Mount Holyoke College

From the SelectedWorks of Mary Deane Sorcinelli

2012

Resource Guide for Faculty of Color at the Five Colleges

Mary Deane Sorcinelli, University of Massachusetts - Amherst
Enobong Branch, University of Massachusetts - Amherst
David Cort, University of Massachusetts - Amherst
Patricia Banks, Mount Holyoke College
Amber Douglas, Mount Holyoke College, et al.

Available at: https://works.bepress.com/marydeane_sorcinelli/9/
Dear Five College Faculty of Color,

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

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

Warmly,

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

David Cort
Assistant Professor of Sociology
University of Massachusetts-Amherst

Patricia Banks
Assistant Professor of Sociology
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Amber Douglas
Assistant Professor of Psychology
Mt. Holyoke

Becky Packard
Professor of Psychology and Education
Mt Holyoke

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  National Center For Faculty Development & Diversity

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

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

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

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

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

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

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

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

Writing and Publishing:

Tenure & Promotion:

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

FACULTY RESOURCES

Mentoring Graduate Students:
For graduate students:

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

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

*Assistant Professor*
*Department of Hospitality and Tourism Management*
*University of Massachusetts-Amherst*
rsalvador@isenberg.umass.edu

**Latest Publication:**

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

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

**Connection Interests:**
Writing groups; Accountability groups

### Nefertiti Walker

*Assistant Professor*
*Mark H. McCormack Department of Sport Management*
*University of Massachusetts-Amherst*
nwalker@isenberg.umass.edu

**Latest Publication:**
Gender Bias in the Perception of Women as Collegiate Men’s Basketball Coaches

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

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

**Connection Interests:**
Research area specific working groups
Sangeeta Kamat
Associate Professor
Department of Educational Policy, Research, and Administration
University of Massachusetts-Amherst
skamat@educ.umass.edu

Latest Publication:

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

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

Connection Interests:
Research area specific working groups

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

Latest Publication:

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

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

Connection Interests:
Accountability groups
<table>
<thead>
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<th>Name</th>
<th>Position</th>
<th>Department</th>
<th>University</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lorraine Cordeiro</td>
<td>Assistant Professor</td>
<td>Department of Nutrition</td>
<td>University of Massachusetts-Amherst</td>
<td><a href="mailto:lcordeiro@nutrition.umass.edu">lcordeiro@nutrition.umass.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>Tameka Gillum</td>
<td>Assistant Professor</td>
<td>Department of Public Health</td>
<td>University of Massachusetts-Amherst</td>
<td><a href="mailto:tgillum@schoolph.umass.edu">tgillum@schoolph.umass.edu</a></td>
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</tr>
<tr>
<td>Sharon Mills-Wisneski</td>
<td>Assistant Professor</td>
<td>School of Nursing</td>
<td>University of Massachusetts-Amherst</td>
<td><a href="mailto:millswis@nursing.umass.edu">millswis@nursing.umass.edu</a></td>
</tr>
</tbody>
</table>

**Research Interests:**
- Food Security, Adolescent Health, Nutrition
- Exploring and addressing intimate partner violence (IPV)/dating violence (DV) within racial/ethnic minority and sexual minority populations, development and evaluation of culturally specific prevention and intervention efforts, health clinic based IPV interventions and the health effects of IPV/DV victimization

**Serve as Resource for:**
- Creating work/life balance
- Writing journal articles
- Managing graduate students

**Connection Interests:**
- Accountability groups
- Research area specific working groups
<table>
<thead>
<tr>
<th>Joye Bowman</th>
<th>John H. Bracey</th>
<th>Mari Castaneda</th>
</tr>
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<tr>
<td>Full Professor</td>
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<td>Department of History</td>
<td>Department of Afro-American Studies</td>
<td>Department of Communication</td>
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<tr>
<td>University of Massachusetts-Amherst</td>
<td>University of Massachusetts-Amherst</td>
<td>University of Massachusetts-Amherst</td>
</tr>
<tr>
<td><a href="mailto:jbowman@history.umass.edu">jbowman@history.umass.edu</a></td>
<td><a href="mailto:jhbracey@gmail.com">jhbracey@gmail.com</a></td>
<td><a href="mailto:mari@comm.umass.edu">mari@comm.umass.edu</a></td>
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<td><strong>Latest Publication:</strong></td>
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<td><strong>Research Interests:</strong></td>
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<tr>
<td>African History; specifically, the former Portuguese colonies and South Africa</td>
<td>1. African Americans and a) Native Americans, b) other Afro groups in the western hemisphere. 2. Black liberation and Black arts movements of the 1960’s. 3. Black women; politics and organizational behavior in 20th century</td>
<td>New media and telecommunication policy, Latina/ethnic media studies, and transcultural political economy of communication industries. Promoting &quot;engaged scholarship&quot; and aims to address inequality, power, community voices, and the role of race and culture in shaping media and cultural spaces.</td>
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<td>Creating work/life balance</td>
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<td>How to negotiate academic bureaucracy and your possible unhelpful colleagues.</td>
</tr>
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</table>

**Connection Interests:**
Research area specific working groups
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
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<th>Latest Publication</th>
<th>Research Interests</th>
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<th>Connection Interests:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alicia Christoff</td>
<td>Assistant Professor</td>
<td>Department of English</td>
<td><a href="mailto:achristoff@amherst.edu">achristoff@amherst.edu</a></td>
<td>“The Weariness of the Victorian Novel: Middlemarch and the Medium of Feeling,” English Language Notes 48.1 (2010), Special Issue on Genre and Affect: 139-154.</td>
<td>Victorian literature and culture, the history of the novel, and critical theory (including psychoanalysis)</td>
<td>Writing journal articles, Applying for fellowships, Creating synergy with research and teaching, Teaching efficiently and effectively</td>
<td>Writing groups, Research area specific working groups</td>
</tr>
<tr>
<td>Floyd Cheung</td>
<td>Associate Professor</td>
<td>Department of English</td>
<td><a href="mailto:fcheung@smith.edu">fcheung@smith.edu</a></td>
<td>Naming Jhumpa Lahiri: Canons and Controversies</td>
<td>Asian American literature</td>
<td>Teaching large classes, Creating synergy with research and teaching, Teaching efficiently and effectively</td>
<td>Writing groups, Accountability groups, Research area specific working groups</td>
</tr>
<tr>
<td>Iyko Day</td>
<td>Assistant Professor</td>
<td>Department of English</td>
<td><a href="mailto:iday@mtholyoke.edu">iday@mtholyoke.edu</a></td>
<td>&quot;Alien Intimacies: The Coloniality of Internment in Australia, Canada, and the US&quot; Amerasia Journal 36.2 (2010). 107-124.</td>
<td>Asian American Literature, Visual Culture Race and Ethnicity</td>
<td>Writing journal articles</td>
<td>Writing groups, Accountability groups, Research area specific working groups</td>
</tr>
<tr>
<td>Jane Degenhardt</td>
<td>Associate Professor</td>
<td>Department of English</td>
<td><a href="mailto:janed@english.umass.edu">janed@english.umass.edu</a></td>
<td>Islamic Conversion and Christian Resistance on the Early Modern Stage (Edinburgh UP, 2010)</td>
<td>Shakespeare and Renaissance drama, Asian American literature</td>
<td>Writing journal articles, Turning a dissertation into a book, Managing graduate students, Creating synergy with research and teaching, Teaching efficiently and effectively</td>
<td>Writing groups, Accountability groups, Research area specific working groups</td>
</tr>
</tbody>
</table>
Lisa Green
Full Professor
Department of Linguistics
University of Massachusetts-Amherst
lgreen@linguist.umass.edu

**Latest Publication:**

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

**Serve as Resource for:**
Writing a book
Teaching large classes
Creating synergy with research and teaching
Teaching efficiently and effectively
Outreach/disseminating research beyond the academy

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

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

**Research Interests:**
Comparative race and ethnicity
Sports history
Environmental Studies

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

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

**Latest Publication:**

**Research Interests:**
Southern Africa and Comparative Labor History

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

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

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

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

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

- 8 -
Kimberly Kono
Associate Professor
Department of East Asian Languages and Literatures
Smith College
kkono@smith.edu

Latest Publication:
Romance, Family and Nation in Japanese Colonial Literature
(Palgrave, 2011)

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

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

Connection Interests:
Writing groups
Accountability groups

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

Latest Publication:

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

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

Connection Interests:
Writing groups
Accountability groups

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

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

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

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

Connection Interests:
Writing groups
Research area specific working groups

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

Latest Publication:
Crafting Mexico: Intellectuals, Artisans, and the State after the Revolution (Duke UP, 2010)

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

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

Connection Interests:
Writing groups
Research area specific working groups
<table>
<thead>
<tr>
<th>Naomi Miller</th>
<th>Rogelio Miñana</th>
<th>Young Min Moon</th>
<th>Karen &quot;Kym&quot; Morrison</th>
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</thead>
<tbody>
<tr>
<td>Full Professor</td>
<td>Full Professor</td>
<td>Associate Professor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Department of English and Program in the Study of Women and Gender (SWG)</td>
<td>Department of Spanish, Latina/o, and Latin American Studies</td>
<td>Department of Art, Architecture, Art History</td>
<td>Du Bois Department of Afro-American Studies</td>
</tr>
<tr>
<td>Smith College</td>
<td>Mount Holyoke College</td>
<td>University of Massachusetts-Amherst</td>
<td>University of Massachusetts-Amherst</td>
</tr>
<tr>
<td><a href="mailto:njmiller@smith.edu">njmiller@smith.edu</a></td>
<td><a href="mailto:rminana@mtholyoke.edu">rminana@mtholyoke.edu</a></td>
<td><a href="mailto:ymoon@art.umass.edu">ymoon@art.umass.edu</a></td>
<td><a href="mailto:kymorris@afroam.umass.edu">kymorris@afroam.umass.edu</a></td>
</tr>
<tr>
<td>Research Interests: Women authors in the Renaissance; Women poets across all periods Children's literature</td>
<td>Research Interests: Cultural icons (Don Quixote) in contemporary social justice and political movements. Digital storytelling. New media and NGO/advocacy campaigns.</td>
<td>Research Interests: Contemporary Art, Art History and Criticism, Asian Studies</td>
<td>Research Interests: History of racial identity among Afro-Latin American population, especially among Afro-Cubans.</td>
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<tr>
<td>Serve as Resource for: Creating synergy with research and teaching</td>
<td>Serve as Resource for: Turning a dissertation into a book Creating synergy with research and teaching Teaching efficiently and effectively Promotion from Assistant to Associate Promotion from Associate to Full Outreach/disseminating research beyond the academy</td>
<td>Serve as Resource for: Writing journal articles Writing foundation grants Applying for fellowships Managing graduate students Promotion from Assistant to Associate</td>
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<tr>
<td>Dorothy Mosby</td>
<td>Asha Nadkarni</td>
<td>Elizabeth Stordeur Pryor</td>
<td>Sujani Reddy</td>
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</tbody>
</table>
| Associate Professor  
Department of Spanish, Latina/o, and Latin American Studies  
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dmosby@mitholyoke.edu | Assistant Professor  
Department of English  
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nadkarni@english.umass.edu | Assistant Professor  
Department of History  
Smith College  
epryor@smith.edu | Assistant Professor  
Department of American Studies  
Amherst College  
sreddy@amherst.edu |
| **Latest Publication:**  
Place, Language and Identity in Afro-Costa Rican Literature (Missouri, 2003) | **Latest Publication:**  
"Reproducing Feminism in Jasmine and 'The Yellow Wallpaper'," Feminist Studies, 38.1 (Spring 2012): 215-241. | **Latest Publication:**  
Conf paper: Gender, Travel and African American Rights in the Antebellum North. | **Latest Publication:**  
The Sun Never Sets: South Asian Migrants in an Age of U.S. Power (NYU Press, forthcoming) |
| **Research Interests:**  
Afro-Latin American and Afro-Caribbean literatures and cultures; cultural and national identity among Afro-West Indian descendants in Central America | **Research Interests:**  
Postcolonial Studies, Asian American Studies, Transnational Feminism | **Research Interests:**  
African American History; 19th Century U.S. Race, Slavery and Race Making | **Research Interests:**  
Critical Ethnic Studies |
| **Serve as Resource for:**  
Writing journal articles  
Writing a book  
Turning a dissertation into a book  
Applying for fellowships  
Managing graduate students  
Promotion from Assistant to Associate | **Serve as Resource for:**  
Writing journal articles  
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Creating work/life balance | **Serve as Resource for:**  
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Planning for sabbatical  
Creating work/life balance | **Serve as Resource for:**  
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| **Connection Interests:**  
Writing groups  
Accountability groups  
Research area specific working groups | **Connection Interests:**  
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Research area specific working groups |
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<tbody>
<tr>
<td>Trea Andrea Russworm</td>
<td>Assistant Professor</td>
<td>Department of English</td>
<td>University of Massachusetts-Amherst</td>
<td><a href="mailto:russworm@english.umass.edu">russworm@english.umass.edu</a></td>
<td>Blackness is Burning: Race, Psychoanalysis, and Civil Rights Era Popular Culture</td>
<td>African American culture, film and media, video games, digital culture.</td>
<td>Writing a book, Teaching large classes, Creating synergy with research and teaching, Teaching efficiently and effectively, Outreach/disseminating research beyond the academy, Creating work/life balance</td>
<td>Accountability groups</td>
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<tr>
<td>Manisha Sinha</td>
<td>Full Professor</td>
<td>Department of Afro-American Studies</td>
<td>University of Massachusetts-Amherst</td>
<td><a href="mailto:masinha@afroam.umass.edu">masinha@afroam.umass.edu</a></td>
<td>The Abolitionist Imagination (Harvard UP, 2012)</td>
<td>Nineteenth Century United States History: Slavery, Abolition, Civil War and Reconstruction</td>
<td>Writing journal articles, Writing a book / Turning dissertation into a book, Applying for fellowships, Managing graduate students, Teaching large classes, Promotion from Assistant to Associate /from Associate to Full, Planning for sabbatical, Outreach/disseminating research beyond the academy, Creating work/life balance</td>
<td>Research area specific working groups</td>
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<tr>
<td>Wako Tawa</td>
<td>Full Professor</td>
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<td>2009 The Japanese Stage-Step Course (Routledge) 1. grammar textbook 2. workbook 1 3. workbook 2 4. writing practice book</td>
<td>Linguistics Japanese Language</td>
<td>Teaching efficiently and effectively, Outreach/disseminating research beyond the academy</td>
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<td>&quot;Mardi Gras Indians: Spiritualism or Indian Stereotype?&quot; in American Indians and Popular Culture: Media, Sports, and Politics. Vol. 1. Ed. Elizabeth Delaney Hoffman. Praeger, 2012.</td>
<td>Native American studies; American studies; American literatures</td>
<td>Writing journal articles, Writing a book, Managing graduate students, Promotion from Assistant to Associate, Creating work/life balance, Mentoring Native American graduate students and junior faculty</td>
<td>Research area specific working groups</td>
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<tr>
<td>Renae Brodie</td>
<td>Jaime Davila</td>
<td>Gerald Downes</td>
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Writing journal articles  
Writing NSF grants  
Setting up a research lab  
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Accountability groups  
Research area specific working groups | Latest Publication:  
Research Interests:  
Neuroscience, Genetics, Behavior  
Serve as Resource for:  
Writing journal articles  
Writing NIH and NSF grants  
Setting up a research lab  
Managing graduate students  
Teaching large classes  
Creating synergy with research and teaching  
Teaching efficiently and effectively  
Promotion from Assistant to Associate  
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Research Interests:
Rational synthesis of nanoporous materials for the catalysts of biorefinery and drug delivery carriers with engineering their pore structure and size, surface properties and active sites based on the comprehensive understanding of their crystallization mechanism.

Serve as Resource for:
Writing journal articles
Writing NSF grants
Applying for fellowships
Setting up a research lab
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Latest Publication:

Research Interests:
Modeling of travelers' decision making and learning in a transportation network (large-scale geographic area); Computer algorithm design for optimal routing in (generic or transportation) networks; Modeling and optimization of transportation systems

Serve as Resource for:
Writing published conference papers in scientific disciplines
Writing journal articles
Managing graduate students
Promotion from Assistant to Associate

Connection Interests:
Research area specific working groups

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Serve as Resource for:
Setting up a research lab

Connection Interests:
Research area specific working groups

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Research Interests:
Experimental condensed matter and statistical physics

Serve as Resource for:
Writing NSF grants
Setting up a research lab
Creating synergy with research and teaching
Promotion from Assistant to Associate
Promotion from Associate to Full Professor
<table>
<thead>
<tr>
<th>Yasu Morita</th>
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| **Latest Publication:**  
Combinatorial and computational algebraic geometry and commutative algebra. Rigidity theory. | **Research Interests:**  
Materials chemistry, solar cells, synthesis |
| **Research Interests:**  
Bacterial pathogenesis  
Glycolipid metabolism  
Membrane biology | **Serve as Resource for:**  
Writing journal articles  
Writing NSF grants  
Promotion from Assistant to Associate  
Creating work/life balance | **Serve as Resource for:**  
Writing NSF grants  
Setting up a research lab  
Managing graduate students  
Teaching large classes  
Creating synergy with research and teaching | **Connection Interests:**  
Accountability groups  
Research area specific working groups | **Connection Interests:**  
Writing groups  
Accountability groups | **Connection Interests:**  
Accountability groups  
Writing groups |
| Name                   | Title                          | Department                                  | Email                                  | Latest Publication                                                                 | Research Interests                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Serve as Resource for                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Connection Interests                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------|--------------------------------|---------------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Patricia A. Banks     | Assistant Professor            | Department of Sociology                     | pbanks@mtholyoke.edu                    | Represent: Art and Identity Among the Black Upper-Middle Class (Routledge 2010)       | Art patronage (with a particular focus on the patronage of art by racial and ethnic minorities such as African American Artists) by individuals and institutions. Qualitative research methods.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Writing journal articles  
  Writing a book  
  Turning a dissertation into a book  
  Writing foundation grants  
  Creating synergy with research and teaching  
  Teaching efficiently and effectively  
  Promotion from Assistant to Associate  
  Outreach/disseminating research beyond the academy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Writing groups  
  Accountability groups  
  Research area specific working groups                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Amrita Basu           | Full Professor                 | Department of Political Science and Women's and Gender Studies | abasu@amherst.edu                      | Bsu ed, Women's Movements in a Global Era                                            | Global women's activism and women’s movements; religious nationalism; South Asian politics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Writing published conference papers in scientific disciplines  
  Writing journal articles  
  Writing a book  
  Applying for fellowships  
  Teaching large classes  
  Creating synergy with research and teaching  
  Teaching efficiently and effectively  
  Promotion from Assistant to Associate  
  Creating work/life balance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Writing groups  
  Accountability groups  
  Research area specific working groups                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Whitney Battle-Baptiste| Assistant Professor            | Department of Anthropology                   | wbbaptiste@anthro.umass.edu            | Black Feminist Archaeology (2011, Left Coast Press)                                  | Historical Archaeology, the African Diaspora, Black Feminist Theory                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Writing a book  
  Teaching efficiently and effectively  
  Outreach/disseminating research beyond the academy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Writing groups  
  Accountability groups  
  Research area specific working groups                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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<tr>
<th>Name</th>
<th>Title</th>
<th>Department/Program</th>
<th>Email</th>
<th>Latest Publication</th>
<th>Research Interests</th>
<th>Serve as Resource for</th>
<th>Connection Interests</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Assistant Professor</td>
<td>Department of Sociology</td>
<td><a href="mailto:ebranch@soc.umass.edu">ebranch@soc.umass.edu</a></td>
<td>Branch, Enobong Hannah. 2011. Opportunity Denied: Limiting Black Women to Devalued Work. New Brunswick, N.J.: Rutgers University Press.</td>
<td>Race, gender, and work broadly; heterogeneity of the black experience created by the intersection of gender, nationality, citizenship and economic class.</td>
<td>Writing journal articles, Writing a book, Turning a dissertation into a book, Managing graduate students, Creating synergy with research and teaching, Teaching efficiently and effectively, Outreach/disseminating research beyond the academy, Creating work/life balance.</td>
<td>Accountability groups, Research area specific working groups.</td>
</tr>
<tr>
<td>Ginetta Candelario</td>
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<td>Black Behind the Ears: Dominican Racial Identity from Museums to Beauty Shops</td>
<td>Dominican racial identity, Dominican feminisms, Hispanic Caribbean communities in the US, Latin American &amp; Latina feminisms, Blackness in the Americas, Hair and Beauty Culture among African diaspora and Latino communities, Community Based Research and Learning.</td>
<td>Writing large classes.</td>
<td>Writing groups, Accountability groups, Research area specific working groups.</td>
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<tr>
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<td>Dragon in the Tropics: Hugo Chávez and the Political Economy of Revolution in Venezuela (Routledge 2011) coauthored with Michael Penfold.</td>
<td>Comparative Politics Latin America Democratization Political Economy.</td>
<td>Teaching large classes.</td>
<td>Writing groups, Accountability groups, Research area specific working groups.</td>
</tr>
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<td>&quot;Betrayal Trauma and Close Relationships: Exploring the impact of past experiences on current processing of interpersonal functioning.&quot;</td>
<td>Psychological trauma, interpersonal functioning, and psychological distress. Cognitive and social cognitive frameworks and the cultural resources that underlie successful coping with adversity, stress and trauma.</td>
<td>Writing journal articles, Writing a book, Writing NSF grants, Managing graduate students, Teaching large classes, Promotion from Associate to Full Outreach/disseminating research beyond the academy, Creating work/life balance.</td>
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Politics in Africa: A New Beginning?

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Comparative political economy-Africa, the Caribbean

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Writing journal articles
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Promotion from Assistant to Associate
Promotion from Associate to Full

Connection Interests:
Accountability groups

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Latest Publication:
Chinese Capitalism and the Modernist Vision

Research Interests:
Microfinance East Asian Economic Development Economics of Technology

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

Connection Interests:
Writing groups
Accountability groups

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Latest Publication:
"Her money, her time," J. Marriage & Family, 2007

Research Interests:
Time use Stratification Family

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

Connection Interests:
Writing groups
Accountability groups

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Latest Publication:

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

Serve as Resource for:
Promotion from Assistant to Associate

Connection Interests:
Accountability groups
Research area specific working groups
GETTING TO KNOW YOU: FIVE COLLEGES FACULTY OF COLOR DIRECTORY

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

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

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

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

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

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

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Writing NSF grants
Teaching efficiently and effectively
Promotion from Assistant to Associate
Promotion from Associate to Full

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Latest Publication:

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

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

**I've done lots of research on academics & work-life balance
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Latest Publication:
Language, Race, Education

Serve as Resource for:
Promotion from Assistant to Associate
Promotion from Associate to Full

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Latest Publication:

Research Interests:
Detroit: employment, residential segregation, family responsibilities, social services.

Serve as Resource for:
Connection Interests:
Writing groups
Research area specific working groups

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Latest Publication:
“Harlem, New York! Harlem, Detroit! Harlem, Birmingham!’ Liberator Magazine and the Chronicling of Translocal Activism” in The Black Scholar 41, No. 3 (Fall 2011): 9-16.

Research Interests:
African American Studies, Africana Intellectual History, Civil Rights, Black Power/ Black Art Movements, Pan-Africanism/Black Internationalism

Serve as Resource for:
Teaching efficiently and effectively
Community-based instruction and research.

Connection Interests:
Research area specific working groups

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Latest Publication:

Research Interests:
Organizations Social Movements Black Higher Education

Serve as Resource for:
Applying for fellowships
Teaching efficiently and effectively
Working / writing across disciplines

Connection Interests:
Accountability groups
Moving from the Abstract “Mentor” to Getting What You Need*
Kerry Ann Rockquemore

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

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

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

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

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

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


A List of Typical Faculty Needs**

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

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

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

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

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

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

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

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

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

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

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

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

When I have a short period of time to work with mid-career faculty, I cut to the chase by focusing on two core questions: 1) Where do you want to be in five years? and 2) Where are you on the mid-career emotional spectrum? The first question is aimed toward opening up the context of the post-tenure funk by asking faculty to consciously choose a post-tenure pathway. In other words, many mid-career faculty get stuck in the move from the pre-tenure organizational position of intense external constraint (meeting promotion and tenure expectations) to the post-tenure organizational position of freedom and choice. Why? Because post-tenure, faculty can suddenly choose to expend their energy in a variety of different directions: moving directly toward full professor, becoming a public intellectual, focusing on institutional change, developing the skills and experience for higher-level administrative positions, investing in more ambitious intellectual projects, applying their research to consulting or product development, becoming a master teacher, etc....

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

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

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

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

Finding Your Mid-Career Mojo

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

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

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

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

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