

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 2017: [Getting Published](#), [Advancing Faculty Careers](#), and [Diversity in the Classroom](#). Graduate students and postdocs are welcome to attend.

Getting Published

Publish, Not Perish: Wed, Sept 6, 9:00-10:30, ENR2 Building, Room S107, [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.

Getting Published: Unraveling the Book Publishing Process, Tues, Nov 7, 12:00-1:30, 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.

Grant Writing 101 Panel, Wed, Nov 8, 11:00-12:30, Old Main, Silver & Sage Room, [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 will include faculty from all ranks. They will provide a broad range of funding agency expertise (e.g. NEH, NIH, NSF, USDA). Time will be provided for discussion and questions.

Advancing Careers

Women in Academia: Strategies for Success: Wed, Sept 13, 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.

Combating Imposter Syndrome in Academia: Fri, Sept 29, 9:00-10:30, 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.

Making the Most out of Faculty Mentoring: Fri, Oct 13, 12:00-1:30, Student Union, Picacho 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.

Diversity in the Classroom**Reducing Unconscious Bias & Micro-Aggressions in the Classroom: Wed, Oct 4, 9:00-10:30, Old Main, Silver & Sage Room, [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.

Difficult Issues & Hot Topics: Engaging Controversies as Learning Opportunities: Wed, Oct 11, 9:00-10:30, Old Main, Silver & Sage Room, [RSVP required](#)

Against the backdrop of public debates framed around polarizing sound bites, faculty are often pressed to reframe controversial issues in more nuanced ways in the classroom. 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. In this session, we will discuss strategies for creating space in the classroom that fosters critical thinking, reassessments of received assumptions, and engagements with diverse standpoints.

Designing Effective Courses for Diverse Learners: Wed, Oct 18, 9:00-10:30, Old Main, Silver & Sage Room, [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.

Serving Our International Students: Perspectives on Different Classroom Expectations: Wed, Oct 25, 9:00-10:30, Old Main, Silver & Sage Room, [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.

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 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.