The Campus Connections Program is sponsored by the Office of Faculty Affairs and the Office for Diversity and Inclusive Excellence (ODIEX). Three workshop series are offered in fall 2018: Getting Published, Advancing Faculty Careers, and Diversity in the Classroom.

Getting Published
https://diversity.arizona.edu/getting-published

Publish, Not Perish: Thurs, Aug 30, 9:00-10:30, Old Main, Silver & Sage Room, 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: Fri, Sept 7, 12:00-1:00, Old Main, Silver & Sage Room, 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.

Maximize Your Research Impact: Wed, Sept 26, 12:00-1:30, Main Library, Room 112A, RSVP required
Want to raise your research visibility and showcase your scholarly work? If you're a researcher, faculty member, graduate student, or a research assistant, don't miss this interactive workshop.
• Use the latest tools to find the most popular journals in your field and where you should publish
• Discover how to track citation-based metrics for any article
• Explore how altmetrics measure the reach of your scholarly work
• Learn how to distinguish yourself from other researchers with a unique author identifier

Grant Writing 101, Fri, Oct 5, 1:30-3:00, Old Main, Silver & Sage Room, RSVP required
To help you craft a successful grant proposal, expert presenters will provide practical tips on the nuts and bolts of writing effective proposals and working with a broad range of funding agencies (e.g. NEH, NIH, NSF, USDA) to build support for your projects. Learn about the full life-cycle of a grant proposal from identifying funding opportunities to crafting a competitive proposal to what happens after submission. Time will be provided for discussion and questions.

Supporting the HSI Mission and Exploring Funding Opportunities, Tues, Nov 6, 12-1:00, Old Main, Silver & Sage Room, RSVP required
The UA has recently been designated as a Hispanic Serving Institution (HSI). In this workshop, faculty and staff members will learn what the HSI status really means and what activities funding can support. They will also learn some themes for research and program development that have emerged from HSI visioning forums and conferences, specific funding opportunities that can support this work, and funding opportunities that the UA is now eligible for as a result of the HSI status.

Advancing Faculty Careers
https://diversity.arizona.edu/advancing-faculty-careers

Women in Academia: Strategies for Success: Wed, Sept 12, 2:00-3:30, 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.

Making the Most out of Faculty Mentoring: Thurs, Sept 27, 9:00-10:30, 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.

Combatting Imposter Syndrome in Academia: Wed, Oct 3, 12:00-1:30, 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, 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.

The Campus Connections Program of workshops and community events is sponsored by the Office for 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.

For additional faculty resources, visit the Vice Provost for Faculty Affairs webpage
For questions, email Laura Hunter: lahunter@email.arizona.edu

Diversity in the Classroom
https://diversity.arizona.edu/diversity-classroom

Reducing Unconscious Bias & Micro-Aggressions in the Classroom: Wed, Oct 3, 3:00-4:30, Old Main, Silver & Sage Room, RSVP required

Presenter: Laura Hunter, Office for Diversity & Inclusive Excellence and Office of the Provost
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: Wed, Oct 10, 3:00-4:30, Old Main, Silver & Sage Room, RSVP required

Presenters: Veronika Williams and Tahnee Bucher Barbosa da Silva, English as a Second Language
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.

Designing Effective Courses for Diverse Learners: Wed, Oct 17, 3:00-4:30, Old Main, Silver & Sage Room, RSVP required

Presenters: Mascha Gemein, Office of Instruction & Assessment, and Diedre Lamb, Disability Resources Center
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.

Understanding and Promoting Student Success Through the Lens of Critical Race Theory, Wed, Oct 24, 3:00-4:30, Old Main, Silver & Sage Room, RSVP required

Presenter: Cynthia Demetriou, Student Success and Retention Innovation
Racial disparities in retention and graduation rates are a top concern across institutions of higher education, yet scholars and practitioners rarely look to racism to explain these disparities. This workshop will provide an introduction to critical race theory (CRT) for educators and student success professionals as well as how CRT can elucidate minoritized student retention at predominantly white institutions. Tangible strategies for using CRT to guide student success will be provided.

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 delivered via email.
- 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.