

ELLEN CORREA
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EDUCATION

Ph.D. Communication, 2016

Area: Critical Intercultural Communication
Certificate: Latin American, Caribbean, & Latino Studies
University of Massachusetts Amherst, MA.

Dissertation: “Bootstrap Boricuas: A Family Performing and Exploring Cultural Assimilation”
Committee: Leda M. Cooks, (Chair), Mari Castañeda, Claudio Moreira, Elizabeth Krause

M.A. Intercultural Relations, 2006

Antioch University, McGregor, Yellow Springs, OH

Thesis: “‘A Great Challenge’: A Study of the Experience and Success of Generation 1.5 Latinos/as at California State University Monterey Bay”

B.A. Human Communication, 2001

Emphasis in Multicultural Conflict Resolution
Cum Laude and Distinction in the Major
California State University Monterey Bay, Seaside, CA

Capstone: “Feminists on the Edge: Stories of Courage & Connection, A Multicultural Feminist Literary Journal”

AREAS OF SPECIALIZATION

Interpersonal Communication, Intercultural Communication, Critical Cultural Studies, Dialogue, Communication Ethics, Performance Studies, Latina/o Identity, Whiteness Studies, Cultural Assimilation, Civic Engagement & Service-Learning, and Ethnographic, Autoethnographic & Dialogic Research Methods.

UNIVERSITY-LEVEL TEACHING EXPERIENCE

Advanced Service-Learning, 4 credit upper division course, Civic Engagement & Service-Learning, UMASS Amherst, MA, Spring 2014

- Student-requested class that built on learning done in “Leadership in Service-Learning”

Leadership in Service-Learning, 4 credit upper division course, Civic Engagement & Service-Learning, UMASS Amherst, MA, Spring 2012 & Fall 2013

- Course on praxis, where service-learning student leaders learned theories of teaching, leadership, and service-learning, and put this learning into practice weekly in their community-based leadership roles.

First Year Seminar, 2 credit course, Office of Undergraduate Advising, UMASS Amherst, MA, Fall 2012 & Fall 2013

- Designed to help undeclared students make a smooth transition to college, identify programs of interest, and be successful at UMASS.

Written Communication, 3 credit upper division required course for majors, Department of Communication, University of New York at Buffalo, NY, Fall 2010

- Intensive course designed to help students further develop their writing skills. Using writing as a tool for exploring complex issues, developing original insights, and effectively communicating with others, focused on the theme of Identity, Literacy, and Social Change.

Communicating for Social Justice, CMS 100, 3 credit first year required course for majors and minors, Department of Communication, Niagara University, Lewiston, NY, Fall 2010

- Designed to orient students to the field of communication, provide an overview of career possibilities and give students a critical analysis of the importance of communication in today's world. The emphasis of the course was identifying the communication values which reflect the theme of the program-communicating for social justice.

Public Speaking, COMM 260, 3 credit lower division required course for majors, UMASS, Amherst, MA, Spring 2010

- Introduced students to elements of informative and persuasive public speaking and focused on the development of ethical and effective public speaking skills.

Writing as Communication, COMM 375, 3 credit upper division required course for majors, Department of Communication, UMASS Amherst, MA, Fall 2009

- Intensive writing course designed to help students further develop their academic writing and research skills.

Interpersonal Communication, COMM 250, 3 credit elective course, Department of Communication, UMASS Amherst, MA, (four semesters) Fall 2006 to Spring 2008

- Designed for non-majors, the course focused on communication experiences in daily life and how they are shaped by culture and social traditions, with a particular emphasis on intercultural communication, that is, what it means to communicate ethically and effectively in a society stratified by social identity.

Reading, Writing and Critical Thinking: Introduction to Service in Multicultural Communities, HCOM 211S, 4 credit lower division service-learning course for majors, Human Communication, CSU Monterey Bay, Seaside, CA, Spring 2006

- A writing-intensive course designed to help lower division students develop the skills necessary for college-level academic writing, while fostering the development of self-reflexive, culturally aware, and responsive community participants through reciprocal service and learning.
- Using writing as a tool for exploring complex issues, developing original insights, and effectively communicating with others, the course focused on the theme of identity, literacy, and social change. Students tutored children and adult English Language Learners in reading and writing as they learned about issues of language hierarchy, the education pipeline, and other issues of inequality in U.S. educational systems.

Reading, Writing and Critical Thinking, HCOM 211, 3 credit lower division required course for majors, Human Communication, CSU Monterey Bay, Seaside, CA, Fall 2005

- An intensive course designed to help students develop the skills necessary for college-level academic writing. Using writing as a tool for exploring complex issues, developing original insights, and effectively communicating with others, the course focused on the theme of identity, literacy, and social change.

Introduction to Service in Multicultural Communities, SL 200, 4 credit lower division required university-wide course, Service Learning Institute, CSU Monterey Bay, Seaside, CA, Fall 2005 & Spring 2006

- Fostered the development of self-reflective, culturally aware, and responsive community participants through reciprocal service and learning. This type of community participation required an in-depth understanding of some of the root causes of the challenges we face in our communities.

Interpersonal Communication & Conflict Resolution, HCOM 214, 3 credit lower division course for majors, Human Communication, CSU Monterey Bay, Seaside, CA, (four semesters) Fall 2001 to Spring 2003

- Focused on understanding the nature of interpersonal communication, the meaning and influences (e.g., social, cultural and power dynamics) on the nature of conflict, and the ways to negotiate and/or resolve conflict in an ethical way.

Graduate Teaching Assistant

Introduction to Interpersonal Communication, COMM 118, 3 credit lower division required survey course for majors, Communication Department, UMASS Amherst, MA, Instructor of Record: Vernon Cronen, Spring & Fall 2009

- Focused on acquiring a principled understanding of everyday, face-to-face interaction as the process by which we create, maintain, and manage social experience. Vocabulary and concepts to enable the student to account for, analyze, and evaluate current interpersonal communication practice.
- Assisted professor in class
- Conducted study sessions with students

Gender, Sex, and Representation, COMM 297X, 3 credit elective for majors, Communication Department, UMASS Amherst, MA, Instructor of Record: Sut Jhally, Fall 2009

- Examined the relationship between commercialized systems of representation and the way that gender and sexuality are thought of and organized in the culture. Looked at how commercial imagery impacts upon gender identity and the process of gender socialization. Central to this discussion were the related issues of sexuality and sexual representation and the key role played by advertising.
- Assisted professor in class
- Proctored exams

UNDERGRADUATE ADVISING EXPERIENCE

Advisor for university-wide interdisciplinary *Certificate in Civic Engagement & Public Service*, Civic Engagement & Service-Learning (CESL), UMASS Amherst, MA, Fall 2012 to Spring 2014

Graduate Advisor, Office of Undergraduate Advising, UMASS Amherst, MA, Fall 2013

- Academic Advisor to caseload of 40 undeclared, first and second year undergraduate students.

ADMINISTRATIVE EXPERIENCE

Lecturer, Office for Civic Engagement & Service-Learning (CESL), UMASS, Amherst, MA, Fall 2016 to present.

- Faculty Director for The Boltwood Project, a service-learning program involving 150 students who plan and participate in weekly recreational activities with children, young adults, and seniors who have intellectual and/or physical disabilities, who live in communities surrounding the University. My role involves supervision of the graduate student instructor for the fall 2016 Leadership in Service-Learning class, and the spring 2017 Advanced Service Learning class, as well as the undergraduate student leaders, and responsibility for administration of this oldest and largest service-learning program on campus.
- Assist new CESL Director in leading/implementing the reorganization of CESL, including curriculum redesign.
- Partner with CESL Director to redesign and co-facilitate the Spring 2017 Faculty Fellows program, where a cohort of faculty from across disciplines learn about, design, and teach service-learning courses.
- Provide guidance and support to faculty teaching service-learning courses.
- Perform other needed CESL administrative duties, including course management, student outreach and publicity, and assisting with the management and growth of the UMASS Certificate in Civic Engagement & Public Service.

Graduate Assistant, Office for Civic Engagement and Service-Learning (CESL), UMASS Amherst, MA, Spring 2011 to Spring 2014

- Helped further develop, promote, and manage interdisciplinary undergraduate *Certificate in Civic Engagement & Public Service*;

- Designed and conducted workshops, training programs, staff development activities, and special events for faculty, undergraduate service-learning students, and community partners;
- Served as CESL liaison for a group of service-learning community partners;
- Created and maintained electronic files, spreadsheets, and databases for CESL records; and
- Conducted exit interviews with graduating service-learning students and wrote and presented reports/analyses/recommendations based on those interviews.

Management Analyst & Program Manager, Community Action Partnership, Monterey County Department of Social Services, Salinas, CA, 2000-2004

- Managed county-wide anti-poverty program; supervised, trained, and evaluated work of four professional and clerical staff; managed budget that increased to two million dollars during my tenure; wrote and managed federal, state, and local grants and service contracts; led team that conducted bi-annual community needs assessments; wrote and implemented comprehensive plan to address poverty in Monterey County; and wrote, managed, and evaluated subcontracts with community organizations for services for low-income people.

PUBLICATIONS

Herakova, L. & Correa, E. (2016). Out with the family: A duoethnography of family, prejudice, and Critical Appreciative Inquiry. In S.K. Camara, D.K. Drummond, & D. Hoey, (Eds.). *Communicating Prejudice: An Appreciative Inquiry Approach*. Nova Publishing.

Correa, E., Herakova, L., & Jelaca, D. (2014). Racing (for) social justice: Performing apologia and accountability in dialogues about race [61 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 15(3), Art. 12, <http://nbn-resolving.de/urn:nbn:de:0114-fqs1403120>.

Correa, E. (2014). "I knew when you said your name in Spanish!": On being a White Puerto Rican in the classroom. In J. Flores Carmona, & K. Luschen, (Eds.). *Crafting critical stories: Toward pedagogies and methodologies of collaboration, inclusion & voice*. New York: Peter Lang Publishing.

Correa, E. & Lovegrove, D. (2012). Making the rice: Latina performance testimonies of assimilation, hybridity, and resistance. *Equity & Excellence in Education*, 45(2), 349-361.

Cooks, L., Correa, E., & Lovegrove, D. (2012). "Welcome to Holyoke!": Performing pride, shame, pedagogy, and resistance in middle school. *Text and Performance Quarterly*, DOI:10.1080/10462937.2012.6555770.

Works in Progress

Correa, E. (under preparation). *The Latino Paradox: My dad was Puerto Rican, assimilated, and smoked three packs a day.*

Article draws on historical and community health research, interviews with family members, and personal memories to perform a version of my father's history as a smoker and his death from lung cancer at the age of 50. The piece weaves together emerging data linking cultural assimilation of immigrants and their progeny to increased cancer mortality rates (known to community health scholars as the Latino Paradox), and the life and early death of my 2nd generation Puerto Rican father. The piece is auto-ethnographic and meant to be performed before an audience

Correa, E. (under preparation). *Home is my field site: Dialogic ethnography and the remainder of memory.*

Paper reports on the process and significance of research which uses performance (auto) ethnography, historical fiction, and dialogue to explore the relational, ethical, and political implications of cultural assimilation in my U.S. family of Puerto Rican descent.

CONFERENCE PRESENTATIONS

Refereed Papers

Correa, E. (February 2011). *Identity, positionality, and pedagogy: On being a White Puerto Rican in the classroom.* Western States Communication Association (WSCA) Conference, Monterey, CA.

Correa, E. & Lovegrove, D. (May 28, 2010). *Arroz/The Rice: A performance of race, ethnicity, and gender.* Congress of Qualitative Inquiry, University of Illinois Urbana Champaign.

Correa, E. (October, 17, 2009). *A small helping of arroz.* Passions: Promises & Perils Conference, Communication Department, University of Massachusetts Amherst.

Correa, E. (November 24, 2008). *Latina 'race talk' as the performance of Cultural Citizenship.* National Communication Association (NCA) Conference, San Diego, CA.

Correa, E. & Thompson, A. (April 13, 2005). *The Whiteness at the heart of progressive pedagogy: Costs for students and teachers of color.* Annual Conference of the American Educational Research Association (AERA), Montreal, Canada.

Marty, D., Correa, E., & Slade, M. (2001). *Emphasizing moral accountability in intercultural contexts.* Paper presented at The Sociology of Education Association (SEA) annual conference in Pacific Grove, California.

Refereed Panels & Symposia

- Correa, E., Lovegrove, D., Zenovich, J. (September 26, 2015). *Communication & Digital Storytelling: Research, Dialogue, & Pedagogy*. 6th International Storytelling Conference "Voices of Change: Story work in Activism, Education, and Public Service, Amherst, MA.
- Correa, E. (May 24, 2015). *Employing intimate ethnography, performance, and dialogue to "craft a reckoning of the past for lessons about the future."* 2015 International Communication Association, San Juan, Puerto Rico.
- Correa, E. (February 28, 2014). *Bootstrap Boricuas: A family performing and exploring cultural assimilation*. Presentation to Graduate Student Symposium, Communication Department, University of Massachusetts, Amherst, MA.
- Correa, E. (Oct. 23-25, 2012). *Leadership in Service-Learning*. University of Massachusetts System-wide Service-Learning Group Panel. International Association for Research on Service-learning and Community Engagement (IARSLCE), Baltimore, MD.
- Correa, E. (May 2012). *Bootstrap Boricuas: Exploring and performing cultural assimilation*. Congress of Qualitative Inquiry, University of Illinois Urbana Champaign.
- Correa, Ellen. (May 21, 2011). *The Hispanic Paradox: My dad was Puerto Rican, assimilated, and smoked three packs a day*. Congress of Qualitative Inquiry, University of Illinois Urbana Champaign.
- Correa, E., Herakova, L., & Jelaca, D. (November 16, 2010). *"It's just the way society is" meets "you can make a choice to make a difference:" Performances of apologia and accountability in campus race dialogues*. National Communication Association (NCA) Conference, San Francisco, CA
- Correa, E. & Marrun, N. (May 17, 2008). *Latinas/os claiming our education: Critical Race and Latina/o Critical Theory perspectives in praxis*. Critical Race Studies in Education Conference at the University of Illinois at Chicago, IL.
- Correa, E. (August 4, 2004). *Critical self-reflection and teaching: Women of color fostering accountability in the multicultural classroom*. Poster Session at Summer Research Opportunity Program (SROP), University of Utah, Salt Lake City, UT.
- Correa, E. (August 2, 2004). *Critical self-reflection and teaching: Women of color fostering accountability in the multicultural classroom*. Presentation at Summer Research Opportunity Program (SROP), University of Utah, Salt Lake City, UT.

Invited Talks

Eckstein, J. & Correa, E. (August 5-7, 2016). Workshop on *Community Engagement & Service-Learning*. Teaching Institute for Graduate Teaching Assistants in Communication (TIGTAC): Communication Education and/as Social Justice, University of Maine, Orono.

Correa, E. (October 5, 2013). *Using Non-Defensive Communication for Self-Advocacy*. Center for Multicultural Advancement and Student Success (CMASS) 4th Annual Leadership Symposium on Leading Self, University of Massachusetts Amherst, MA.

Blackwell, D; Correa, E.; Flores, J.; Montano, D.; Pradhan, S.P. (June 23, 2004). *Getting emotionally prepared for graduate school*. Panel discussion at McNair Program workshop at Westminster College, Salt Lake City, UT.

Marty, D & Correa E. (September 10, 2003). *Collaboration Workshop*. Facilitated half day workshop sponsored by First Five Monterey County and Monterey Community Action Partnership for nonprofit agency staff and volunteers at Kinship Center, Salinas, CA.

Correa, E.; Flores, J; Slade, M.; & Woodridge, B. (January 30, 2003). *When good intentions are not enough: Tools for building ethical relationships across difference of age and other social identities*. Full day training presented at Tapping Our Communities' Capacity to Relate: A Conference on Culturally Competent Relationships Across the Generations, Salinas, CA.

Marty, D.; & Correa, E. (August 15, 2001). *Cooperative argumentation: Making ethical decisions across our differences*. Training presented at Tapping the Heart's Capacity to Serve: A Conference on Culturally Competent Relationships with Families and Children, Salinas, California.

PROFESSIONAL AND ACADEMIC TRAINING

National Communication Association *Doctoral Honors Seminar*. (June 2009). Communication doctoral students were selected from throughout the nation and funded to participate in a week-long seminar on "Communication as Engaged Scholarship" at the University of West Virginia. Paper Title: "Better Social Worlds: Coordinated Management of Meaning (CMM) and Critical Social Action Research."

Summer in Salamanca, Spain (2008) University of Massachusetts Amherst and University of Salamanca intensive culture and Spanish language training.

Summer Research Opportunity Program. (2004). Nine-week intensive research and preparation for graduate school at University of Utah, Salt Lake City, Utah. Research Paper: "Critical Self Reflection and Teaching: Women of Color Fostering Accountability in the Multicultural Classroom"

Spanish Immersion Program (Summer 2000) Instituto Fénix, Zacatecas, Mexico

Leadership Salinas Valley (1995). Community Service Project: “Assistance and Information for Legal Permanent Residents to Become U.S. Citizens,” Salinas, CA

Zenger-Miller Leadership Training, Salinas, CA (1993).

SELECTED HONORS, AWARDS & SCHOLARSHIPS

- Graduate Student Travel Award, UMass Center for Research on Families, 2015
- Pre-dissertation Research Award, UMass Amherst, Center for Latin American, Caribbean, and Latino Studies (CLACLS), 2011
- UMass Communication Department Teaching Commendation - 2006-2009
- Pro-Democracy Education Fund Scholarship, Seaside, CA, 2006
- California State University Student Research Competition Award in Humanities and Letters for, “Feminists on the Edge: Stories of Courage and Connection, A Multicultural Feminist Literary Journal,” 2002
- National Woman of the Year, League of United Latin American Citizens (LULAC), 1996

GRANT PROPOSALS (FUNDED)

- International Association for Research on Service-learning and Community Engagement (IARSLCE) Annual Conference in Baltimore, MD (October 23-25, 2012): Awarded \$500 conference scholarship.
- UMASS Amherst, *Passions: Promises & Perils*, October 16-17, 2009, Communication Department Graduate Student Conference. Co-Chair and Fundraiser, Raised \$7,800 in small grants from various funders.
- World Hunger Grant for Thomas Carman Food Pantry in Marina, CA: Awarded \$10,000, 2003.
- Monterey County Department of Social Services Grant for *Tapping the Heart’s Capacity to Serve: A Conference on Culturally Competent Relationships with Families and Children*: Awarded: \$41,000, 2001
- Pro-Democracy Education Fund Grant for *Feminists on the Edge: Stories of Courage and Connection* a Multicultural Feminist Literary Journal: Awarded \$500, 2001.
- CSU Monterey Bay Inter-Club Council for *Feminists on the Edge: Stories of Courage and Connection* a Multicultural Feminist Literary Journal: Awarded: \$500, 2001.

SERVICE

Academic

Facilitator, *Immigration in America*. Series of small group dialogues with UMASS undergraduates, Fall 2016.

Senator, Communication Department, Graduate Student Senate, University of Massachusetts Amherst, AY 2011-2012.

Facilitator and trainer, *How Does Race Matter?* Series of campus-wide small group dialogues with UMass undergraduates, 2009 – 2011.

Treasurer, Communication Graduate Student Association (CGSA), University of Massachusetts Amherst, 2009 – 2010

Co-Chair, *Passions: Promises & Perils*, Communication Department Graduate Student Conference, UMASS Amherst, October 15-16, 2009.

Co-founder & officer, Multi-Cultural Feminist Group – CSU Monterey Bay, campus organization 1998-2002.

Community

Small group dialogue trainer and facilitator, *How Does Race Matter?* dialogues with youth and adults in Amherst, Turners Falls, and South Hadley, MA., Spring 2010 - 2012

Workshop facilitator, *Media Watchdog Project*, UMass Service-Learning Project, Lynch Middle School, Holyoke, MA. Series of workshops with predominantly Latina/o sixth graders focusing on critical thinking and mass media racial & cultural representations, 2007 – 2008.

Member, Board of Directors, Pro-Democracy Education Fund, 501C3 nonprofit, Monterey County, CA 1996 - 2006

California State Secretary, Tri-County District Director, and “Monterrey” Council Secretary, League of United Latin American Citizens (LULAC), 1986 - 2007

Treasurer, Founding Member, Board of Directors, Central Coast Energy Services, Monterey, San Benito, and Santa Cruz counties, CA, 2003 – 2004.

Member and Committee Chair, Cultural Competence Committee, Monterey County Department of Social Services, Monterey County, CA, 2002 – 2004.

Member, Board of Directors, Charitable Council of Monterey County, 501C3 nonprofit, Monterey, CA, 2002 – 2003.

Member, Board of Directors, Community Action Board of Santa Cruz County, 501C3 nonprofit, Santa Cruz County, CA, 2002 – 2003.

Founding Member, Steering Committee and Fundraising Chair, Thomas Carman Food Pantry in Marina, CA, 2002 - 2003

Volunteer Tutor, Adult Literacy Program, City of Salinas Public Library, Salinas, CA, 2001 - 2002

Co-organizer of a nationally recognized outreach campaign and “citizenship workshops” to assist legal permanent residents living in Monterey County, CA to apply and prepare for the test to become a U.S. citizen, 1995 – 1996.

PROFESSIONAL MEMBERSHIPS

Member, International Communication Association (ICA)

Member, National Communication Association (NCA)

Member, Mujeres Activas en Letras y Cambio Social (MALCS)