

CONFERENCE

Schedule

- 8:30 am | REGISTRATION**
Breakfast is served
- 9:00 am**
LAND ACKNOWLEDGMENT AND PRAYER
Mary Jo Ondrechen
WELCOME
Tracy Robinson-Wood
OPENING REMARKS
James Bean, Provost, Northeastern University
- 9:30 am | KEYNOTE 1**
Paula A. Johnson
- 10:30 am | BREAK**
- 10:45 am | BREAKOUT SESSIONS 1**
 - **Double Consciousness: Teaching Professors and Scholarly Identity** | Melissa Pearson and Leslie Roldan
 - **Community Care: An Innovative “Third Space” for Women of Color in the Academy** | Lesley University Panel
 - **They got in—now how do we keep them?—Classroom Retention Strategies for Underrepresented Students** | Kerstin Perez
 - **The Advanced Mindset and Practices of Mentorship** | Adaira Landry
 - **The Art of Negotiating with Confidence** | Ndidiamaka Amutah-Onukagha
- 12:00 pm | BREAK**
- 12:15 pm | STATE OF THE WOMEN OF COLOR IN THE ACADEMY**
Tara L. Parker
- 12:45 pm | NETWORKING LUNCH**
- 1:30 pm | GROUP PHOTO**
- 1:45 pm | BREAK**
- 2:00 pm | BREAKOUT SESSIONS 2**
 - **Double Consciousness: Teaching Professors and Scholarly Identity** | Qianqian Zhang-Wu and Corliss Thompson
 - **Why We Stay: Exploring the Experiences of Women of Color Faculty & Administrators** | Lesley University Panel
 - **Critical Race Theory: Opportunities for Application and Practice** | Patricia Williams
 - **Scholar Activist Rise** | Katerina Gonzalez Seligmann
 - **A Change of Heart: Challenging Imposter Syndrome** | Rayshauna Gray
- 3:15 pm | DESSERT BREAK**
- 3:45 pm | KEYNOTE 2**
Helen Elaine Lee
- 4:45 pm | CLOSING REMARKS**
Nicole N. Aljoe

Breakout Sessions 1

10:45 am - 12:00 pm

Double Consciousness: Teaching Professors and Scholarly Identity

Melissa Pearson and Leslie Roldan | Curry 342

For many teaching professors, theoretical (intellectual) work and theory-to-praxis, academic work (teaching) often vie for recognition. Institutionally, pedagogy is not centered as intellectual work; rather, it can be marginalized as mere “service.” As much as the teaching profession is already feminized and often devalued, it is essential to assert the scholarly identity of teaching professors. This multidisciplinary panel of teaching professors will help to frame a discussion around scholarly and teaching identities.

Community Care: An Innovative “Third Space” for Women of Color in the Academy

Lesley University Panel | Curry 340

As an extension of self care, women of color in the Graduate School of Arts and Social Sciences at Lesley University established Community Care. This study group examines the challenges, obstacles, strategies, and systems to support women of color (WOC) faculty and deans at a predominantly white institution. This panel will share reflections and resources from spring 2019 Community Care gatherings and engage the audience in a conversation about leveraging experiences and identifying support and growth mechanisms as WOC in institutional spaces.

They got in—now how do we keep them?— Classroom Retention Strategies for Underrepresented Students

Kerstin Perez | Curry 344

All too often, students’ passion for an academic discipline is extinguished by their experiences in undergraduate classrooms. For students whose gender, race, or ethnicity are underrepresented in a given academic field, classroom environments can appear especially unwelcoming. In this workshop, participants will develop interventions tailored to their own courses with the aim of improving students’ sense of belonging within the class environment and retention in their academic field of choice. The goal is to focus on small, manageable changes that can be immediately implemented.

The Advanced Mindset and Practices of Mentorship

Adaira Landry | Curry 320-322

Frequently I meet colleagues, students, or trainees who wonder, “How do I find support? What does support look like?” In this workshop, we will explore the mindset of being a person who can thrive at providing and receiving support. This workshop will deliver strategies to allow one to cultivate meaningful relationships at work through advising, mentorship, sponsorship, and coaching.

The Art of Negotiating with Confidence

Ndidiamaka Amutah-Onukagha | Curry 346

As a woman (and as a BOSS woman!) you need to know how to negotiate for yourself to get what you truly deserve! In this interactive workshop, participants will learn practical skills and techniques of effective negotiation. Participants will share leadership challenges, practice negotiation strategies, and receive peer feedback.

Breakout Sessions 2

2:00 pm - 3:15 pm

Double Consciousness: Teaching Professors and Scholarly Identity

**Qianqian Zhang-Wu and Corliss
Thompson | Curry 342**

For many teaching professors, theoretical (intellectual) work and theory-to-praxis, academic work (teaching) often vie for recognition. Institutionally, pedagogy is not centered as intellectual work; rather, it can be marginalized as mere “service.” As much as the teaching profession is already feminized and often devalued, it is essential to assert the scholarly identity of teaching professors. This multidisciplinary panel of teaching professors will help to frame a discussion around scholarly and teaching identities.

Why We Stay: Exploring the Experiences of Women of Color Faculty & Administrators

Lesley University Panel | Curry 340

Women of color (WOC), especially those at predominantly white institutions (PWI), face notable challenges. Collectively, these challenges can cause faculty and deans to consider remaining in or leaving the academy. To identify, highlight, and deconstruct these challenges strategically, WOC in the Graduate School of Arts and Social Sciences at Lesley University formed Community Care. Community Care is a collective that supports and affirms members by creating a welcoming environment to engage with individuals and for reflection in a shared space. This panel of Community Care members will share experiences and strategies to address challenges that WOC face at PWIs.

Critical Race Theory: Opportunities for Application and Practice

Patricia Williams | Curry 344

Critical Race Theory (CRT) provides an analytical framework that examines power structures that maintain racial inequities and suggests strategies for action and change. This workshop introduces CRT, describes its central tenets, and acknowledges that increased numbers of people of color in the academy, alone, is not sufficient to promote true diversity and inclusion. Participants will brainstorm about the application of the CRT tenets to promote diversity and inclusion in the academy.

Scholar Activist Rise

**Katerina Gonzalez Seligmann |
Curry 346**

Women of color scholars are often called to be activists. They practice at least three forms of activism: scholarly activism, scholarship as activism, or a combination of both. This workshop will highlight models of scholar-activism and create a space to reflect on scholar-activist practices.

A Change of Heart: Challenging Imposter Syndrome

Rayshauna Gray | Curry 320-322

Many of us, at one time or another, have doubted our skills. We sit in meetings withholding insights while scribbling notes in the margins of our notepads. This type of self-doubt can lead us to turn down amazing opportunities, neglect to advocate for ourselves, or refuse to negotiate higher salaries and pay raises. Impostor syndrome is a heavy burden. This workshop provides concrete steps and strategies to help us flourish rather than succumb to imposter syndrome.