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Feelings and Experiences of Alienation for Females of Color at a Predominately White Institution: A Fireside Panel Chat

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Feelings and Experiences of Alienation for Females of Color at a Predominately White Institution: A Fireside Panel hat

bstract

Vhile the upward progress post Brown v. Board of Education has been a slow movement for
eople of Color in the K -12 *educational system, so has movement for People of Color in higher -education. Faculty and students of Color are under the onstant microscope of writing, contributing to*
search, and participating in the development of future research, are prone to be deal with issues their White peers do not often face. This panel of color ill share their feelings and experiences of alienation as well as how to survive on a Predominately White campus.

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African Americans continue to suffer lower tenure rates than their White colleagues: in 1995, 59% of Black candidates had tenure, while 74% of white candidates had tenure. (OMHE, 1999-2000.) African ' Americans make up less than 5% of the full-time college faculty in the U.S. and approximately one third f of this number is employed in Historically lack Colleges and Universities (NCES, 2000).

he chilly climate experienced by faculty of color tends to contribute to their isolation, dissatisfied with I peers, which effects their productivity for researc riting, and establishing relationships with peers. f Although faculty of color experiences with peers is documented in the research, there is a paucity of search that focuses on the chilly climate faculty of color experience with students. Dialogue and added research is greatly needed in this area.

he recent flurry of research on students reveals that a diverse student body confers benefits ranging from the development of students' intellectual and cial self-confidence, to exposure to different ideas and viewpoints, to cognitive development and academic achievement (Antonio, 2004). We are eginning to understand what diversity looks like and how students (White) can benefit from attending diverse colleges and universities.

hile it is important to have a diverse student body, it is equally important to understand and respect the differences the students bring to the classroom. udents of color cite often how they are treated on White campuses and in the classroom. Often, they feel dejected by their peers and faculty members in assroom
discussions or are made to feel invisible within the entire schema of the institutions.

a study conducted by Ellis (1997), she found that the experiences of graduate students are very fferent from the undergraduates. She found that women of color were most dissatisfied and isolated during their graduate experiences. The author also und that doctoral students' experiences with faculty and peers were greater strains. Doctoral students of color were mentored differently that their White eers. The peer relations with White students in the classroom were minimal and research and teaching experiences were even fewer occurrences.

The three doctoral students will discuss how their feelings were minimized throughout their program as well as how their interactions with White peers impacted their attitudes and behaviors. These students
will also discuss how they were able to connect with a faculty of color who provided opportunities to gain experiences as future faculty members and a future college president. The experiences the students will share are not new experiences, but experiences that are overlooked or an oversight of experiences that occurs consistently on White campuses.

Presenters

Vera A. White is a Pill. candidate in Family Studies and Human Services in the School of Family .Studies and Human Services at Kansas State University. Vera has taught Black Families, Diverse and
Family Relationships and Gender Roles at Kansas State University. She is currently examining the impact of race, class and gender on the subjective well-being of Americans. Vera has also participated in several research endeavors: HTV and AIDS and Military Families.
Dr. Be Stoney has worked in the field of education for the last 15 years in the areas of Special Education and Multicultural Education, in public schools and higher education. She is an Assistant Professor in the Department of Secondary Education at Kansas State University where she teaches Multicultural
Education and Diversity at the graduate and undergraduate levels. Dr. Stoney has presented at local, state, national, and international levels on issues relating to diversity and multiculturalism. She also serves as the Race Relation and Technical Consultant, which provide technical assistance in conducting equity workshops and diversity training for public schools in Iowa, Kansas, Missouri, and Nebraska.

Suzanne Mayo-Theus is a professional fundraiser and strategic planner, with over 25 years of
experience, who specializes in building donor loyalty and surpassing revenue goals. She holds a bachelor's degree from Grarnbling State University, a master's degree from the University of the District of Columbia, and is currently a Ph.D. student in Family Studies at Kansas State University. A compelling speaker and fundraiser, with an easy charm, she foster confidence and motivates donors to give at phenomenal levels. Suzanne has been responsible for raising over $50 million for universities and non- profit organizations. An expert who speaks and consults for organizations in transition, she has been responsible for innovative strategies and keeping ahead of the competition. She is the mother of a ten-year-old son, Destin.

Ms. Parra is a Ph.D. candidate in Curriculum Instruction with an emphasis in Bilingual Education. She has been Director of Bilingual Education in Nogales, Arizona school district, a Spanish Reading and Bilingual Resource Teachers for grades 6-8, and Director for Title VII projects in Nogales, Arizona. Ms. Parra has published on such topics in literacy, issues in bilingual program evaluation, the sociolinguistic environment of a bilingual school and evaluation and transitional bilingual programs. She currently serves as a technical assistance in the Midwest Equity Assistance Center, which serves K-12 grades in Iowa,
.Kansas, Missouri and Nebraska.