As the spring of a new decade approaches, I give thanks to what has passed and humbly await what has yet to come. It’s been five years since the beginning of the Faculty Women of Color Caucus (FWOCC), and I am grateful for its growth and to the spirit that keeps it alive. The FWOCC Newsletter exudes this spirit. It is a space in which we as faculty women of color not only celebrate our collective achievements, but through which we build infrastructures that nurture robust interdisciplinary questions and engender new disciplinary imaginaries. Special thanks to Drs. Chandra Crudup and Vanessa Fonseca-Chávez for their foundational work establishing the newsletter, and to Dr. Emir Estrada for directing its redesign and expansion. It is with great excitement that I invite you to explore and widely share the dynamic contributions of your colleagues.
Dr. Kathy Nakagawa, Associate Professor of Asian Pacific American Studies in the School of Social Transformation, was the inaugural recipient of the FWOCC Service Award. Dr. Nakagawa worked extensively on the FWOCC Climate Survey, which analyzed salary data across the university and explored how faculty women of color view campus climate and support. The survey also explored differences in how faculty women of color are valued as exemplified through positions of leadership, recognition and salary. Dr. Nakagawa’s illustrative research and service contributions reflect her resolute commitment to diversity and inclusion.

Congratulations Dr. Nakagawa!

Introducing the 2019 Leadership Circle at the Spring 2019 End of Year Celebration

Join Our Team!

If you wish to get involved in the Leadership Circle please email the current president to express your interest.
FALL WELCOME RECEPTION (SEP 17)
The raffle winners at our Fall 2019 Welcome Reception received book copies of *Kids at Work* by Emir Estrada, *Lynching* by Ersula Ore, and *Critical Race, Feminism, and Education* by Menah Pratt-Clarke. Congratulations to all the winners!

WRITING GROUP SESSIONS (OCT 4)
The FWOCC held a writing session immediately following the Tempe General Caucus meeting on October 4, 2019. Writing sessions are scheduled for four hours following all FWOCC General Caucus meetings. Check your email for the next meeting and bring your computers to get some Friday afternoon writing in!

MIXER (OCT 17)
Join Us For Some Social Fun!
Dr. Claudia Cervantes Soon

It has always been important to respect my own humanity and not let the competitive nature of academia and the ego—sometimes disguised as good things like passion or even commitment—guide what I do.

FACULTY HIGHLIGHT

Carrie Sampson and Chandra Crudup (CC) asked Claudia Cervantes Soon (CCS) the following questions:

CC. Please provide a short bio, include years at ASU, school, department, college.
CCS. In 2011, I received my Ph.D. in Curriculum and Instruction with a concentration in Cultural Studies in Education, and Graduate Portfolios in Mexican American Studies and Women and Gender Studies from the University of Texas at Austin. I then took faculty positions as Assistant Professor at the University of North Carolina at Chapel Hill (2011-2015) and at the University of Texas at Austin (2015-2018). In August 2018, I joined the faculty at Arizona State University as Associate Professor of Bilingual Education, where I have been recently tenured. Prior to my career in academia, I was a bilingual educator for almost a decade working with elementary school children, Latinx families, and teachers in Texas and Nebraska.

CC. Please describe your research interest and any publications you want to highlight.
CCS. Situated at the intersections of educational anthropology, critical pedagogy, bilingual education, and Chicana/Latina feminisms, my interdisciplinary work interrogates and denaturalizes the colonial, white supremacist, and patriarchal ideologies, practices, discourses, and structures that help shape the educational experiences and material conditions, identities, and prospects of students from marginalized groups, particularly Latina youth across U.S.-Mexican borderlands and students from language minoritized backgrounds in the U.S. Thus, my scholarship focuses on two broad areas of inquiry that while distinct, often overlap. 1) Borderlands/transborder and Mexicana/Chicana/Latina youth epistemologies and pedagogies, and 2) Equity and social justice in bilingual education.

Under my first area of inquiry, my book, Juárez Girls Rising: Transformative Education in Times of Dystopia, (University of Minnesota Press, 2017) is one of my greatest and most meaningful accomplishments. Here, I disrupt the discourse of perpetual victimization and othering about Mexico/U.S. border young women, and reveal the power of community-school grassroots collaborations in contrast to U.S. notions of individual teachers saving youth of color. The book also means a lot to me because the fieldwork took place in Juárez, my hometown, and during the most devastating year of Mexico's deadly drug wars of the past decade.

Under my second area of research, I reclaim an anticolonial and social justice-oriented vision that centers the interests of students from historically marginalized groups, particularly in light of the neoliberal ideologies that have increasingly, and often successfully, attempted to co-opt the field. By looking at dual language classrooms, my research centers issues of inequity that emerge when children from the dominant group are integrated with emergent bilinguals from historically marginalized groups with the goal of becoming bilingual. My most recent project focuses on envisioning bilingual education as a potential space for solidarity building and reimagining of new futurities among Black and Brown communities.
CC. What methods and theories do you draw from to accomplish your research, and why?

CCS. My research employs critical ethnography as well as community-engaged and decolonizing research methods, such as testimonio. Critical ethnography allows me to analyze the links between cultural practices, discourses, and identities to broader social structures and systems of power. It also uncovers the fallacy of objectivity and neutrality and pushes me to engage in continuous reflexivity. By engaging with communities, my research emphasizes not only the agency, knowledge, and cultural production of participants, but also humanizes the relationships that emerge from the research process. And through decolonizing methods, like testimonio, I center participants' voices, lived experiences, perspectives, and embodied knowledge as the very sources for the creation of theory. While interdisciplinary, my work is rooted in critical pedagogies, anticolonial theories, and Chicana feminist epistemologies. Paulo Freire and Gloria Anzaldúa are my ultimate theorists. These theoretical frameworks help me situate social transformation for greater justice as the ultimate goal of education and help me ask questions that transgress into a more womanist and anticolonial vision.

CC. What types of classes have you taught and what do you enjoy most about teaching?

CCS. At ASU I have taught classes for preservice and practicing bilingual and ESL teachers that offer them the theoretical, critical, and pedagogical foundations for implementing a transformative education. At previous institutions, I taught graduate courses about the intersections of race, class and gender in education; the historical and philosophical foundations of bilingual education; the relationship between language identity and power; and about non-traditional/non-dominant literacies embodied and enacted by multilingual and marginalized communities. When working with graduate students, I enjoy learning with them, witnessing their successes, and developing long-lasting professional relationships as we continue to write together beyond their PhD program.

CC. What’s one of the most important pieces of advice you have been given about being a faculty member?

CCS. Perhaps this hasn't been one single piece of advice, but for me, it has always been important to respect my own humanity and not let the competitive nature of academia and the ego (sometimes disguised as good things like passion or even commitment) guide what I do. When I don't respect this, I often end up overextending myself and physically and spiritually exhausted. I have learned to question the motives for choosing to do or not do almost everything, and to try to be selective about the things that I commit to based on my own priorities. Other important things I have learned through the years is to recognize my own writing style and cultivate it without comparing it to others', to trust my intuition, and to be in community. Developing sacred spaces with colleagues with whom I see eye to eye, who can nurture me but also challenge me has been very important. For me personally, this has meant developing authentic friendships with other scholar mommas of color. These things have helped me protect my authenticity, which is very important to me.

CC. What are some things you enjoy doing outside of the academy?

CCS. Spending time with my family and friends as well as time in solitude are very important to me. As a family we love traveling and embarking in all kinds of adventures. And I always enjoy time alone for yoga, reading, or a good cup of coffee.
Monica De La Torre (M) asked Yining Tan (Y) the following questions:

M: Tell us about your research interests and dissertation project.

Y: My research interests lie in the (im)mobility of skilled and low-skilled migrants. I have been working as a research assistant to examine intellectual migrants (international student, skilled professionals, and returnees, etc.) between North American and China. I also did research on temporary migrant workers in China and how they experienced mobility and precarity through uses of public urban space. My dissertation project builds on my research interests and experiences. Through examining skilled Americans in China, my dissertation aims to understand whether skilled migrants from Global North to Global South countries would experience contradictory mobility experiences in their cross-border and everyday spatial mobility, occupational and social mobility, and what influential factors shape their mobilities. This research focuses on the “human face” of skilled individuals, and draws from and contributes to the new mobilities paradigm in social sciences. The research also brings the literature on skills, gender, race and citizenship in conversation under the umbrella of intersectionality in investigating mobility of skilled migrants. My dissertation work will provide empirical evidence on the emerging Global-North-to-South skilled migration and will extend the applicability of intersectionality framework to (partially) privileged social groups, i.e. skilled migrants from a developed country, and examine how each social indicator could lead to social inclusion and social exclusion simultaneously.

M: What methods do you draw from to accomplish your research?

Y: I mainly drew on qualitative methods such as semi-structured in-depth interviews and participant observations to accomplish my dissertation research goals. I am also exploring the potentials to combine qualitative interviews with sketch mapping to produce both narrative and spatial data on skilled migrants’ everyday mobility. Sketch mapping is a spatial data collection tool that generates locational experiences of individuals. In my dissertation research, the goal of inviting skilled American migrants to do sketch mapping is to systematically map, quantify and analyze the spatial behaviors of skilled migrants on a daily basis, and deepen the understanding of spatial mobility at local level beyond the vague concept of “expat bubbles” in literature.

M: Do you have any preliminary findings and implications?

Y: Contrary to the common perception that skilled migrants originating from Global North countries would enjoy unlimited freedom, my pilot fieldwork suggested that they may experience restricted mobility in everyday life in destination society. The preliminary research findings suggest that the intersection of skilled migrants’ race, gender, class and citizenship influences the skill transfer process, employment opportunities and social positions of migrants. Even for skilled and educated migrants, the capacity to exercise agency in migration decisions were not equal between men and women. The constraints on skilled women migrants were ultimately imposed by the larger structural forces such as the masculinity nature in the definition of skills and the socially constructed gender ideologies and practices. Additionally, African Americans were favored less in the labor market and social interactions than white Americans with other qualifications and characteristics being equal, reflecting the racial hierarchy among skilled professionals. The unbalanced geopolitical powers between migrant sending and receiving countries also have implications on the post-migration experiences of skilled individuals.

M: What qualities do you best admire or seek for in a mentor?

Y: The qualities that I best admire in a mentor are inner strength and strategic thinking. Graduate studies (and life as well) is a long journey with unexpected adventures and challenges. I am fortunate to have met mentors that showed me how to stay strong and walk through the good and bad times in life. I could always look upon them and get inspired by their strength, strategies, and strong wills to get life back on track.
Beginning Monday, September 30, 2019, the Equal Employment Opportunity Commission (EEOC) will require businesses and employers with over 100 employees to report pay data that indicate employees' roles, gender, race, and ethnicity. Although the information will not be made public, advocates are hopeful that this reporting mechanism would serve as a wakeup call concerning the need to monitor and reduce wage and salary gaps in the country. In addition, the EEOC will now be able to identify and regulate employers who are perpetuating the most egregious pay discrepancies.

Recognizing the importance of supporting women who navigate pay inequities, the American Association of University Women (AAUW) is currently running negotiation workshops in cities across the country including Boston, San Francisco and Washington, D.C. The organization also offers a free online module that provides guidance for women who are negotiating their salaries. The module reveals, among other facts, that on average, women in the United States get paid 20% less than men. The gap in pay ranges depending on women’s race/ethnicity (e.g., Latinx/Hispanic women are paid 47% less than their male counterparts), what region of the country they live in (e.g., Louisiana and Utah have the largest gap), and their age (e.g., older women tend to face a larger gap than younger women).

In 2019, organizations at several universities took a closer look at how pay gaps are manifesting in their own states and institutions of higher education. For example, at the University of North Carolina at Chapel Hill, a committee has come together to seek pay equity on campus. Faculty from the University of Utah and a Utah state senator participated in a forum to address the consequences of the gender wage gap.

Furthermore, 2019 marked the beginning and resolutions to several lawsuits addressing pay gaps at the university level. In July, the EEOC sued the University of Miami for wage discrimination against “a female political science professor” and in Arizona, three former University of Arizona deans settled a lawsuit against the Arizona Board of Regents. The average salary of 17 male deans was almost $51,000 more than that of three female deans at the University of Arizona. (At ASU the gap was much smaller, with a difference of $737.51). In September, students from the University of Denver expressed their support for a law professor who alleges she has been discriminated against because of her gender and Asian background. Rashmi Goel discovered her wage discrepancy as a result of transparency measures the university put in place after a multi-million dollar settlement in 2013.

FWOCC encourages you to familiarize yourself with these distinctions and interconnected developments happening and within Arizona. We also encourage faculty to take a look at the most recent Annual Report on the Economic Status of the Profession developed by the American Association of University Professors. The report summarizes national trends for both full-time and part-time faculty.

By: Dr. Mildred Boveda
Assistant Professor
Mary Lou Fulton Teachers College
## CALENDAR OF EVENTS FOR SPRING 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>January 31</td>
<td>General Caucus Meeting, 10:00 a.m. - 12:00 p.m.</td>
<td>Cooley Ballroom A, Polytechnic Campus</td>
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<tr>
<td>January 31</td>
<td>Writing Group Meeting, 12:00 - 4:00 p.m.</td>
<td>Cooley Ballroom A, Polytechnic Campus</td>
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<tr>
<td>February 7</td>
<td>SIR Reading Group: <em>A Black Woman’s Journey from Cotton Picking to College Professor</em> by Dr. Menah Pratt-Clarke</td>
<td>10:00 a.m. – 12:00 p.m.</td>
<td>Location TBD</td>
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<tr>
<td>February 18</td>
<td>Scholar in Residence (SIR) Events Featuring Dr. Menah Pratt-Clarke:</td>
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<td></td>
<td>1. 8:30 - 10:00 a.m.: FWOCC Graduate/Law Students Breakfast</td>
<td>University Club Traditions Room, Tempe Campus</td>
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<td>2. 11:30 a.m. - 1:00 p.m.: Administrator's Lunch</td>
<td>University Club Heritage Room, Tempe Campus</td>
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<td></td>
<td>3. 4:30 - 7:00 p.m.: Reception &amp; Keynote</td>
<td>Old Main Ballroom, Tempe Campus</td>
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<td>February 19</td>
<td>FWOCC Members Breakfast &amp; Workshop, 8:30 a.m. – 12:00 p.m.</td>
<td>University Club Traditions Room, Tempe Campus</td>
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<td>March 20</td>
<td>General Caucus Meeting, 10:00 a.m. – 12:00 p.m.</td>
<td>University Center 822A, Downtown Campus</td>
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<tr>
<td>March 20</td>
<td>Writing group meeting from 12:00 – 4:00 p.m.</td>
<td>University Center 822A, Downtown Campus</td>
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<tr>
<td>April 16</td>
<td>End of the Year Celebration, 11:00 a.m. - 12:30 p.m.</td>
<td>University Club Traditions/Thoren, Tempe Campus</td>
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### SCHOLAR IN RESIDENCE

#### DR. MENAH PRATT-CLARKE

Dr. Pratt-Clarke is the Vice President for Strategic Affairs and Diversity, and Professor of Education (with tenure) at Virginia Polytechnic Institute and State University. With twenty-five years of administrative, academic, and legal experience, Dr. Pratt-Clarke has led and managed large-scale institution-wide transformational strategic initiatives at public and private higher education institutions.
MESSAGE FROM THE VICE PROVOST
DR. STANLIE JAMES

In the Provost’s Office I am the responsible party for the Provost’s Native American Advisory Committee (P-NAC); LGBTQ Association of Faculty and Staff; and The Chicano Latino Faculty and Staff Association (CLFSA). I also serve on the AMEPAC Committee (Minority Education Policy Analysis Center) which is charged with developing a report on the state of education for minorities in Arizona.

I also chair the committee on the Southwest Borderlands faculty hiring initiative; the committee that nominates candidate for the President’s Professor’s Award; and I also serve on search committees for program directors and faculty hires.

While this is certainly not all of my duties and activities, I hope this gives you a sense of the breadth and depth of the activities we do here at ASU in the name of inclusion. I believe, strongly, that the work of diversity and inclusion belongs to all of us.

Last Year’s Three Major Initiatives Included

1. ASU was one of nine schools in the nation awarded the inaugural Seal of Excelencia certification. Excelencia in Education is a fifteen-year-old organization based in Washington D.C. that is dedicated to closing the national equity gap in degree attainment for the Hispanic populations. Research conducted by Excelencia has discovered that Hispanics will need to earn 6.2 million more degrees by 2030 to achieve equity. They are committed to attaining that goal by accelerating Latino student success.

2. Social Cohesion Dialogue: Last year was our first attempt to have a campus-wide dialogue centered around two books-White Rage: The Unspoken Truth of our Racial Divide by Carol Anderson and Heartland: A Memoir of Working Hard and Being Broke in the Richest Country on Earth by Sarah Smarth. We set up 10 book clubs across our four campuses. Each club had 15-20 members and two co-facilitators to lead the discussion. The authors of the two books came to Tempe to have a ‘grand dialogue’ and book signing. This year we have passed the torch of the Social Dialogue initiative to Professor Lois Brown, director for the Center for the Study of Race and Democracy. The books for our next campus wide ‘big read’ are As Long as Grass Grows: The Indigenous Fight for Environmental Justice from Colonization to Standing Rock (2019) by Dina Gilo-Whitaker (Corville Confederate Tribes) and A Sin by Any Other Name: Reckoning with Racism and the Heritage of the South (2019) by Rev. Robert W. Lee IV. This year the ‘Grand Dialogue’ is scheduled for November 14, 2019.

3. Last year was the first full year of ASU membership in the National Center for Faculty Development and 384 people signed up for many of their different programs. Some 93 people signed up for the popular Writing Challenge program. We are continuing our membership in NCFD this year and encouraging other faculty, postdoctoral and graduate students to sign up. Our goal is to have at least 500 people subscribing to their programs by the end of this academic school year.
Publications, Presentations, and Awards

JOURNAL ARTICLES AND CHAPTERS


C Zhang, Z Wang, Y Liu, J Yang, X Zhang, Y Li, L Pan, Y Ke, H Yan. (2019). Nicking-assisted reactant recycle to implement entropy-driven DNA circuit. Journal of the American Chemical Society, 141(43), 17189-17197. https://doi.org/10.1021/jacs.9b07521


Lechuga-Peña, S. (2019). Low-income mothers want to be involved in their children’s education but face structural barriers. The Qualitative Report. https://howhousingmatters.org/articles/low-income-mothers-want-involved-childrens-education-face-structural-barriers/?fbclid=IwAR0SkHYS5ICsfFoG8CWqxNvV67AuUYCD4qu0S9x7UhkmXlifqL4OrWoI0


Li, W., Bedford, R. & Khadria, B. (2019). Rethinking international migration in China and India. International Migration, 57(3).


MAY


Victoria Sahani. Washington & Lee University School of Law: Invited Senior Commentator at ASIL-Southeast Junior-Senior Scholar Works-in-Progress Workshop in Lexington, VA on May 13, 2019

Victoria Sahani. Benjamin N. Cardozo School of Law: Jacob Burns Center for Ethics in the Practice of Law Conference in New York City, NY on May 1, 2019


JUNE


JULY

Victoria Sahani. University of California Berkeley School of Law: “Ethics in Litigation Funding” hosted by the Civil Justice Research Institute in Berkeley, California on September 10, 2019 2019 Beijing Language and Culture University: English Lecture Series (invited presentation) in Beijing, China on July 19, 2019


AUGUST

SEPTEMBER

Vera Lopez 9/2019 Property of the State: Locked Up, Locked Out, and In Need of Treatment. Invited to give this talk as part of the "What Do We Know About the Effects of Involvement with the Juvenile Justice System on Health Outcomes for Vulnerable Populations?" panel which was part of "The Consequences of Juvenile Justice Involvement on the Health and Well-being of Adolescents, Families, and Communities of Color Workshop" hosted by the National Academies of Sciences, Engineering, and Medicine at Northern Arizona University.

OCTOBER
Victoria Sahani. University of Missouri School of Law: Annual Meeting of the American Society of Comparative Law (invited paper presentation) in Columbia, Missouri on October 18-19, 2019

Victoria Sahani. Panelist, “The BREXIT Exit” and “International Internet Regulation” at the Association of Corporate Counsel (ACC) Annual Meeting in Phoenix, AZ on October 27-30, 2019


Lekelia Jenkins. “Saving sea turtles with conservation technology and dance”, School of Natural Resources and the Environment Seminar Series, University of Arizona, Tuscon, AZ October 2019.

NOVEMBER
Natasha Behl. ASU Author Meets Critic Gendered Citizenship: Understanding Gendered Violence in Democratic India Tuesday, November 12, 2019 4:30 pm to 5:45 pm West Campus LECT 110


Lekelia Jenkins. "Mapping the Landscape of Citizen Science", 2019 SACNAS - The National Diversity in STEM Conference, October 31 - November 2, Honolulu, Hawai'i

Lekelia Jenkins. "BREAKING THE WALL OF APATHY WITH DANCE" Falling Walls Engage, Berlin, Germany November 2019


Nilanjana Bhattacharjya. Respondent to Arjun Sethi, American Hate. Society for Ethnomusicology Public Policy Panel (November)

AWARDS


Lisa Anderson. Elected Secretary for Black Feminisms and Performance for the Caribbean Philosophical Association

Mildred Boveda. Principal Investigator, Cramer. E. with Co-Principal investigators, Artiles, A., Benedict, A., Boveda, M. INclusive Consortium of Leaders in Urban Disabilities Education (Project InCLUDe) CFDA 84.325D. Directed in the Priority to Office of Special Education Programs, (Amount requested and awarded: $7,415,478).


Emir Estrada. 2019. Outstanding Mentor Award: The Mentor Award recognizes faculty who have built substantive, meaningful connections with ASU students engaged in global health. ASU Center for Global Health (Awarded on October 4)

Emir Estrada. 2019 Innovation in Teaching Award: For innovation in teaching at the School of Human Evolution and Social Change at ASU. (Awarded on May 2)


Liza C. Hita. FWA Outstanding Faculty Mentor Award; New College Outstanding Service Award
NEW BOOKS from our members

Don Antonio Huitzimengari: Información y vida de un noble indígena en la Nueva España del siglo XVI
By J Ricardo Aguilar Gonzalez y Angélica J. Afanador Pujol

Don Antonio Huitzimengari, indigenous governor (1546-1560) and heir of the last ruler of Michoacán in Western Mexico and his legal advisors produced a questionnaire and interviewed Spanish and indigenous witnesses about the merits of his claims. This unique 90-folio document provides a careful argument about Don Antonio’s contributions to the crown’s interests in the region. The authors include a meticulous paleography of the document, its analysis, and a detailed biography of Don Antonio that exposes the many challenges he faced as governor.

Gendered Citizenship: Understanding Gendered Violence in Democratic India. New York: Oxford University Press
By Natasha Behl

In this book, Behl analyzes Indian women's unequal experience of democracy in multiple domains—state, civil society, religious community, and home. This book proposes situated citizenship as a general theoretical and methodological framework to study the lived experiences of unequal democracy across subordinated demographics and to understand gendered and racialized citizenship in different locations across the world.

Kids at Work: Latinx Families Selling Food on the Streets of Los Angeles, New York University Press
By Emir Estrada

Street food markets have become widely popular in Los Angeles and behind the scenes, Latinx children have been instrumental in making these small informal businesses grow. In Kids at Work, Emir Estrada shines a light on the surprising labor of these young workers, providing the first ethnography on the participation of Latinx children in street vending.

Multiracial Cultural Attunement, NASW Press
By Kelly F. Jackson and Gina Miranda Samuels

In this book, Jackson and Samuels draw from their own research and direct practice with multiracial individuals and families, and also a rich interdisciplinary science and theory base, to share their model of multiracial cultural attunement. Core to this model are the four foundational principles of critical multiraciality, multidimensionality and intersectionality, social constructivism, and social justice. Readers are challenged to embrace this model as a guide to go beyond the comfort zone of their own racialized experiences to disrupt the stigma and systems of racism and monoracism that can inhibit the well-being of multiracial people and families.
Lynching: Violence, Rhetoric, and American Identity, University Press of Mississippi
By Dr. Ersula J. Ore

Ersula J. Ore investigates lynching as a racialized practice of civic engagement, in effect an argument against black inclusion within the changing nation. Ore scrutinizes the civic roots of lynching, the relationship between lynching and white constitutionalism, and contemporary manifestations of lynching discourse and logic today. From the 1880s onward, lynching, she finds, manifested a violent form of symbolic action that called a national public into existence, denoted citizenship, and upheld political community.

Congratulations to the book authors!

FWOCC RESOURCES BANK

Below we provide a list and links of resources that our members have used and highly recommend. We hope you find them useful. We want to increase our bank of resources by and for our members. If you personally know of any resources please share them with us and we will add them in our next newsletter! Thank you!

Editing Services:
https://researchacademy.asu.edu/proposalediting

Seed Grants and Research Clusters:
https://issr.asu.edu/
https://ihr.asu.edu/researchclusters

Writing Workshops:
https://inclusion.asu.edu/resources/ncfdd
VISION STATEMENT

The Faculty Women of Color Caucus recognizes and values the unique contributions faculty women of color make at ASU and advocate on behalf of their interests, concerns, and desires for a more inclusive institution.

MISSION STATEMENT

We affirm the contributions of faculty women of color and provide a distinct space to address the specific challenges we face at ASU; and we seek to promote ongoing dialogue about inclusion across the university.

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Dr. Alejandra Elenes
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Dr. Karen Leong
2015-2017
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