

# DECADE Press

University of California, Irvine  
 DECADE Student Council Publication

The Diverse Educational Community and Doctoral Experience (DECADE) is sponsored by a FIPSE comprehensive grant aimed at increasing the number of women and underrepresented minorities receiving doctoral degrees at UCI. This publication is made possible by contributions from students serving on the DECADE Student Council.

## Conferences in the Humanities

Written by Cynthia Cardona

Keeping track of and attending conferences has become increasingly important for all graduate students. Larger conferences send out their call for submissions a year in advance. However, smaller regional conferences are also a great way to get your feet wet and practice delivering conference papers. Smaller conferences may not publicize their deadlines, so make sure you receive department emails and sign up on list serves in your field so that you can get all pertinent information on conference submissions.

Travel grants funded by AGS and DECADE can provide much needed support for attending conferences. Make sure to also check with your department about deadlines for travel grant applications.

In the discipline of history, I have attended many panels where the research presented is great but the presenter insists on reading their conference paper, which is the norm. Reading can provide a measure of safety for those of us who are anxious public speakers but some of the best presentations include PowerPoint, short clips and even music. There are many resources on campus that can help graduate students with conference presentations, such as presentation workshops available at the Graduate Resource Center (GRC) and the Public Speaking Skills Graduate Course in the Drama Department.

Conferences can be stressful and I have learned from previous experience not to schedule a conference right before qualifying exams! They are also privileged spaces of knowledge and networking opportunities. The best experiences can occur when you have someone, such as an advisor or mentor, introduce you to those very important scholars in your field. However, even if all you do is talk to other grad students, in the end you have lists of contacts for the next time you want to organize a panel.

Here is a short list of conferences in the Humanities:

**Modern Languages Association (MLA) Annual Convention:** Vancouver, British Columbia, Canada from January 8–11, 2015. The deadline for paper submission was February 21, 2014.

**American Historical Association (AHA) Annual Meeting:** New York, NY from January 2-5, 2015. The deadline for paper submission was March 17, 2014.

**World History Association (WHA) Annual Meeting:** San José, Costa Rica from July 16-18, 2014. The deadline for paper submission was March 15, 2014.

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## Interview with Cathery Yeh on Leadership and Excellence

Interview and written by Manuel Del Alto



*Cathery Yeh is a PhD candidate in the UC Irvine School of Education. She has been awarded the prestigious K. Patricia Cross Future Leaders Award for her work on teaching and learning, teacher education, and culturally responsive instruction.*

*The K. Patricia Cross Future Leaders Award recognizes graduate students who show exemplary promise as future leaders of higher education; who demonstrate a commitment to developing academic and civic responsibility in themselves and others; and whose work reflects a strong emphasis on teaching and learning. The Association of American Colleges and Universities (AACU) recognize only a handful of students throughout the country with this prestigious award. The K. Patricia Cross Future Leaders Awards provide financial support for recipients to attend the AACU's annual meeting.*

*How did you first learn about the K Patricia Cross Award and what motivated you to apply?*

I received information about the award from Dr. De Gallow, the director of UC Irvine's Teaching, Learning, and Technology Center, and discussed the award with my advisors, Drs. Rossella Santagata and Tesha Sengupta-Irving. The award provides financial support to attend the AACU's annual conference. We felt this conference would offer a wonderful opportunity for me to learn from and network with other institutions with a shared interest on issues such as mentorships, pedagogical strategies for increasing student participation, and systemic structures for supporting retention and achievement among diverse student populations (e.g. first time college goers, nontraditional age students, transfer or working students).

*What has been the most rewarding result of earning the award?*

The award has offered more opportunities than I could have imagined. The AACU annual conference offered hundreds of sessions on innovations in educational technology and practices, engagement in civic communities, and systemic structures to support student retention and achievement. As a Cross scholar, I also had the opportunity to speak with academic administrators, faculty members, presidents and department chairs across the nation. From the conference, I have applied what I have learned to my course teachings with my undergraduate students. Also, I am currently working with Graduate Division to design pedagogical modules for effective mentoring techniques, building off the best practices of other institutions. For those planning a career in higher education, the conference and the award is an amazing networking opportunity.

*Do you have any advice for future applications?*

When applying for the award, look beyond your research and examine closely how your teaching, service and leadership roles demonstrate your commitment and passion for improving the educational opportunities and experiences of students. Consider the following questions: How do you share your research findings with the broader community? Which educational outreach projects are you involved in? Have you designed or helped design innovative undergraduate or graduate courses or workshops for your department? Which service and leadership activities are you a part of? Make a list of these experiences as you apply for the Cross Future Leaders Award.

## Increasing Gender Diversity in the Ivory Tower

Written by Soledad Mochel, Patricia Salgado and Minhan Dinh

Is the age when women are perceived as incapable of success in senior academic positions really over? In our UCI community, graduate women are still asking themselves, what type of job can I acquire after completing my PhD? If I strive to obtain a senior academic job, such as being a professor, will I be able to start a family before I secure tenure? These questions still persist despite the great strides women have taken in the academic environment. Gender discrimination is still an issue in academia, particularly when women apply for highly ranked positions. For example, employers overlook women with children for a highly ranked position because mothers are perceived to dedicate more time to child-care responsibilities and less time to work duties. Nevertheless, gender discrimination is not an issue unique to academia, as women are paid less than men in similar positions in the industry.

In an effort to gain answers, the Orange County Graduate Women in Science (OCGWIS) and DECADE joined forces to host a seminar in Natural Sciences I, Room 114 on January 23<sup>rd</sup>, 2014 from 5-7pm. The seminar featured a panel of successful women with distinct academic positions, ranging from associate vice chancellor to assistant specialist. In an hour long seminar titled “Escaping the Ivory Tower: Overcoming biases in Science”, Drs. Frances Leslie, Sue Bryant, Nancy Aguilar-Roca and Amanda Cinquin, all shared their personal experiences and journey to their current academic positions. Attendees ranged from undergraduates to fellow faculty members, and were able to ask panelists questions ranging from how to be successful in the workforce, to how to deal with opposition among colleagues. In the seminar, these highly successful women shared how they experienced bias as they climbed the academic hierarchy; one panelist even discussed having to choose between family and pursuing a senior academic position. Despite their varying viewpoints and experiences with bias within the academic environment, all panelists agreed that possessing a resilient personality was key for overcoming misconceptions in the workplace. All panelists urged graduate women to find passion in their work along with finding an individualized pathway to success. While all have stated that gender bias still exists, there have been great strides by UC Irvine to work towards ensuring gender equality and an inclusive environment for faculty and graduate students, in particular, through the ADVANCE program.

Through this very personal interactive seminar, graduate women were able to learn about the difficulties current successful women experienced and to hear advice on how to approach these problems with the aim of obtaining academic jobs in the current job market more possible. The women in the panel are prime examples of women who have reached success despite gender biases in science and academia. OCGWIS and DECADE are optimistic about ending gender bias in the sciences.

*For more information about the Orange County Graduate Women in Science (OCGWIS), visit their website at [www.sigmagwis.org](http://www.sigmagwis.org)*

## Chican@-Latin@ Graduate Student Collective

Written by Tanya Sanabria



The Chican@-Latin@ Graduate Student Collective, usually termed as “The Collective”, seeks to provide a supportive intellectual environment for Chicano/Latino graduate students and promote socially conscious research. The Collective focuses on the recruitment and retention of Chicano/Latino graduate students, as well as the enhancement of a diverse graduate experience.

The events organized by the Collective center on building a community and creating a welcoming space for graduate students and faculty. To achieve these goals the Collective organizes a bi-weekly coffee hour, which offers an informal space where students have the opportunity to network with faculty affiliated in the Department of Chicano/Latino Studies (CLS). In addition, graduate students attend bi-weekly group meetings to create social events, participate in undergraduate mentorship opportunities through *La Familia* program, and plan professional development workshops for graduate students.

The Collective has also collaborated with Latino graduate students and faculty at UC Berkeley, as well as faculty from UC Irvine to create the UC Comparative Latino Studies Workshop, a space for graduate students and faculty across the UCs studying Latinos to gather and network. Last year’s UC Comparative Latino Studies Workshop was held at UC Irvine on May 17<sup>th</sup>, 2013 from 8am-6:30pm and featured many graduate students and faculty across the UC, CSU systems and liberal arts college campuses.

Graduate students are welcome to attend Collective meetings, which are held on every other Friday from 12:00pm-1:30pm in SST 318 throughout the quarter. For more information, visit [clubs.uci.edu/clgsc/](http://clubs.uci.edu/clgsc/).

Interested in Chicano/Latino studies? The Department of Chicano/Latino Studies offers a graduate emphasis in Chicano/Latino studies (CLS), which is available in conjunction with any UCI Ph.D. program. For more information visit their website: [www.chicanolatinostudies.uci.edu](http://www.chicanolatinostudies.uci.edu)

## Upcoming Events

**DECADE Speaker Series:** Join Daniel Solórzano, Ph.D., Professor of Social Science and Comparative Education at UCLA, as he speaks about "Using the Tools of Critical Race Theory and Racial Microaggressions to Examine Everyday Racism." May 21<sup>st</sup> at 11:00am in the Student Center Moss Cove A&B. RSVP at [diversity@rgs.uci.edu](mailto:diversity@rgs.uci.edu)

Please forward any questions or comments to Nadia Ortiz (DECADE Coordinator) at [diversity@rgs.uci.edu](mailto:diversity@rgs.uci.edu)