job search; tips on phone or Skype interviews and campus visits to negotiating an offer; and first year faculty experiences. Attendees engage in dialogue and small group exercises to set realistic goals related to completing their dissertation, creating a timeline for a successful job search, and adopting best practices for securing a postdoc, faculty appointment, or comparable position after graduation.

Cascades

Being Well, Looking Well, Feeling Well, Doing Well

Ann Shillingford, Associate Professor, University of Central Florida

Nivischi Edwards, Assistant Professor, Liberty University

Career dissatisfaction among women faculty of color has been found to be associated with anxiety, stress, and burnout. Stebnicki (2000) described burnout as an occupational hazard that may hinder one's ability to promote the wellness of others (e.g., students, family, self). Wellness may be defined as a holistic approach integrating body, mind, and spirit and incorporates the process of optimal functioning of the mental, physical, and spiritual health (Myers & Sweeney, 2005). Young and Lambie (2007) suggested that enhancement of

wellness practices is necessary in combating occupational burnout and/or impairment. This presentation focuses on the experiences of women faculty of color in academia and highlights the importance of life roles in subjectively defining wellness. The presenters also introduce practical strategies for work/life balance while maintaining productivity.

Duck Pond

Using positionality and sphere of influence to advance a social justice agenda in the academy

Roberta Wilburn, Associate Dean, Graduate Studies in Education, Whitworth University

Women of color have an opportunity to be significant change agents in the academy. Historically, women of color such as Anna Julia Cooper and Mary McCleod Bethune have made significant impacts in higher education since the early 1900s despite their marginalized status. Today women of color have the ability to advance the cause of diversity, equity, and inclusion in whatever position they hold within the academy. This interactive presentation explores practical strategies based on case studies that demonstrate how at different levels of one's career progression, women of color can advance a social justice agenda at their particular institution. It shows how being committed to making a difference in our individual spheres of influence can help change the status quo in higher education, making our campuses more equitable and welcoming places for groups across multiple dimensions of difference.

5:00PM - 6:30PM

Poster Exhibit + Networking with Participants and Sponsors, *Latham Upper Foyer*

6:30PM

Dinner
Latham Ballroom

Presentation of the Zenobia L. Hikes Woman of Color in the Academy Awards

7:30PM



Pathways to Leadership: A Panel of Presidents

Facilitator: Patrice Dickerson, Director of Faculty Diversity, Virginia Tech

Panelists:



Shanna Jackson,
President of Nashville State
Community College



Wilma L. Santiago Gabrielini,
Acting Chancellor of
University Puerto Rico,
Mayagüez Campus



Laurel Vermillion,
President of Sitting Bull College

Friday, April 12th

7:30AM - 9:00AM

Targeted Networking
Latham Foyer

Informal conversation circles, including:

Exploring the Experiences of Minority Senior Executive Leaders and the Opportunities and Challenges they Face

led by Crystal Gathers-Whatley, North Carolina A&T State University

Interrogating the Art & Design curriculum: Reclaiming narratives for the future of design

led by Jennifer Rittner, School of Visual Arts

Navigating academia after leaving the private sector

led by Jennica L Harrison, Virginia Commonwealth University

Our Hair-itage Legacy: Using participatory action research to create a path of resolution for African-American women with natural hair in a professional setting

led by Noreal F. Armstrong, Montreat College

9:00AM - Noon



Assembly Hall

Rethinking mentoring: How to build communities of inclusion, support and accountability

Joy Gaston Gayles, National Center for Faculty Development & Diversity

This workshop is designed to start a new type of discussion about mentoring by describing the common problems that pre-tenure and post-tenure faculty members experience and why traditional mentoring programs fail to meet those needs. We propose an alternative framework for mentoring that focuses on needs assessment and shifts the idea of mentoring from a relationship between two faculty members towards building a broad network of support, community, and accountability. The workshop concludes with a presentation of best practices in mentoring pre-tenure, under-represented and mid-career faculty.

9:00AM - 10:15AM

Concurrent Sessions

Solitude

Incredible impact of intentionality

Willette Burnham-Williams, Assistant Professor and Chief Diversity Officer and Title IX Coordinator, Medical University of South Carolina

Too often women allow others to define and determine the outcome of their professional trajectory. This workshop engages women in a conversation about why paying attention to their professional journey is their responsibility and how intentionality impacts professional outcome. During the course of this interactive dialogue participants are invited to reflect upon that which establishes consequential outcomes and career paths. The impact of intentionality conversation quite simply is incredibly critical to assuming responsibility for achieving one's goals.

Smithfield

Succeeding, surviving and thriving at a PWI: Multiracial and multi-level perspectives

Jinny Huh, Associate Professor of English, Director of Critical Race & Ethnic Studies Program, Acting Associate Dean of College of Arts & Sciences, University of Vermont
Wanda Heading-Grant, Vice President for Human Resources, Diversity & Multicultural Affairs, University of Vermont

This session is designed for both emerging and experienced women leaders, particularly at predominantly white institutions. We explore and offer insights on how multigenerational environments and political landscapes impact the experiences and trajectory of women of color in academia. We use our own institution as a case study to help current and future women leaders navigate and prevail in situations of conflict and opposition as they traverse multiple constituencies. We describe how two women leaders of color respond to student protests, manage expectations of peers, colleagues, and students, and navigate senior administration bureaucracy. We will share promising practices of how to create synergy and continue to grow your career from multiracial and multi-level perspectives.

Cascades

Neuroscience, mindfulness, & soul healing: Yoga for women of color in the academy

Lacretia Dye, Associate Professor, Western Kentucky University
Cynthia Mason, Professor, Western Kentucky University

The primary purpose for this presentation is to enhance the personal growth of women of color in institutions of higher education. This environment can be demanding, challenging, and emotionally taxing as the integration of various roles and expectations produce uncertainty, stress, and anxiety. The effects of constantly elevated stress hormones can contribute to irritability, memory problems, and sleep disorders. Participants first explore their personal experiences with work-related stress, and are introduced to the benefits of neuroscience, mindfulness and soul healing yoga and how these efforts can promote self-care and well-being. Lastly, meditation, mindful yoga, and mind/body skills for relaxation and wellness are practiced. Participants are given realistic, time efficient, activities to take into their work and home life

Duck Pond

Fostering inclusiveness: Engaging diverse perspectives in teaching and learning

Meghmala Tarafdar, Assistant Professor, Queensborough Community College
Barbara Blake-Campbell, Professor, Queensborough Community College

What does it mean to teach in an environment where students are remarkably more diverse in language, culture, and demographics? Presenters explore how active learning exercises and reflection prompts can be linked to intercultural concepts such as cultural values analysis, identity frames, communication styles, intergroup conflicts, and other factors in contemporary United States society and international arenas.

10:15AM - 10:45AM

Break

10:45AM - Noon

Concurrent sessions

Solitude

Evolution of Brand YOU

Arquella Hargrove, CEO, Epic Collaborative Advisors

“What got you here won’t get you there” is a saying that is particularly relevant to your personal brand. Your brand, how you present yourself and how others perceive you, is a key component to your career success. If you don’t share your story, others will tell it for you. Is your brand messaging current? Is it an accurate reflection of your professional experiences and the value that you can bring to an organization? Branding yourself is not something that just happens. You must be intentional in designing the image you want to portray. Communicating your brand based on your authentic strengths, talents, and career successes is most effective through measured story-telling and proper use of social media. In this workshop, you will receive actionable guidance on how to determine the status of your current brand; conduct a personal SWOT analysis; establish a personal “Board of Directors” for objective feedback and identification of blind spots; storyboard your brand message; and create a communication action plan that you can follow consistently.

Smithfield

No mirrors in my Nana's house: Black feminist praxis as reflected resistance and resilience in higher education

Marita Gilbert, Dean, Institutional Equity and Inclusive Excellence, Juniata College

Black women experience unique challenges in higher education—particularly at PWIs. We often find ourselves isolated by solo presence in Senior Faculty and Executive Leadership roles, simultaneously negotiating invisible labors related to our intersectional identities. While extant literature notes the importance of mentorship as a vehicle for thriving, gaps in successful mentorship relationships persist. This presentation is an interdisciplinary reflection that unpacks strategies for Black women's resilience through the lens of Black feminist praxis. Ysaye Barnwell's *No Mirrors in My Nana's House* combines Black women's tradition of making the theoretical practical by combining scholarship, storytelling, and song, to illustrate the significance of Black women's voices in organizing, leadership, and the transformation of space. From this empowerment framework, Barnwell's text is a framework for understanding Black women's resilience in the academy—translating lessons from *Nana's House* as we navigate the disaffirming dissonance of the Ivory Tower.

Cascades

HonorSongs: A Women's Music Workshop™

Tammy Lynn Pertillar, Singer/Songwriter, Citywing Publishing (ASCAP): American Society of Composers and Publishers

In this workshop, participants learn about Native American women singer/songwriters and musical artists. They listen to songs from both a cappella and accompanied traditions, and share reflections and impressions. Participants also join in a cappella singing activities. Participants raise their voices in song, focus on listening, breath, and presence. In the process, participants discover ways in which voice can be utilized to honor the self toward personal wellbeing. Designed for all levels and vocal ranges. Previous musical experience is welcomed but not required.

Duck Pond

Women Owning Writing

Karina Alvina, Assistant Professor, Texas Tech University

Nadia Flores, Assistant Professor, Texas Tech University

Carla Lacerda, Assistant Professor, Texas Tech University

Debra Lavender-Bratcher, Assistant Professor, Texas Tech University

Sylvia Mendez-Morse, Associate Professor (Retired), Texas Tech University

Brandy Piña-Watson, Assistant Professor, Texas Tech University

Sungwon Shin, Assistant Professor, Texas Tech University

This workshop, created and organized by Women Owning Writing [WOW] participants, includes a brief review of the group's formation as part of a university-wide program to foster women faculty scholarly work, specifically research publications. We discuss our experiences within the writing group as well as share our unique paths and various accomplishments. Benefits, advantages, and challenges for being in a WOW group are also discussed. Lastly, we offer recommendations for establishing women faculty writing groups, with specific ideas for women of color.

Noon

Lunch in *Latham Ballroom*

12:30PM

Keynote: Aida Hurtado



Aida Hurtado is Professor and Luis Leal Endowed Chair of the Department of Chicano and Chicana Studies at the University of California, Santa Barbara. Hurtado works on gender equity issues. She has made major contributions to national and international scholarship on issues of gender and race. In 2007, she received the Distinguished Contributions to Gender Equity in Education Research Award from the American Educational Research Association (AERA), recognizing distinguished research, professional practice, and activities that advance public understanding of gender and/or sexuality throughout the educational community. She was a speaker at the 2018 Women's March in Washington, D.C.

1:30PM

Closing remarks and conference giveaway

Poster Presentations

Advance our career in STEM Professional fields

Hongmei Chi, Assistant Professor, Florida A & M University

Changing the STEM landscape from outside the academy: Opportunities for leadership and growth

Pamela Leggett-Robinson, Executive Director, PLR Consulting

Does my opinion count? Using client satisfaction surveys to improve mental health

Jade Nesbitt, Graduate Student, Morgan State University

Exploring the tenure track experiences of women of color in academic settings

Vita Jones, Associate Professor, California State University
Fullerton

Highlighting student counter narratives

Nicole DelMastro-Jeffrey, Academic Advisor, University of
Illinois at Urbana-Champaign

Interrogating the Art & Design curriculum: Reclaiming narratives for the future of design

Jennifer Rittner, Adjunct Faculty, School of Visual Arts

Navigating academia after leaving the private sector:

A personal growth and career development journey

Jenica Harrison, Assistant Professor, Virginia Commonwealth
University

Our Hair-itage Legacy: Using participatory action research to create a path of resolution for African-American women with natural hair in a professional setting

Noreal Armstrong, Assistant Professor, Montreat College

Revitalizing graduate STEM education via globalization cybersecurity

Hongmei Chi, Assistant Professor, Florida A & M University

Using restorative practices to promote conflict resolution among feuding teen girls

Cortney Merritt, Graduate Student, Morgan State University

Exploring the Experiences of Minority Senior Executive Leaders and the Opportunities and Challenges they Face

Crystal Gathers-Whatley, North Carolina A&T State University

Saturday, April 13



Hilton Garden Inn

Academic Writing Retreat

Michelle Boyd, author, scholar, writing coach and retreat facilitator, and founder of InkWell Academic Writing Retreats

9:00 _{AM} - 10:30 _{AM}	Coaching Session I: Jumpstart your writing
10:30 _{AM} - 12:30 _{PM}	Writing Session
12:30 _{PM} - 1:30 _{PM}	Coaching Session II: Lunch & Learn – Managing writing barriers
1:30 _{PM} - 3:00 _{PM}	Writing Session
3:00 _{PM} - 3:30 _{PM}	Coaching Session III: Maintaining your momentum
3:30 _{PM} - 4:30 _{PM}	Writing Session
4:30 _{PM} - 5:00 _{PM}	Coaching Session III: Next Steps

Conference Coordinator:

Michele C. Deramo, Virginia Tech

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Patrice Dickerson, Virginia Tech

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Tamara Johnson, University of Wisconsin Eau Claire

Angela Joyner, Radford University

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Thank you to the over 300 business schools who are dedicated to diversifying their campuses with The PhD Project. To view a full list of participating schools, visit phdproject.org and click on 'Support the PhD Project'.

Learn more about participating to The PhD Project by contacting Bernard J. Milano at 201.307.7662 or bmilano@kpmg.com.

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Clemson University at a glance:

Clemson University has ranked as a top-25 public university in *U.S. News & World Report* for 11 consecutive years and continues to build accolades all across the country.

Resting on 1,400 acres in the foothills of the Blue Ridge Mountains, Clemson also boasts a coastline with Hartwell Lake as well as its own forestland. Classified by Carnegie as a Research 1 Institution, Clemson boasts seven colleges:

- College of Architecture, Arts and Humanities
- College of Agriculture, Forestry and Life Sciences
- College of Behavioral, Social and Health Sciences
- College of Business
- College of Education
- College of Engineering, Computing and Applied Sciences
- College of Science



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STUDENTS

19,669
undergraduate students

5,282
graduate students

COURSES

80+
majors

90
minors

110
graduate degree programs

RESEARCH

\$150M+
Externally funded research
awards for fiscal 2018

\$94M
Research expenditures for fiscal
2018

Since 2015, Clemson has won
**35 major research
projects**
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than

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College of Liberal Arts



Venetria Patton



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KECIA W. SMITH, PH.D., CPA
Assistant Professor
Accounting and Information Systems

For more information about our programs, initiatives, and career opportunities, contact

JANICE BRANCH HALL
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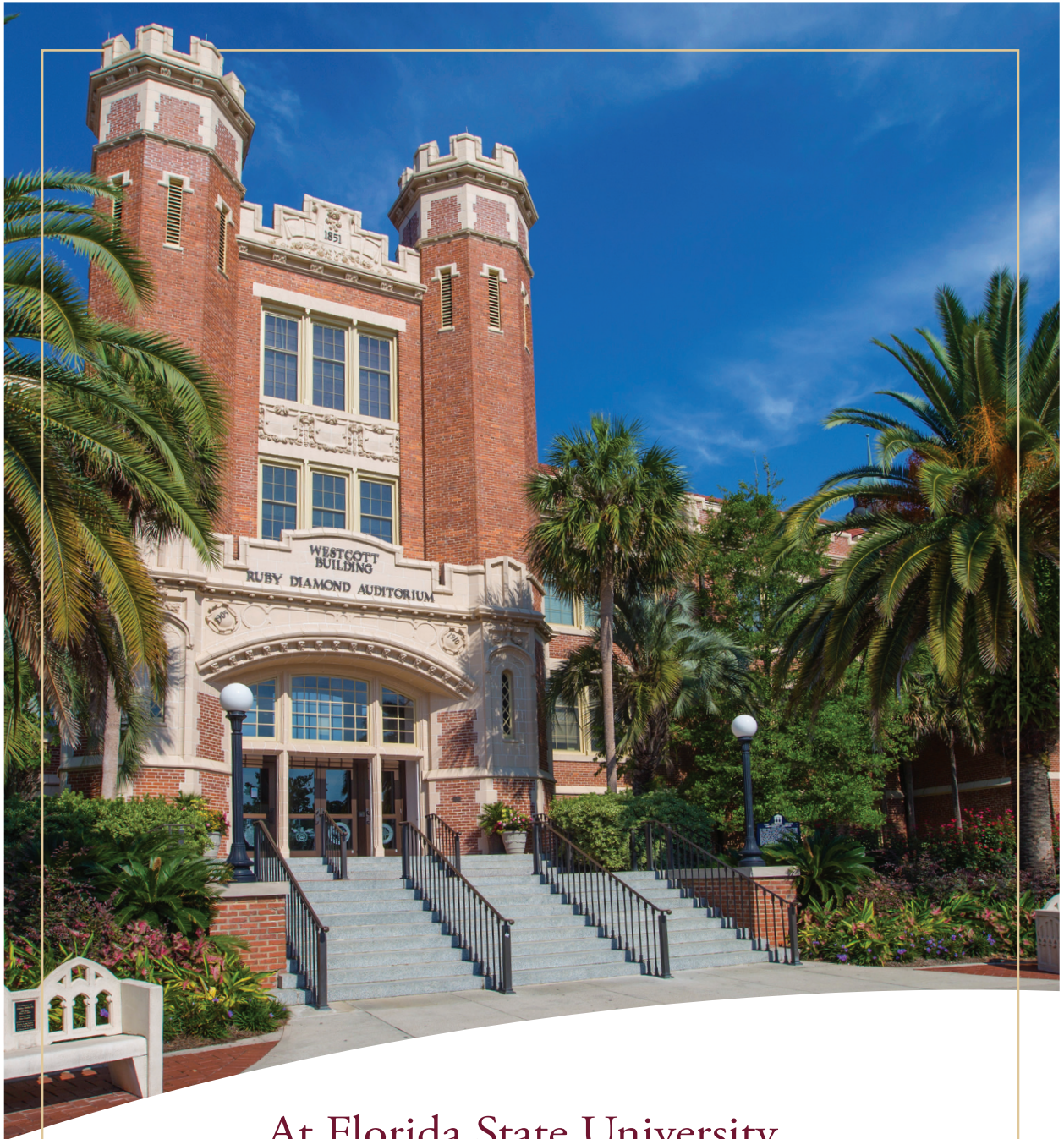
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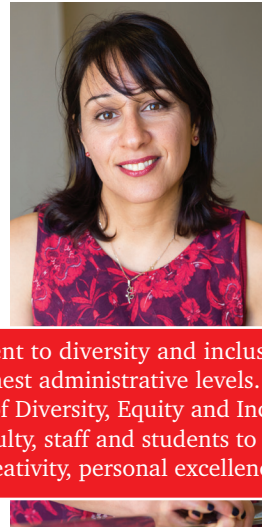
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Jaclyn Cañas-Carrell, Ph.D.
Associate Director
STEM Center for Outreach,
Research & Education
Professor
College of Arts & Sciences
Chair, Gender Equity Council

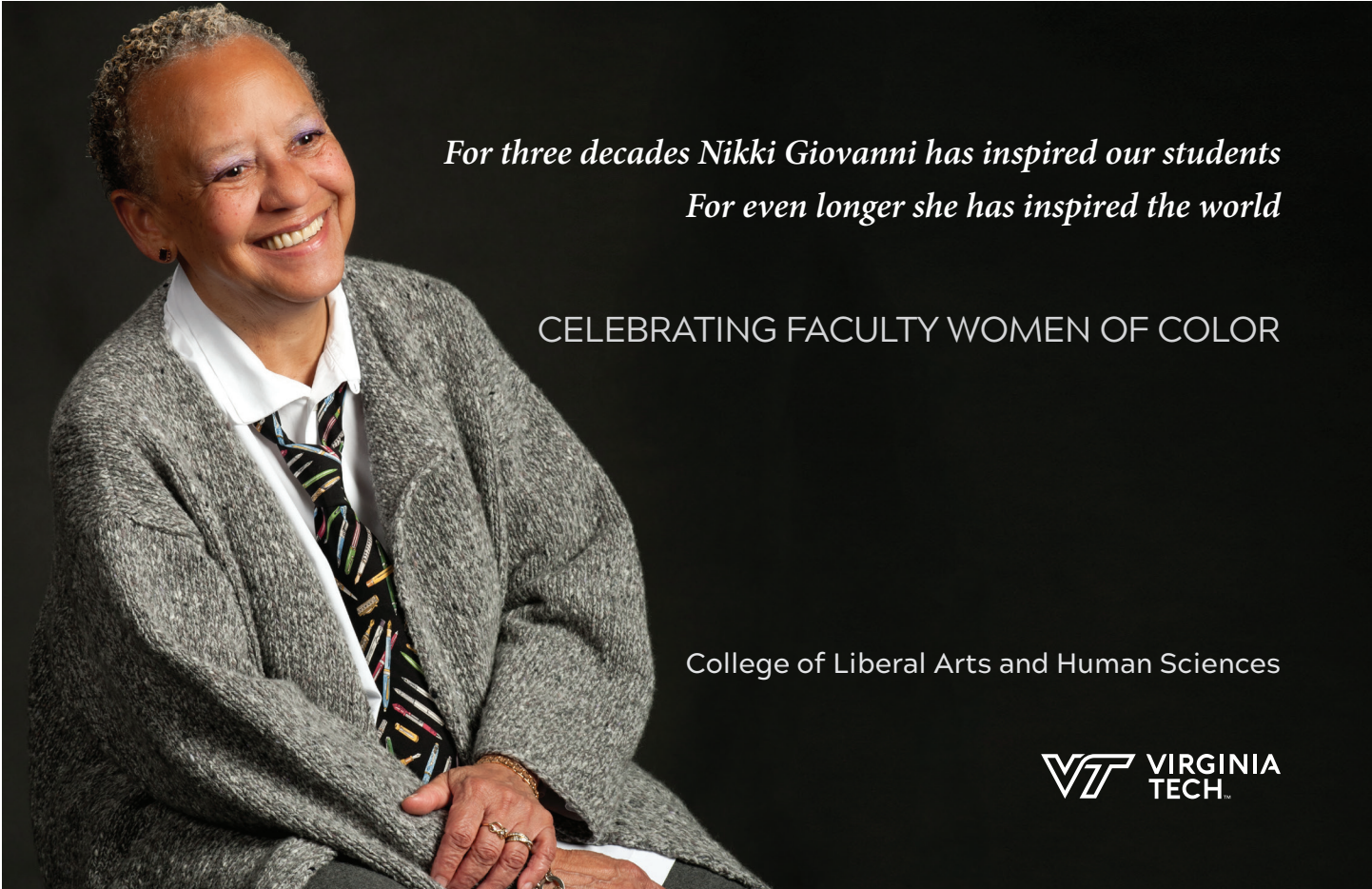
Naïma Moustaid-Moussa,
Ph.D., FTOS, FAHA
Director
Obesity Research Cluster
Professor
Nutritional Sciences

Dr. Cristina Bradatan, Ph.D.
Associate Professor
Sociology
Chair, Sociology, Anthropology,
& Social Work

Sheima Khatib, Ph.D.
Assistant Professor
Whitacre College of Engineering

Carol A. Sumner, EdD
Chief Diversity Officer
Vice President
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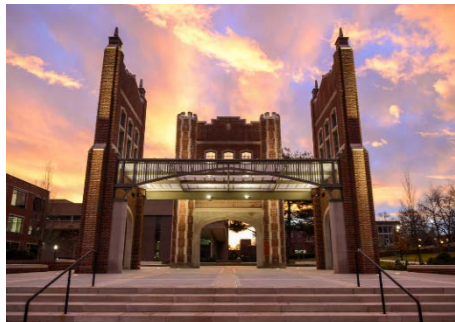


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