



FRIDAY, MARCH 22, 2019
8:30 am - 5:00 pm

Hosted By
Northeastern University

CARING FOR SELF, CARING FOR THE COLLECTIVE

WOMEN OF COLOR IN
THE ACADEMY
northeastern.edu/woc
#WOCinACADEMY

*The 2019 Women of Color in the Academy Conference Planning Committee dedicate this event to the women faculty who had a vision of community...
Nicole N. Aljoe and Barbara J. Guthrie.*

In 2016, these two faculty members had a vision of creating community among women faculty of color at Northeastern and across the city of Boston. They sought to create a community for women faculty of color to gather together to celebrate and renew themselves through mutual support. To accomplish their vision, they engaged women faculty of color across the Northeastern University campus and the ADVANCE Office of Faculty Development. They then wrote a diversity grant, offered through the Office of Institutional Diversity and Inclusion. We cannot thank them enough for the contribution of their vision, leadership, and dedication. This conference thrives today because of their shared vision.



NICOLE N. ALJOE, PhD is the Director of African and African American Studies Program, an Associate Professor of English and African American Studies, and co-initiator of the women of color conference. Dr. Aljoe's research focus on eighteenth- and nineteenth-century Black Atlantic Literature, the Slave Narrative, Postcolonial Studies, and eighteenth-century British Novel.



BARBARA J. GUTHRIE, PhD, RN, FAAN is the Independence Foundation Professor of Nursing in Bouvé College of Health Sciences and co-initiator of the women of color conference. Dr. Guthrie's research examines the intersectionality of early sexual engagement, ethnicity, gender, and substance use among girls of color from diverse contexts.

Welcome

Dear Colleagues,

So much of our lives as women of color in higher education is focused outward—towards our students, administrators, and colleagues. Today, we invite you to turn your focus inward to consider practices and beliefs that can serve to deepen your connection to self. We designed this year's conference to tap into our collective strength and strategize around the most important asset you have: you. We believe that the academy, our students, and communities cannot thrive unless you thrive. Moreover, when we collectively thrive—we inspire each other to reach new heights.

In this Third Annual Women of Color in the Academy Conference, we have curated a series of activities, experiences, and panels intended to facilitate and encourage support for your career and community. We hope that you use this day to re-connect with colleagues and forge new contacts to start a conversation around strategies for self- and community-care, as well as begin to consider ways that we, as a collective of women of color in the academy, might continue to support and elevate each other and our allies during this time of social, political, and economic turmoil.

We are the beloved community. We need each of us to be whole, nurtured, and supported in order to move into the days ahead. Thank you for joining us. Thank you for engaging. We hope you leave with a strategy to deepen your connection to self, a commitment to foster a more vibrant community, and the inspiration to keep creating!

Sincerely,

Shalanda Baker and Nicole N. Aljoe
Women of Color in the Academy
Conference Co-Chairs



CONFERENCE

Schedule



Conference Wifi Access
Code: Conf249310
Network : NUWave - guest
Select One Day Conference Login

#WOCinACADEMY

Session Descriptions

9:30 am

KEYNOTE SPEAKER
Finding our Voices

Margaret Woo | Ballroom

Being the "only" and the "first" can be draining. The higher up in the institution, the whiter it gets. Those positions are very much filled with people who want others like themselves, and that starts to shape what counts as excellent and what fields are important. In time, battling this homogeneity can be diminishing to the self. For me, the journey meant looking inside, finding my own voice, one that can be louder than the voices outside. This conference focuses on the importance of self-care for women of color and there is nothing more valuable to self-care than finding your own voice.

11:15 am - 12:30 pm

Intersectionality

Jyoti Puri | Curry 318-320-322

Kimberlé Crenshaw's concept of intersectionality continues to be relevant to understanding the interplay of race, gender, and other important axes of social difference in the US and elsewhere. This workshop invites participants to come together to reflect on intersectionality's particular relevance in the academy. Engaging intersectionality from the lens of women of color in the academy can provide insights into its meaning and significance. While the academy is a reflection of broader social worlds, it also presents some unique challenges and possibilities.

The Power of Effective and Authentic Mentoring Relationships

Stacy Blake-Beard | Curry 333

The importance of mentoring relationships in advancing the career of faculty has been the subject of numerous articles and books. But effective and authentic mentoring relationships don't just happen—there are skills and strategies for successfully creating and leveraging mentoring relationships. In this session, we will do three things: 1) learn or be reminded of the definition and functions of mentoring relationships; 2) take an assessment to determine what role mentoring has played in your career; and, 3) develop an action plan based on the learning from the session.

Carving a Path Via Negotiation: Getting What You Need to Succeed

Joyce Sackey | Curry 340

In this interactive workshop participants will learn "tried and true" key concepts of effective negotiation. Participants will practice specific negotiation skills, and thus are encouraged to come prepared with their own negotiation challenge. Participants will also have the opportunity to share leadership challenges that they face at their workplaces, and receive peer's feedback.

The Double-Conscience: Teaching Professors and Scholarly Identity

Rosa Kim, Earlene Avalón, Leslie Roldan | Curry 346

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 multi-disciplinary panel of teaching professors will help to frame a discussion around scholarly and teaching identities.

Align your Vision with your Voice

Lyssa Palu-ay | Curry 344

This session will consider ways your work/practice/scholarship are aligned with how you hope to see the world. As women of color, we often navigate places that have historically left us out. How can we find strength, hope and sustenance to reframe institutions, structures and our own personal ways of moving in the world. Questions for reflection include: Do I have a clear sense of the issues/problems I face? What resources, research and/or network do I need around me? What inspires me to thrive?

Session Descriptions Continued

2:00 pm - 3:15 pm

Strategic Responses to Micro- (and not so micro-) Aggressions

Karen Suyemoto | Curry 318-320-322

This interactive workshop will focus on sharing and developing strategic, values-driven responses to the discrimination faced by women of color in the academy. We will focus primarily on relational responses, both in the immediate moment and more long-term, with some consideration of systemic or organizational responses that are more proactive. Within this focus, we will consider how the choice of response relates to our status and role within the academy, the status and role of those with whom we are interacting, and our ultimate goals and values.

Mentoring for Resistance and Resilience

Tracy Robinson-Wood | Curry 333

This workshop will identify competencies and knowledges that mentors need to prepare women of color to thrive in the academy. Optimal forms of resistance will be discussed and contrasted with suboptimal and armored forms of resistance. Case presentations will illuminate embedded attitudes and practices that can and do hinder the advancement of women of color. Strategies to navigate gendered and racialized terrain will be central to our time together during this interactive session.

Thriving Through Mid-Career: Reflections on Sustaining Self in Academe

Carmen Castaneda Sceppa and Ellen Cushman | Curry 346

In this session, we open with brief introductions and gathering of your perspectives on mid-career obstacles to thriving. Your ideas become touch points for sharing our collective wisdom on strategies for thriving and tactics for sustaining self. Discussion leaders provide concrete suggestions from their perspectives as Latinx and Cherokee women on the topics and encourage others' contributions throughout. Session participants take away plans for strategies and tactics to pursue in coming years.

Strategizing Career Advancement at Early Career

Tara Parker | Curry 340

Women faculty of color face unique challenges in the academy, including: resistance to our authority in the classroom; biased scrutiny of our research agendas; and heavy service obligations. In this session, we will discuss ways to successfully meet these challenges in terms of research and scholarship, teaching and service. We will discuss how to build a scholarly identity at early career and how we maintain that identity when presenting ourselves for hiring, tenure, and promotion.

3:45 pm - 4:45 pm

KEYNOTE SPEAKER

How to Thrive As a Woman of Color in the Academy: Nurturing your Body, Mind and Spirit

France Winddance Twine | Ballroom

Sustaining an academic research agenda, publishing, mentoring and maintaining a balanced life is challenging. I have developed some strategies over the years after spending years as a workaholic. In this talk I will share strategies that I employed which have enabled me to negotiate the challenges of academic life while maintaining emotional, spiritual and physical health. This talk will conclude with a discussion of the metrics and meaning of success in the academy.

Speaker

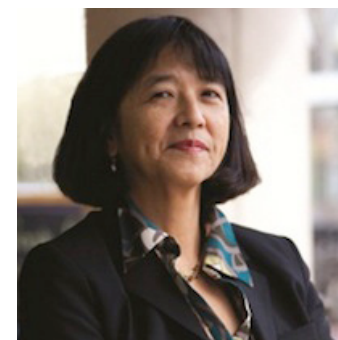
BIOGRAPHIES

FRANCE WINDDANCE TWINE

is a Professor of Sociology at the University of California Santa Barbara. She is also an ethnographer, a feminist race theorist and a documentary filmmaker whose research focuses on multiple dimensions of inequality. Her research interests include girlhood, racism and anti-racism, sociology of the body, assisted reproductive technologies, and occupational discrimination. Twine's research includes conducting extensive field research in Brazil, Britain, and the United States and provides case studies that enable a nuanced analysis of the intersections of race, class, sexuality and gender inequality on both sides of the Atlantic. The concept of racial literacy is one of Twine's major theoretical contributions. In her earlier research on British interracial families, Twine examined how white English and Irish women developed racial literacy as they negotiated and conceptualized racism (and anti-racism) as members of interracial families and as the parents of children fathered by Black men. This research was published in *A White Side of Black Britain: interracial intimacy and racial literacy* (2010).

She is the author and editor of 10 books and has more than 72 publications including single authored books, journal articles, book chapters, encyclopedia entries, essays and reviews. Her recent publications include *Geographies of Privilege* (2013), with B. Gardener.

Twine is currently writing a series of articles about women of diverse backgrounds employed in the San Francisco Tech industry, and working on a new project that focuses upon the experiences of Asian workers in Silicon Valley with Meeta Rani Jha.



MARGARET WOO

is a Professor of Law and Associate Dean for Research and Interdisciplinary Education at Northeastern University's School of Law. A leading expert on the Anglo-American legal system and the Chinese socialist legal system she teaches Civil Procedure, Administrative Law and Comparative Law. She is a former fellow of the Bunting Institute (Radcliffe College) and is presently an associate of the East Asian Legal Studies Program at Harvard University. She has received many prestigious grants from a variety of organizations, including the National Science Foundation and the Ford Foundation, and is on the Senior Scholar Roster for the Fulbright Scholars Program. In 2018, she was selected for a Fulbright Specialist award, partnering with the University of Florence in Italy to develop a series of comparative law seminars that address the changing landscape of international cooperation over the past year.

Professor Woo is the co-editor of *East Asian Law: Universal Norms and Local Culture* (Routledge, 2003), and *Chinese Justice: Civil Dispute Resolution in Contemporary China* (Cambridge University Press, 2011). She is also co-author of *Litigating in America: Civil Procedure in Context* (Aspen Publishing, 2006). She is a co-editor of the American Association of Law School's *Journal of Legal Education*.

Professor Woo is a member of the American Law Institute and the American Bar Foundation. She has also served on the board of trustees for numerous organizations, including for the Lawyers' Committee for Civil Rights Under Law (Boston Chapter), the Harry Dow Legal Assistance Fund and the Asian American Legal Defense and Education Fund. In 1997, she was named the law school's Distinguished Professor of Public Policy.



“Even if it makes others uncomfortable, I will love who I am.”

— Janelle Monae

“Growing up in my mother’s Pueblo household, I never imagined a world in which I would be represented by someone who looked like me.”

— Deb Haaland



Workshop

LEADERS



Earlene Avalón

Assistant Teaching Professor and Lead Faculty, Health Management and Health Sciences Programs, College of Professional Studies, Northeastern University



Stacy Blake-Beard

Deloitte Ellen Gabriel Professor of Women and Leadership, and Sr. Faculty Affiliate, Center for Gender in Organizations, Simmons University



Ellen Cushman

Associate Dean of Academic Affairs, Diversity and Inclusion and Dean's Professor of Civic Sustainability, College of Social Sciences and Humanities, Northeastern University



Rosa Kim

Professor of Legal Writing, School of Law, Suffolk University



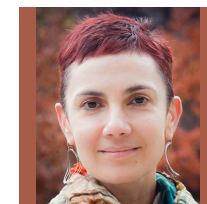
Lyssa Palu-ay

Dean, Office of Justice, Equity and Transformation, Massachusetts College of Art and Design



Tara Parker

Associate Professor of Higher Education, Chair of the Department of Leadership in Education, College of Education and Human Development, University of Massachusetts Boston



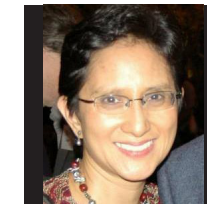
Jyoti Puri

Professor of Sociology, Simmons University



Tracy Robinson-Wood

Professor of Counseling Psychology and Associate Dean of Diversity, Inclusion, and Equity, Bouvé College of Health Sciences, Northeastern University



Leslie Roldan

Lecturer II, Writing, Rhetoric, and Professional Communication, Comparative Media Studies and Writing, Massachusetts Institute of Technology



Joyce Sackey

Associate Provost and Chief Diversity Officer, Tufts University Health Sciences Schools



Carmen Castaneda Sceppa

Professor of Health Sciences and Senior Associate Dean of Academic Affairs, Bouvé College of Health Sciences, Northeastern University



Karen Suyemoto

Professor of Psychology and Asian American Studies, University of Massachusetts Boston

“Everyone knows the mascots, they know the stereotypes, but they don’t know anything about us.”

— Jacqueline Keeler

“We will never leave another alone, on the side of the road, in pain, un-cared for.”

— Mari Matsuda

Goals

The Women of Color in the Academy Conference is designed to have a positive impact on the careers of faculty women of color by creating a space to gather, create community, and develop relationships with faculty who look like them.

As outlined in the welcome letter by our conference co-chairs, the conference was designed to offer a venue for self-reflection and focus on self while tapping in to the collective strength of the amazing women assembled in the room. Keeping this in mind, it is our hope you will take a few moments to think about two sets of goals. Please take some time during the conference to outline and consider talking about three “self-care” goals and three “caring for the collective” goals. As you network, discuss the possibility of becoming “accountability buddies” for these goals.

SELF-CARE GOALS

We’ve all watched flight attendants discuss the importance of putting on your own oxygen mask before assisting others. The same could be said of the academy – there are times where it is appropriate and important to put ourselves first. We hope you use this space to identify three self-care goals for the year.

1.

2.

3.

CARING FOR THE COLLECTIVE GOALS

Caring for yourself is primary. However, we recognize you do not operate in a vacuum. Building a strong community of support is important as well. In this space, we would like you to identify three ways in which you could envision yourself supporting and uplifting the community we have brought together today.

1.

2.

3.

ENACTING GOALS:

Sunday Meeting



Set up a Sunday Meeting with the most important person: You

One of the most difficult things to accomplish, in any facet of life, is seeing goals through to completion – with so many demands on our time, it’s easy to get off-track. This is particularly true for those of us seeking promotion or tenure in academia. While it can be easy to come up with goals, both personal and professional, it’s much more complicated to ensure that progress is being made on those goals, and before you know it, the semester is over and you’re pretty much where you started.

One strategy, suggested by Kerry Ann Rockquemore, is the “Sunday Meeting.” It involves imposing a weekly structure onto your semester plan to ensure that you’re making progress toward your goals and achieving long-term success.

It forces you to think about how you’re going to accomplish your goals, and more importantly, when that work will get done.

In essence, it is a meeting of a committee of one – you – in which you map out what you will (or hope to) accomplish by the end of the week. **For more information visit:** <https://www.insidehighered.com/advice/2010/09/20/sunday-meeting>

The Sunday Meeting strategy has five steps (six, if you include creating a semester plan, in which you note all of your goals for the semester, which typically involve the criteria for tenure or promotion at your institution). The Sunday Meeting should only take about 30 minutes to create (and of course, you don’t need to create it on Sunday, although that’s when most people plan out their coming week).

In Step 1, you create a skeleton calendar, blocking out times for all of your standing commitments, both work-related and personal. This includes research and writing time, classes, office hours, meetings, etc.

In Step 2, you make a separate list of all of your to-do items based on your short-term and long-term goals, paying close attention to those tasks that are part of your evaluation for promotion and tenure.

In Step 3, you merge the to-do list with the weekly calendar you created in Step 1. This is the messy part. Each to-do item is assigned to a specific block of time during your week, based on an estimate of how long each task will take and the priority level it merits. You will undoubtedly have that nightmare moment when you realize that there’s not enough time to get all of your to-do list done. Don’t panic!

In Step 4, you decide what to do with what doesn’t fit. Identify the high-priority tasks (taking a look back at your semester plan and your long-term goals will help with this). As for the remaining items, Rockquemore provides a few options: delegate; compromise; renegotiate deadlines; lower your standards (for non-critical tasks); just say “no”; and let some things go.

Finally, in Step 5, you commit to executing the plan. A clear plan and a firm commitment to it will help you move forward, say “no” when you need to; and make you more productive overall than if you tried to operate in crisis mode on a daily basis. Of course, unexpected circumstances and daily chaos can throw your plan for a loop, but crises will be easier to manage if you have a set plan in place.

Here’s to short-term planning and your long-term success!

“Nothing is guaranteed. And all that came before doesn’t predict what you might do next.”

— Maya Lin

“You don’t have to be anything but yourself to be worthy.”

— Tarana Burke



The Strategic “No”

As members of the academy, and in particular as women of color, we are often overwhelmed with requests from students, colleagues, mentees, and mentors. There are many “service” tasks that bring immediate rewards, others that bring delayed rewards, and yet others that many not bring any reward.

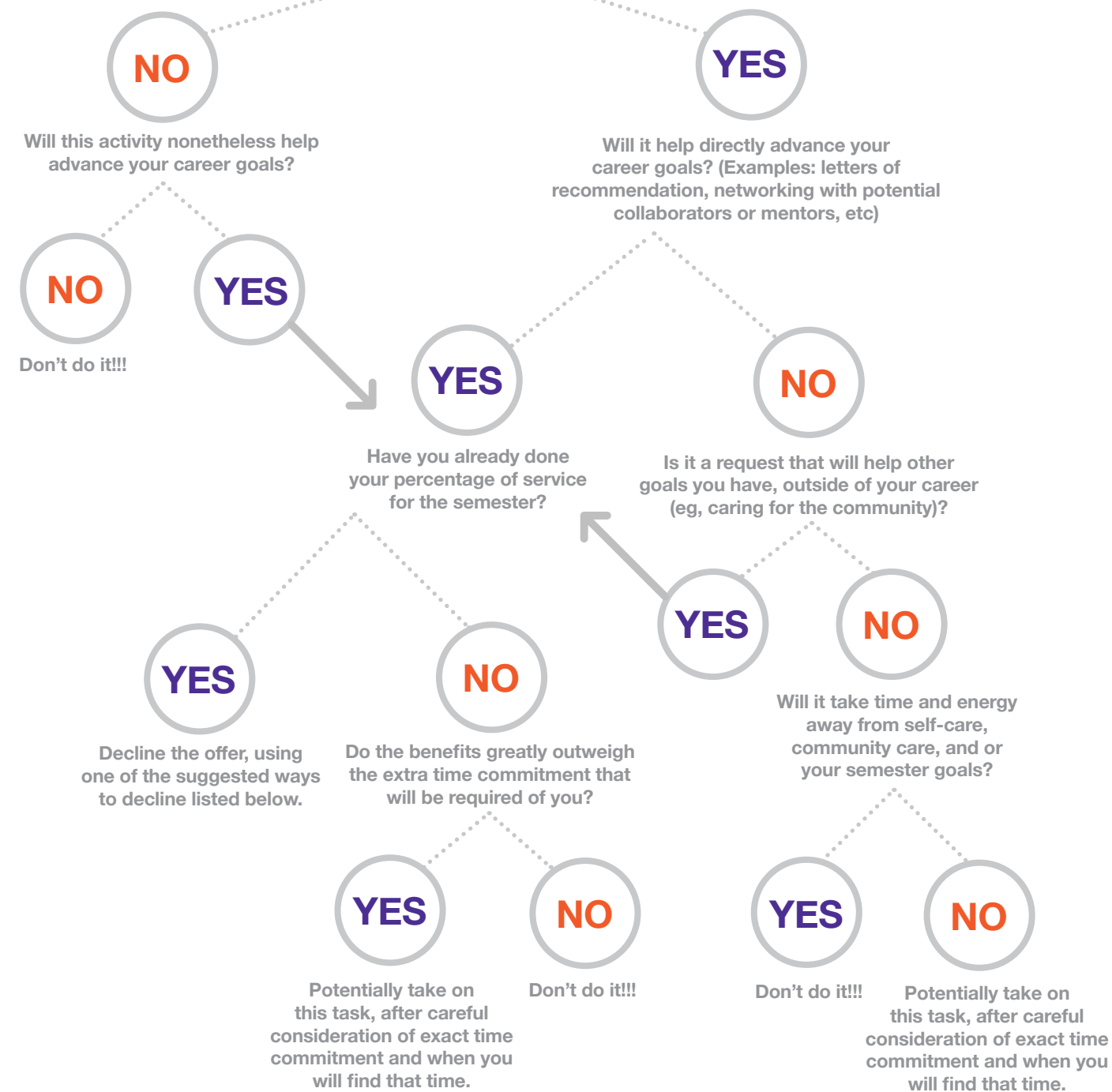
As such, an important aspect of self-care as an academic is learning the art of saying “no”.

Here we highlight some advice and also provide a tool, the No Decision Tree, to help you respectfully decline requests for your time.

- **Avoid Saying "Yes" On The Spot.** Instead of immediately replying “yes”, take some time to carefully consider the request and go through your “no” decision tree.
- **Does This Task Advance Your Goals?** Consider whether this opportunity advances your vision for your career and life goals. If the request is for work that you are not passionate about, will the opportunity help you connect with people or other projects that can help advance a goal that you are passionate about?
- **Serve Strategically.** Determine what percentage of your tenure and promotion evaluation will be based on service, and use that as a guideline to determine how much time you will dedicate to service each week.
- **How Much Time Will It Take?** Estimate how much time it will take to complete the requested task. You might reach out to others who have done similar service tasks before for input on the time commitment required. Also, consult your calendar. What specific day and time will you allocate to completing this task?
- **Set Policies.** Create your own guidelines for saying no. These policies can be publicly state (ie, “I require at least two weeks notice for letters of recommendation.”)
- **Artfully Decline.** You don’t necessarily need to explain your decision to say no. In fact, explaining may put you in a bind (for instance, if you decline saying that a specific day/time does not work for you, and they suggest a different day/time). You might offer an explanation only if it is an unassailable reason. You might consider volunteering someone else who might welcome this opportunity, being mindful of that person’s time and availability.



SOMEONE ASKED FOR YOUR TIME AND LABOR... SHOULD YOU DO IT?
Was it someone who could help promote your career in some way (ie, tenure, promotion, letters of recommendation, etc)?



“I have come to believe that caring for myself is not self-indulgent. Caring for myself is an act of survival.”

— Audre Lorde

“All of it’s a big responsibility: being a woman, being African-American, but also just being a person.”

— April Ryan

RESOURCES

Fellowships & Awards of Interest

AMERICAN DISSERTATION

FELLOWSHIPS from the American Association of University Women (AAUW)

About // This fellowship is meant to provide funding for living expenses during a scholar's final year of dissertation work.

Benefits // \$20,000 to offset a scholar's living expenses while she completes her dissertation.

Criteria

- Women only
- Final year of dissertation
- Coursework and preliminary exams completed
- Approved dissertation proposal (by preceding Nov.)
- Previous AAUW recipients not eligible
- U.S. Citizen/permanent resident
- Open to all fields (STEM and gender issues-focused are encouraged)

Dates & Contact // Open August 1 - Nov. 1 / aauw@applyists.com

aauw.org/what-we-do/educational-funding-and-awards/american-fellowships/af-dissertation-application/

AMERICAN POSTDOCTORAL RESEARCH LEAVE FELLOWSHIPS

from the American Association of University Women (AAUW)

About // This fellowship increases the number of women in tenure-track faculty positions and promotes equity for women in higher education.

Benefits // \$30,000 to assist scholars in obtaining tenure and other promotions by

enabling them to spend a year pursuing independent research.

Criteria

- Women only
- Tenure-Track (untenued)
- Previous AAUW recipients not eligible
- May not apply for another AAUW grant the same year
- Applications must have doctorate or M.F.A. at time of application
- U.S. Citizen/permanent resident
- Open to all fields

Dates & Contact // Open August 1 - Nov. 1 / aauw@applyists.com.

aauw.org/what-we-do/educational-funding-and-awards/american-fellowships/af-postdoctoral-research-application/

AMERICAN SHORT-TERM RESEARCH PUBLICATION GRANTS

from the American Association of University Women (AAUW)

About // Time must be available for eight consecutive weeks of final writing and editing in response to issues raised in critical reviews. Scholars with strong publication records should seek funding elsewhere. Preliminary or co-authored research is not allowed.

Benefits // \$6,000 for an eight-week grant period to help women achieve tenure or promotion.

Criteria

- Women only
- Tenure-Track (untenued)
- Non Tenure-Track (full or part time)

- Previous AAUW recipients not eligible
- Applicant must have doctorate or M.F.A. at time of application
- U.S. Citizen/permanent resident
- Open to all fields

Dates & Contact // Open August 1 - Nov. 1 / aauw@applyists.com.

aauw.org/what-we-do/educational-funding-and-awards/american-fellowships/af-research-publication-grants-application/

FELLOWSHIP PROGRAM

from the W. E. B. Du Bois Institute for Afro-American Research (Harvard)

About // It aims to provide a supportive, vibrant environment for fostering intellectual and artistic community and for facilitating the continuing development of African and African American research and creativity. Fellows are expected to participate in workshops and weekly colloquia.

Benefits // Office space and a computer, use of a research assistant, access to Harvard research & library resources, access to Image of the Black in Western Art archive and library, stipend available.

Criteria

- Open to applicants
- Open to all fields
- Accepts creative projects
- Work must relate to studies of Africa/the African diaspora
- Multiple programs available

Dates & Contact // Closed Jan 17 / du_bois@fas.harvard.edu

hutchinscenter.slideroom.com/#/Login

CAREER ENHANCEMENT FELLOWSHIP PROGRAM

from the Andrew W. Mellon Foundation

About // The fellowship seeks to increase the presence of minority junior faculty

members and other faculty members committed to eradicating racial disparities in core fields in the arts and humanities. It supports the Mellon Foundation's mission to strengthen, promote, and, where necessary, defend the contributions of the humanities and the arts to human flourishing and to the well-being of diverse and democratic societies.

Benefits // A six-month or one-year sabbatical grant (up to \$30,000) / A research, travel, or publication stipend (up to \$1,500) / Participation in an annual conference/retreat

Criteria

- Tenure-Track (untenued)
- Must be third year TT
- Arts, Social Sciences, & Humanities
- Junior faculty URM
- Junior faculty with a demonstrated commitment to eradicating racial disparities, breaking down stereotypes, and promoting cross-racial understanding in their university communities.

Dates & Contact // Due October 26 (closed) / careerenhance@woodrow.org

https://woodrow.org/wp-content/uploads/2018/08/Application_2019_Updates.pdf

DIVERSITY PREDOCTORAL FELLOWSHIPS

from the Massachusetts Institute of Technology (MIT)

About // The fellowships are intended to support scholars from a wide range of backgrounds, who can contribute to the diversity of MIT and the higher education community. Applicants from members of racial and ethnic groups that have historically been underrepresented in the humanities and social sciences and from disadvantaged backgrounds are encouraged to apply.

Benefits // Stipend of \$37,500 / Office space / Library access.

Criteria

- Enrolled in a PhD program
- Approved dissertation proposal
- Preliminary exams completed
- URM encouraged
- Arts, Social Sciences, & Humanities

Dates & Contact // Due February 28 / predoc-shass@mit.edu

<http://academicjobsonline.org/ajo/jobs/13113>

PRESIDENT'S POSTDOCTORAL FELLOWSHIP PROGRAM

from the University of Michigan

About // The University seeks applicants whose research, teaching, and service will contribute to diversity and equal opportunity in higher education.

Benefits // Salary of \$50-60,000 / \$10,000 for research and professional development

Criteria

- Applicant must have doctorate at time of application
- STEM fields
- URM encouraged

Dates & Contact // Open Sep 1 - Nov 1 / ADV-Michigan-Postdoc@umich.edu

presidentspostdoc.umich.edu/

SUMMER INSTITUTE ON TENURE AND PROFESSIONAL ADVANCEMENT (SITPA)

from Duke University

About // A mentoring and professional socialization initiative that facilitates the successful transition from junior faculty status to tenured associate professor for a broad group of early career faculty.

Benefits // 3 day workshop on earning tenure, held on Duke's campus / 24 months of mentoring from a senior faculty in your discipline / Consultations on

select research and/or teaching projects / Teaching and Research Grants.

Criteria

- Junior faculty from URM **OR**
- Junior faculty whose work supports diversity
- First or second year TT

Dates & Contact // Due February 28 / SITPA@duke.edu

duke.qualtrics.com/jfe/form/SV_bqqQeSaFG06285f

THE WOODROW WILSON DISSERTATION FELLOWSHIP IN WOMEN'S STUDIES

Woodrow Wilson National Fellowship Foundation

About // Encourages original and significant research about women that crosses disciplinary, regional, or cultural boundaries.

Benefits // \$5,000 towards dissertation expenses

Criteria

- Must be in U.S. graduate school
- Final year of dissertation
- Social Sciences & Humanities
- Coursework & preliminary exams completed
- Previous applicants not eligible

Dates & Contact // Due October 15 (closed) / ws@woodrow.org

woodrow.org/fellowships/womens-studies

PEMBROKE CENTER POST-DOCTORAL RESEARCH FELLOW

from Brown University

About // Awarding one-year residential postdoctoral research fellow positions to scholars from any field whose research relates to the theme of "The Question of Critique". Fellows are required to participate weekly in the Pembroke Seminar, teach one undergraduate course, and pursue individual research.

"Bigger than life is not difficult for me. I am bigger than life."

— Rita Moreno

"Don't wait around for other people to be happy for you. Any happiness you get you've got to make yourself."

— Alice Walker



Benefits // \$50,000 stipend / \$1,500 research expenses.

Criteria

- Must have earned a PhD within the past five years
- Must not have received PhD from Brown
- Non Tenured only
- URM encouraged
- Open to all fields

Dates & Contact // Closed Dec 6 / donna_goodnow@brown.edu

brown.edu/research/pembroke-center/postdoctoral-fellowships

INTERNATIONAL FELLOWSHIPS

from the American Association of University Women (AAUW)

About // The program provides support for women pursuing full-time graduate or postdoctoral study in the U.S. who are not U.S. citizens or permanent residents.

Benefits // Master’s/first professional degree: \$18,000 / Doctoral: \$20,000 / Postdoctoral: \$30,000.

Criteria

- Women only
- NOT U.S. Citizen or permanent resident
- Proficient in English
- Preference is given to women who show prior commitment to the advancement of women and girls through civic, community, or professional work.

Dates & Contact // Open August 1 - Nov 15 / aauw@applyists.com

aauw.org/what-we-do/educational-funding-and-awards/international-fellowships/if-application

AMELIA EARHART FELLOWSHIP

from the Zonta International Foundation

About // In an effort to carry out its mission that women have access to all resources and are represented in decision-making positions on an equal basis with men, Zonta International offers the Amelia Earhart Fellowship.

Benefits // \$10,000 fellowship

Criteria

- Women only
- In aerospace-applied sciences or aerospace-applied engineering
- Must be pursuing doctoral degree

Dates & Contact // Closed Nov 15 / zifoundation@zonta.org

foundation.zonta.org/Our-Programs/Educational-Programs/Amelia-Earhart-Fellowship

NATIONAL FELLOWSHIP PROGRAM

from Graduate Women in Science (GWIS)

About // The GWIS National Fellowships Program is proud to offer fellowships in 2019 to help increase knowledge in the natural sciences and to encourage research careers in the sciences by women.

Benefits // Up to \$10,000 towards research expenses

Criteria

- Women only
- \$50 application fee (\$40 for members)
- Must hold a degree
- Must be working on research
- Must demonstrate financial need (no fully-funded projects)

Dates & Contact // Closed January 11 / fellowships@gwis.org

gwis.org/page/fellowship_apcheck19

L'ORÉAL USA FOR WOMEN IN SCIENCE

from L'Oréal USA

About // Awards five women postdoctoral scientists annually for their contributions in Science, Technology, Engineering and Math (STEM) fields and commitment to serving as role models for younger generations.

Benefits // \$60,000 grant to support research.

Criteria

- Women only
- Must be American born, naturalized citizen or permanent resident
- Must hold a PhD
- Must begin a postdoc research position by application deadline
- No faculty
- STEM fields

Dates & Contact // Open February 1 / lorealusafellowships@aaas.org

lorealfwis.aaas.org/login/indexA.cfm

NANCY WEISS MALKIEL SCHOLARS AWARD

from the Andrew W. Mellon Foundation

About // The award is structured to free the time of junior faculty who have passed their midpoint tenure review—including those from underrepresented groups and others committed to eradicating disparities in their fields—so that they can both engage in and build support for

systems, networks, and affinity groups that make their fields and campuses more inclusive.

Benefits // \$10,000 towards summer research support / \$7,500 for research during academic year.

Criteria

- Assistant professors in tenure-track appointments
- Passed the standard third-year review by January 31
- Cannot be eligible for tenure during appointment year
- Social Sciences & Humanities

Dates & Contact // Closed Dec 3 / NWMScholars@woodrow.org

woodrow.org/fellowships/nwmscholars/info/nwm-scholars-application

CLIR POSTDOCTORAL FELLOWSHIPS IN ACADEMIC LIBRARIES

from CLIR

About // Fellowships center around data curation. The program offers recent Ph.D. graduates the chance to develop research tools, resources, and services while exploring new career opportunities.

Benefits // Fully funded / Opportunities at a variety of institutions

Criteria

- Have received a PhD in the past five years
- Be legally permitted to work in the U.S. or Canada for duration of 2 year appointment
- Attend mandatory summer program @ Bryn Mawr (one week)
- Academic Libraries
- African & African American Studies
- Sciences & Social Sciences

Dates & Contact // Closed Jan 4 / postdoc@clir.org

clir.org/fellowships/postdoc

COURSE HERO WOODROW WILSON FELLOWSHIP FOR EXCELLENCE IN TEACHING

from the Woodrow Wilson National Fellowship Foundation

About // A “genius grant” for outstanding teachers, the award will emphasize the balance between scholarly excellence and commitment to teaching practice that draws on new approaches to pedagogy, creating a new level of engagement for students in and beyond the classroom

Benefits // A one-year grant of \$30,000—approximately \$20,000 to support the engagement of a research assistant and the balance to be used for research and travel support

Criteria

- Assistant professors in tenure-track appointments
- Fourth or fifth year of tenure process
- Social Sciences & Humanities
- Sciences & Mathematics
- Business

Dates & Contact // Closed Nov 9 / coursehero@woodrow.org

woodrow.org/fellowships/coursehero/info/tenure-track-eligibility

COURSE HERO WOODROW WILSON FELLOWSHIP FOR EXCELLENCE IN TEACHING

from the Woodrow Wilson National Fellowship Foundation

About // A “genius grant” for outstanding teachers, the award will support overall commitment to excellence in teaching.

Benefits // One-year grant of \$20,000 to strengthen their teaching and support research and conference participation.

Criteria

- Instructors teaching at least two undergraduate-level courses per term
- With three to seven years’ experience in their positions

- Social Sciences & Humanities
- Sciences & Mathematics
- Business

Dates & Contact // Closed Nov 9 / coursehero@woodrow.org

woodrow.org/fellowships/coursehero/info/non-tenure-track-eligibility/

SLOAN RESEARCH FELLOWSHIPS

from the Alfred P. Sloan Foundation

About // These two-year fellowships are awarded yearly to 126 researchers in recognition of distinguished performance and a unique potential to make substantial contributions to their field.

Benefits // \$70,000 for research including staffing, professional travel, lab expenses, equipment, or summer salary support

Criteria

- Tenure-Track (untenued)
- Received PhD after Sept 1, 2012
- Exceptions may apply (see website)
- STEM fields

Dates & Contact // Closed Sept 17 / researchfellows@sloan.org

sloan.org/fellowships#tab-eligibility-requirements



“It’s all a big experiment.”

— Nina Tassler

“No person has the right to rain on your dreams.”

— Marian Wright Edelman

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- Anthony Christian Ocampo, Ph.D., Certified Workshop Facilitator and Faculty Coach, National Center for Faculty Development and Diversity; Associate Professor of Sociology, California State Polytechnic University, Pomona

