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*Web Pages*

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(with scholarly papers online)

H-Democracy *Editor* (Humanities/Social Sciences Listserv for H-Net Discussion List)

## **OBJECTIVE**

Seeking employment to combine my skills in *editing, writing, researching; instruction and technology.*

## **KEY ATTRIBUTES**

Strong analytical skills from research-writing and editing experience; over a decade of teaching as a professor/lecturer to large and small audiences; experience in quantitative and qualitative data collection and research; multiple years of experience as an editor and writer of academic papers, and for journals, chapters, and book reviews.

## **EDUCATION**

**Ph.D., History; Gender and Women's Studies**, a certified concentration  
University of Illinois Chicago

**M.A., Liberal Studies minor in English Literature:** Core topics: *Planet, Polity, and Self*  
Loyola University Chicago, in Illinois

**B.S., Biology, minor in Chemistry**  
North Carolina Central University in Durham

## **RELEVANT EXPERIENCE**

### **Editing and Writing Skills**

- Academic Scholar/Researcher/College Professor with background in **humanities; social, behavioral, and biological sciences; and literature** (specialty Victorian period). Experience in writing & editing scholarly articles, book reviews, research papers, literature reviews, and bibliographical essays. Decades of experience grading/editing student essays.
- Several years of experience **editing, proofreading, and (re)writing** dissertation chapters using *Chicago Manual of Style*/Kate Turabian method. (All of dissertation based upon original research.) Did all of the final editing and copyediting for my dissertation. (Worked with professors/advisers who have countless years of professional editing experience with dissertations and in book publishing.) The ***Chicago Manual of Style*** typically is the standard method of citation required for all papers in history academic programs. Familiar with other citation styles such as **APA and MLA**.
- Specializing in teaching students **critical thinking and writing skills**, & in editing student papers.  
Tutoring experience with diverse student populations by age and ethnicity with students as their professor and as their tutor.
- Multiple years of experience in **editing and analyzing writing styles** for teaching, research, and for scholarly writing such as literature reviews, journal articles and book chapters.
- Developed, designed (including writing of my lectures), & taught college courses on

### **Blackboard Learning System.**

- Trained in **LISTSERV** (L-Soft) as editor for international listservs, collaborative communication for professional Humanities/Social science scholars & teachers, H-Net.org.
- Created annotated **literature reviews** for historical analysis, and for analysis of academic program **funding, curriculum design, faculty mentorship, faculty perspectives, and undergraduate research** leading to graduate success (as Graduate Advisor for academic development program, McNair Scholars). Literature review based upon my broad study of literature on development and structure of Undergraduate Research programs in research and teaching colleges.
- Used Microsoft Publisher to design and develop program book of Summer Research Opportunity Program graduates (an academic program); book included photographs of graduates and abstracts of their research projects. Liaised with local printer company to publish program book for distribution to graduates.
- Trained in **Line Item Writing** and used for development of secondary level tests.
- Background in **technical writing** for scientific (**Clean Room Technology**) and computer software companies; developed tutorials and user manuals.

## **PUBLISHED & COPYRIGHTED WRITINGS**

### **Book**

*Pushing the Limits of the Color Line: Mary McLeod Bethune & the New Deal*, by gy williams. CreateSpace Independent Publishing, May 14th 2013. **On Amazon:** [www.tinyurl.com/anmbpqa](http://www.tinyurl.com/anmbpqa)

### **Book Reviews (available to download at my website address above)**

Review of *Life and Death Matters: Human Rights, Environment, and Social Justice*, by Barbara Rose Johnston. *Indigenous Peoples Issues*, March 28, 2012, [http://indigenouspeoplesissues.com/index.php?option=com\\_content&view=article&id=14453:international-life-and-death-matters-human-rights-environment-and-social-justice&catid=20&Itemid=75](http://indigenouspeoplesissues.com/index.php?option=com_content&view=article&id=14453:international-life-and-death-matters-human-rights-environment-and-social-justice&catid=20&Itemid=75)

Review of *Sara Baartman and the Hottentot Venus: a Ghost Story and a Biography*, by Clifton Crais and Pamela Scully. *Interventions: International Journal of Post Colonial Studies*. Vol. 13, No 2, June 2011, <http://dx.doi.org/10.1080/1369801X.2011.573234>

### **Book Chapters and Articles**

“Mary McLeod Bethune, the National Council of Negro Women, and the Prewar Push for Equal Opportunity in Defense Projects” (chapter 2) In *The Economic Civil Rights Movement: African Americans and the Struggle for Economic Power*, edited by Michael Ezra. Routledge Press, forthcoming, March 29th 2013

“African-Americans and the Politics of Race During the New Deal.” In *The New Deal and the Great Depression (Interpreting American History series)*, edited by Aaron D. Purcell. Ohio: Kent State University Press, forthcoming, 2013/14

“Mary McLeod Bethune (1875-1955)” in *Encyclopedia of the African Diaspora: Origins, Experiences, and Culture* (ABC-CLIO, July 2008) A biographical sketch, topically based on my dissertation.

“Atlantic Slave Trade & British Abolition” in *Encyclopedia of Antislavery and Abolition* (Greenwood Press, 2007) Available to download at my website.

Two articles in: *Women Building Chicago 1790-1990: A Biographical Dictionary* (Indiana University Press, 2001),

**Lovie Austin (1887-1972)**, African-American blues composer & pianist

**Florence Price (1888-1953)**, African-American classical composer & pianist (available at my website)

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Review of *Life and Death Matters: Human Rights, Environment, and Social Justice*, by Barbara Rose Johnston. *Indigenous Peoples Issues*, March 28, 2012, [http://indigenouspeoplesissues.com/index.php?option=com\\_content&view=article&id=14453:international-life-and-death-matters-human-rights-environment-and-social-justice&catid=20&Itemid=75](http://indigenouspeoplesissues.com/index.php?option=com_content&view=article&id=14453:international-life-and-death-matters-human-rights-environment-and-social-justice&catid=20&Itemid=75)

Review of *Sara Baartman and the Hottentot Venus: a Ghost Story and a Biography*, by Clifton Crais and Pamela Scully. *Interventions: International Journal of Post Colonial Studies*. Vol. 13, No 2, June 2011, <http://dx.doi.org/10.1080/1369801X.2011.573234>

### Theses

“A Passion for Social Equality: Mary McLeod Bethune's Race Woman Leadership and the New Deal.” Ph.D. diss., University of Illinois Chicago, 2008. (377 pages with appendices)  
See web page at academia.edu for two chapters. *This is a political biography.*

“Memories: Writing the Life of Mayme Williams Carney” (North Carolina educator, 1930s-1940s), M.A. Thesis, Loyola University Chicago, 1992. (100 pages, currently redeveloping for self-publication.) *This is a historical biography.*

## RESEARCH, PROFESSIONAL EXPERIENCE

### Research/Technical Skills

- Experience with Listservs, trained in **editing Listserv for international organization**: H-Net for Humanities and Social Science professionals
- Experience in **SEO techniques** to target and increase Internet audience
- Designed and developed Online courses in History through **Blackboard** Learning System.
- **Data Analyst and Coordinator for quantitative and qualitative studies.**  
Quantitative: Capable of handling large amounts of information including (**SPSS, Excel, Access**) databases for quantitative research in fields such as **Academic Development, Nursing, Medicine, and Sociology**; completed tasks such as creating databases, sorting, analyzing information, and preparing data for presentation via departmental reports.  
Qualitative studies training in **historical research-writing.**  
Qualitative: Interviewing skills used with participants (recruited or volunteers) for research studies in Nursing, Medicine, and Sociology.
- **Recruitment** skills, and experience in monitoring and enhancing college student retention.
- Familiar with **IRB protocols** from specific research positions requiring certification
- Multiple years of **experience in researching** historic, library, and presidential **archives.**
- Experience as a programmer using **HTML** for writing **tutorial manuals** for computer programs.
- Experience as a programmer using **dBase**
- Experience in **laboratory research as researcher of PCBs contamination** and on **mediums for growing bacteria**

**Dissertation Research**, using following *archival sources*:

**Franklin Delano Roosevelt Library**, Hyde Park NY

*Focus*: primarily Eleanor Roosevelt Papers and Charles Taussig Papers

**National Archives**, Washington DC

*Focus*: Papers of National Youth Administration's (NYA) Division of Negro Affairs, agency headed by Mary McLeod Bethune

**Bethune Council House**, Washington DC

*Focus*: Mary McLeod Bethune's papers, researched her roles as: President of the National Council of Negro Women (NCNW), as NYA head of the Division of Negro Affairs, and as President of Bethune-Cookman College.

**Bethune papers on microfilm** (three sources)

Amistad Collection, Bethune Foundation Collection, and Bethune-Cookman College Collection.

### **Research Seminars, University of Illinois graduate studies**

- **QUANTITATIVE STUDY SEMINAR, USING SPSS**

**Emphasis**: Demographic study of census records of turn of the 20<sup>th</sup> century Buxton, Iowa workers and their families, including analysis of race and gender. Project based on study of quantitative methods in Seminar Class under professional quantitative historian Daniel Scott Smith at Univ of Illinois Chicago

**Outcomes**: A) Seminar paper: "An Examination of Racial Equality in a Turn of the Century Mining Town."

B) Cited as Research Assistant in Professor Daniel Scott Smith's published article related to this topic, in *The Annals of Iowa* (Volume 55 No. 4, Fall 1996).

- **WEST AFRICAN HISTORY SEMINAR**

**Emphasis**: Used primary sources to collect and analyze data of nineteenth-century slave trafficking in specific regions of West Africa.

**Outcome**: Seminar paper, "Gender, Ethnicity, Region, & the Transatlantic Slave Trade"

### **Other Research Positions (including writing, data collection, fieldwork)**

**Graduate Advisor**, *McNair Scholars program*, University of Illinois, 2005-2006. *Conducted* a broad study of literature on development and structure of *Undergraduate Research programs* in research and teaching colleges, from Boyer to present day. **Outcome**: annotated literature review covering topics such as funding, curriculum design, faculty mentorship, faculty perspectives, and undergraduate research leading to graduate success.

**Graduate Assistant**, Summer Research Opportunity Program (SROP), University of Illinois, Summer 2005 (undergraduate research program for students throughout the United States). *Developed* and maintained a database to monitor academic activities of nearly fifty-seven SROP students. Reported findings at meetings. **Outcome**: Developed program pamphlet of SROP graduates using Microsoft Publisher; pamphlet consisted included photographs of graduates and abstracts of their research

projects. Pamphlet copies were produced by a local printer and distributed to graduates on last day of SROP.

**Research Assistant/Coordinator/Interviewer** for qualitative research study of African-American Adolescent Fatherhood and their family, *Negotiating African American Adolescent Fatherhood (NAAF)* study, University of Illinois Chicago, College of Nursing, Public Health, Mental Health, and Administrative Nursing, 2007

Coordinated and conducted interviews with participants in their homes which included adolescent father, adolescent mother, grandmother, grandfather-paternal and maternal side of baby's family. Persistence (with patience) required to locate participants throughout Chicago area. Administrative tasks performed as needed which included acquisition of monetary incentive for participants through appropriated funds, distribution of incentive to participants; also responsible for maintaining adequate supplies for interviewing and organized lab space. Tracking and reporting use of incentive was also required. Study's database used as a resource. Trained to use coding software.

**Research Assistant**, University of Chicago research study on Emergency Room Service

Recruited Emergency Room (ER) patients to screen for depression and domestic violence; ER Crowding Studies; Audio editing & coding patient/doctor encounters; HIPAA training and knowledge of recent rules regarding patient privacy practices; Winter 2001-Spring 2003

**Research Assistant/Coordinator/Interviewer**, qualitative research study, University of Chicago, Sloan Family Center and National Opinion Research Center (NORC), Chicago, IL, February 1999-July 2000

Managed up to ten employees for successful telephone marathons designed to recruit study participants

Interviewed family members for research project; collected, collated, and reviewed data, and wrote analytical summaries of interviews.

**Fieldwork, Qualitative Methods, and Archival Research for Master's Thesis Project**  
(*historical biography of North Carolina educator and poet*)

Developed and distributed questionnaire to subject's colleagues, friends, and acquaintances, primarily located in North Carolina. Designed questionnaire to obtain information on subject's teaching career; her publication of school newspaper; *Dillard News*; her role as a director of plays, and to locate originals and copies of her poetry.

Conducted research of holdings at Shaw University in Raleigh, North Carolina; searched North Carolina census records for genealogical information regarding subject's maternal and paternal sides of the family; searched court records in subject's birthplace, Franklinton, North Carolina and interviewed subject's cousin in this area. Other interviews were conducted and recorded with subject's family, friends, acquaintances, and colleagues. Researched through cemetery records for location of subject's burial site, which is located in an abandoned North Carolina "colored cemetery." Coordinated a team to search through cemetery for burial site.

## **RECENT EMPLOYMENT HISTORY (college teaching)**

*American History, Before & After 1865 (Two separate courses)*  
*Recent American History*  
*Historiography & Historical Methodologies*  
*History Capstone: Advanced Research Project*  
**Associate Faculty, Online Teaching** (part-time, 5-week courses)  
May 1st 2013-

*Introduction to African American Studies* (multiple sections)  
*Survey of African History* (multiple sections, one Online)  
**Visiting Assistant Professor**, full time, Metropolitan State College of Denver, CO  
Fall 2010-Spring 2011

*Introduction to African American Studies*  
*Survey of African History*, Online  
**Visiting Assistant Professor**, affiliate faculty, Metropolitan State College of Denver, CO  
Summer 2011

*African History: Precolonial to the Present*  
**Lecturer**, Daley College, Chicago, IL, Spring 2010

*Critical Thinking*, Humanities course  
**Adjunct Faculty**, College of Lake County, Waukegan, IL, Spring 2010

*MCAT preparation: Verbal Reasoning and Writing*  
Visiting Faculty, College of Medicine, Urban Health Program,  
**University of Illinois Chicago**, Summer 2009

*The African-American Family in the United States* (cross listed with Sociology)  
**Visiting Lecturer**, University of Illinois at Chicago, Spring 2009

*U.S. History, 1900 to the Present: Understanding the Past*  
**Visiting Faculty**, DePaul University, Chicago IL, Autumn 2008

## **ACADEMIC DEVELOPMENT PROGRAMS**

### **Overview of Skills**

- Advising college students across disciplines (many first year or nontraditional) and from various backgrounds during my fifteen years of teaching and tutoring resident and distance learning courses.
- Specializing in teaching students **critical thinking, basic & critical writing skills**, & in editing student papers.
- Taught a “*Critical Thinking*” Humanities course at College of Lake County, Waukegan, IL in 2010.
- Taught “*MCAT preparation: Verbal Reasoning and Writing*” two summers in 2008 & 2009 to pre-med students at the College of Medicine, Urban Health Program at the University of Illinois Chicago.
- Extensive tutoring experience (in writing) with diverse student populations by age and ethnicity with students as their professor and as their tutor.
- Worked in Academic Development Program for **Ronald McNair Scholars** (preparation for graduate school); job titles and duties explained below.\*

## Description of Position Accomplishments

**\*1) Graduate Advisor, Ronald McNair Scholars Program,**  
University of Illinois Chicago, Chicago Illinois, June 2005-June2006

Recruited students into McNair Scholars program; advised them throughout the semester (periodic meetings required); conducted seminars for Scholars to prepare them for research and writing required for an undergraduate research project and to prepare them for graduate school application process (including development of a portfolio); escorted students to undergraduate research conferences in Wisconsin and Texas. Throughout semester, maintained reports on each student, tracking progress, achievements, and problems. Advised students on McNair writing assignments that were required of all Scholars, which included reading and correcting their rough drafts and determining if assignment had been completed adequately. Reported on student progress orally and in writing to McNair director. Also responsible for office customer-service, when necessary.

**\*2) Assistant Director, Graduate Pathway To Success,** recruitment and academic counseling initiative for **McNair Scholars**, University of Illinois Chicago, Chicago Illinois, Spring 2006

Recruited underrepresented students into GPS. Advisement of these students throughout the semester. Prepared them for faculty mentorship and introduced them to fundamentals of developing an undergraduate research project. Escorted them to undergraduate research conference in North Carolina.

### **\*Academic Development Seminars & Presentations**

(As **Graduate Advisor/Assistant Director McNair Scholars Program**)

-Seminar on "Graduate School Admissions, Application Process, & Developing a Portfolio" to Undergraduates in McNair Scholars program (September 2006)

-Presentation to TRIO college students on benefits of UIC-McNair Scholars program (June 2006)

-Presentation at Project Chance Partners meeting on activities and accomplishments of *Graduate Pathways To Success* (GPS), a UIC-McNair recruiting initiative (June 2006)

-Seminar on "Developing a Research Question and Abstract" to Undergraduate GPS scholars for McNair program (April 2006)

-Discussion with TRIO college students (victims of Katrina, accepted at UIC) on benefits of UIC-McNair Scholars program (April 2006)

-Seminar on "Fundamentals of Academic Research/Writing" to McNair Scholars at UIC (February 2006)

-Presentation of *Graduate Pathways To Success* (GPS) to recruit Project Chance students at mandatory meeting. (GPS was an educational initiative funded by a Project Chance grant that I co-wrote with McNair director. Project Chance offers academic support to underrepresented students at UIC; we were one of eight partners.) (February 2006)

-Seminar on "Application Process for Graduate School and Preparation for Graduate Research" to McNair Undergraduate Scholars at UIC (September 2005)

**3) Assistant Director, African American Academic Network, Tutoring Center,**  
University of Illinois Chicago, Fall 1997-May 1998

Managed tutoring program, including up to 15 undergraduate tutors specializing in Math and Science courses and one full time administrative assistant. Developed exhibits and programs centering on Black History and culture. Responsible for operation of center and additional site in the evening; due to demand, decided also to tutor students on writing college papers for courses in Humanities and Social Sciences.