

The Campus Connections Program is sponsored by the Office of Faculty Affairs and the Office of Diversity and Inclusive Excellence (ODIEX). Three workshop series are offered in fall 2016: [Getting Published](#), [Advancing Faculty Careers](#), and [Diversity in the Classroom](#).

Getting Published

Publish, Not Perish: Friday, Sept 9, 9:00-10:30, ILC 120, [RSVP required](#)

While most faculty struggle to publish enough, research on academic writing has found that small changes in work habits can lead to large gains in productivity, as well as make writing more enjoyable. Drawing from this research, this workshop focuses on strategies for increasing your scholarly output. In evaluations from previous years, 95% of respondents agreed that they benefited from this workshop.

Faculty Writing Group Launch: Friday, Sept 16, 12:00-1:00, ILC 119, [RSVP required](#)

Research shows that faculty writing groups improve publication rates and promote work-life balance, promotion, and retention. Writing accountability groups are an established strategy to help faculty write more, as discussed in Silvia's [How to Write a Lot: A Practical Guide to Productive Academic Writing](#) (2007). In these groups, faculty meet briefly bi-weekly. Each member sets and shares concrete, short-term goals for their research and writing for the next two weeks. This is an effective way to make progress by setting goals and creating accountability. In evaluations from previous years, one faculty participant wrote, "I made more progress this past semester than the three previous semesters combined." Small interdisciplinary groups (5-6 members) will be organized for those who wish to participate. Learn more about what faculty writing groups can offer [here](#).

Grant Writing 101 Panel, Wed, Oct 19, 3:00-4:30, Saguaro Hall 101, [RSVP required](#)

To help you craft a successful grant proposal, expert panelists will provide practical tips on the nuts and bolts of writing effective proposals and working with funding agencies to build support for your projects. Panelists include faculty from all ranks and will provide a broad range of funding agency expertise (e.g. NEH, NIH, NSF, USDA). Time will be provided for discussion and questions.

Getting Published: Unraveling the Book Publishing Process, Tue, Nov 15, 1:00-2:30, Old Main Silver & Sage Room, [RSVP required](#)

Editors from the University of Arizona Press will offer critical insights into the book publishing process. From tips on crafting an effective book proposal to navigating the changing landscape of digital publication and Open Access, this session will help scholars at all stages of their careers negotiate the evolving book publishing process. Speakers will share their expertise on critical aspects of writing, submitting work to, and working with a university press. Following panelist presentations, we will provide ample time for audience questions. In the evaluations from the same workshop last spring, 100% of respondents agreed that they benefited from the workshop.

Advancing Faculty Careers

Women in Academia: Strategies for Success: Wed, Sept 7, 12-1:30, Old Main Silver & Sage Room, [RSVP required](#)

Research has documented how gender influences academic careers, including differences in service assignments, self-promotion, and access to leadership positions. This workshop will provide an overview of these research findings to help women in varied disciplines develop strategies to advance their careers. 93% of prior attendees who responded stated they'd recommend this workshop to colleagues. This event is cosponsored by the [Commission on the Status of Women](#)'s Faculty Affairs workgroup.

Combatting Imposter Syndrome in Academia: Thurs, Sept 22, 12-1:30, Old Main Silver & Sage Room, [RSVP required](#)

Imposter Syndrome is common among high achievers, and it occurs when people are unable to accept their successes and internalize their accomplishments. They often attribute their accomplishments to luck rather than to ability, and they fear that others will unmask them as a fraud or imposter. This interactive workshop will provide an overview of impostor syndrome and common thoughts among those with impostor syndrome, and examples of how impostor syndrome impacts careers. There will be opportunities for participants to reflect and identify their own impostor thoughts and how it may be impacting their careers. Strategies will be offered on how to overcome or address impostor thoughts, and participants can share strategies they have found helpful. This event is cosponsored by the [Commission on the Status of Women](#)'s Faculty Affairs workgroup.

Making the Most out of Faculty Mentoring: Tue, Oct 11, 12-1:30, Old Main Silver & Sage Room, [RSVP required](#)

Faculty who receive mentoring tend to publish more and get more grants, and they are also assessed to be more effective in the classroom. As a result, they are more likely to get promoted and are more likely to be satisfied with their career and their institution. Faculty mentors also report that they benefit from contributing and learning from new perspectives. Research finds that there are good practices that increase the impact of mentoring, while there are also practices that can hinder mentoring. This workshop – applicable for either mentors or mentees – will provide research-based strategies for getting the most out of your mentoring relationships.



The Campus Connections Program of workshops and community events is sponsored by the Office of Diversity and Inclusive Excellence and the Office of Faculty Affairs with support from the Provost's Office, Student Affairs & Enrollment Management and Academic Initiatives & Student Success, the Senior Vice President for Health Sciences, the College of Fine Arts, the College of Science, the College of Social & Behavioral Sciences, the College of Humanities, Eller College of Management, the Graduate Center, University Libraries, and the College of Architecture, Planning and Landscape Architecture.

Diversity in the Classroom

Reducing Unconscious Bias & Micro-Aggressions in the Classroom: Friday, Oct 7, 9-10:30, ILC 141, [RSVP required](#)

Given increasingly diverse classrooms, how can faculty and instructors reduce unconscious bias and micro-aggressions? Unconscious bias is pervasive, with nearly all people displaying unintended biases towards certain groups. After a brief introduction to the research, we will consider strategies for addressing students' unconscious biases and micro-aggressions and offer teaching and assessment strategies that reduce the impact of our own unconscious biases.

Serving Our International Students: Perspectives on Different Classroom Expectations: Friday, Oct 14, 9-10:30, ILC 141, [RSVP required](#)

We will explore the pedagogical and cultural implications of the fact that the University now has more international students than ever. This workshop will compare typical US classrooms to classrooms in other countries to help the audience understand the different approaches to education. Suggestions will be offered to bridge the gap between styles and build understanding between people to help classes run more smoothly. These suggestions also help address differences in personality and learning style.

Tools for Effective Conflict Management in the Classroom: Friday, Oct 21, 9-10:30, ILC 141, [RSVP required](#)

Faculty in a wide range of fields face challenges with broaching controversial issues and may sometimes feel at a loss at how to address these challenges. How do you engage diverse ideologies, cultures, identities, personalities, and communication and conflict styles effectively, in a way that promotes a respectful, inclusive, and collaborative learning environment? Come find out in this engaging session offering important tools for bridging differences in the classroom and beyond.

Designing Effective Courses for Diverse Learners: Friday, Oct 28, 9-10:30, ILC 141, [RSVP required](#)

Students from a wide range of backgrounds who have different learning preferences, languages, and disabilities are enrolling in the University in increasing numbers. Students from diverse backgrounds raise questions about cultural assumptions and modes of instruction that can help us expand our understanding of effective teaching. Universal design and backward design offer conceptual frameworks for making classes clearer, more accessible, and more flexible, while maintaining academic rigor and minimizing the need for individual accommodations. Join us to discuss how you can design more inclusive courses and classrooms.

Earn a [Leader in Classroom Diversity & Inclusion](#) certificate by attending all four Diversity in the Classroom workshops! Details:

- Upon successful attendance of *all four workshops*, attendees will earn a certificate of completion.
- A certificate soft copy will be emailed to attendees for their records.
- Attendees must RSVP prior to the event using the RSVP links.
- Attendees must be present for the entire workshop, signing both in and out.
- Workshops do not qualify for academic credit.

