



National Center for Faculty Development & Diversity

ON-CAMPUS WORKSHOPS



CONTACT US

To learn more about on-campus workshops, go to
www.FacultyDiversity.org/CampusWorkshops

To schedule a call to learn more or to book an
on-campus workshop, email
Workshops@FacultyDiversity.org

Visit us at www.FacultyDiversity.org
Questions? Give us a call: **313-347-8485**



A NOTE FROM US

For a decade, the [National Center for Faculty Development & Diversity](#) (NCFDD) has provided a wealth of online and virtual resources that have helped transform the lives of academics. But the seeds for the work we do today were planted when Dr. Kerry Ann Rockquemore facilitated those first on-campus workshops for groups of faculty members. The audiences were made up of faculty who were anxious to reclaim their lives, reconnect with their family and loved ones, and define and advance their careers on their own terms.

On-campus workshops are an integral part of the [NCFDD's](#) mission and often are the first introduction that academics have with our resources. Led by current faculty that are trained and certified by the [NCFDD](#), our workshops provide the space for academics to consider the themes of mentorship, daily writing, and time management at various stages of their professional lives.

Our college and university partners have continued to report greater research and writing productivity among faculty after they have hosted [NCFDD](#) workshops. People who have attended these sessions regularly reach out, often immediately after and sometimes years later, expressing appreciation for new insights, feeling a greater sense of agency in their careers, and having a stronger awareness of who they are and how they show up in a system that can distort self-perception.

We truly consider it a privilege to be a part of that transformation in some small way.

Sincerely,



Kerry Ann Rockquemore, PhD
Founder, NCFDD



Ryan Blocker
Strategist, On-Campus Workshops



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My most memorable moment during campus workshops is in the form of a "thing" that happens. When I think about it, there's a pattern of it happening when there are opportunities for scholars who are solo in their program area/department to come together with a large group of other underrepresented scholars.

There is something magical that happens in these moments for underrepresented scholars (and me). When we talk about the challenges of being solo, it evokes so much emotion from scholars who experience microaggressions and the impact of structural racism and sexism daily. Sometimes the discussion moves people to tears, and other times I can see the pain in their faces and feel their relief from realizing "wow, I'm not crazy, someone gets it! I thought it was just me!"

The magic happens in the shift that occurs when we move on to talk about concrete strategies that scholars can use to tap into their power. It's after these workshops in particular that participants will email me to say, "thank you for reminding me that I can choose to take an empowered stance and that I already have what I need to be successful." It's these kinds of experiences that motivate and inspire me to do this work, to be a catalyst for institutional change.

Joy Gaston Gayles, PhD
Professor
North Carolina State University

OUR WORKSHOPS

Each On-Campus Workshop is designed to address core dilemmas facing tenured and tenure-track faculty, postdoctoral fellows, and advanced graduate students by teaching concrete, empirically-tested strategies for success. Our workshops not only provide an opportunity for participants to learn and reflect on our Core Curriculum topics, but they also serve as community-building events where writing groups, support networks, and peer-mentor relationships form and solidify.

Workshop	Area	Keynote	Half-Day	Full-Day
Re-thinking Mentoring	Mentoring	✓	✓	✓
Mentoring 101	Mentoring	✓	✓	✓
Solo Success	Mentoring	X	X	✓
Post-Tenure Pathfinders	Mentoring	✓	X	X
Writing Your Next Chapter	Writing	X	X	✓
Writing, Procrastination, and Resistance	Writing	X	✓	✓
Publishing Pipeline	Writing	✓	✓	✓
Book Proposal	Writing	X	✓	✓
Tenure and Time Management	Time Management	✓	✓	✓
Every Semester Needs Plan	Time Management	✓	✓	X

Keynote: 60-90 Minutes

Half-Day: 3 Hours

Full-Day: 6 Hours



National Center for Faculty
Development & Diversity



National Center for Faculty Development & Diversity

The National Center for Faculty Development & Diversity has facilitated more than **350** workshops in the U.S. and Canada at more than **150** institutions and conferences.

Institutions

Amherst College
Ashland University
Bard College
Bates College
Berea College
Boston University
Bowling Green State University
Brown University
Bryn Mawr College
California Lutheran University
California State Polytechnic University-Pomona
California State University-Los Angeles
California State University-Northridge
Clark University
Colby College
CUNY Hunter College
Dartmouth College
Davidson College
Denison University
DePaul University
East Carolina University
Emory University
Florida State University
Georgetown University
Georgia Institute of Technology
Gettysburg College
Gonzaga University
Grand Valley State University
Grinnell College
Harrisburg University of Science & Technology
Indiana University-Bloomington
Iowa State University
IUPUI
Johns Hopkins University
Kansas State University
Kennesaw State University
Kent State University
Kenyon College
Lafayette College
Lawrence University
Loyola University Chicago
Loyola University Maryland
Macalester College
Massachusetts Institute of Technology
Mississippi State University
New College of Florida
New York University
North Carolina A & T State University
North Carolina State University at Raleigh
Northeastern University
Northwestern University
Ohio State University
Oregon State University
Penn State Brandywine
Pennsylvania State University
Princeton University
Purdue University
Rochester Institute of Technology
Rutgers University
Saginaw Valley State University
Saint Johns University
Saint Louis University
Seattle University
Shippensburg University of Pennsylvania
Skidmore College
Smith College
Southwestern University
Stanford University
Stevens Institute of Technology
Stony Brook University
Swarthmore College





National Center for Faculty Development & Diversity

Institutions (Continued)

Tennessee State University
Texas A&M University-San Antonio
The State University of New York
The University of Alabama
The University of Tennessee-Knoxville
The University of Texas at Arlington
The University of Texas at Austin
The University of Texas at San Antonio
Union College
University of Alberta in Edmonton
University at Buffalo
University of California-Davis
University of California-Irvine
University of California-Los Angeles
University of California-Riverside
University of California-San Diego
University of California-San Francisco
University of California-Santa Barbara
University of Cincinnati
University of Delaware
University of Denver
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
University of Iowa
University of Kansas
University of Kentucky
University of Louisville
University of Massachusetts-Amherst
University of Massachusetts-Lowell
University of Memphis
University of Michigan-Ann Arbor
University of Michigan-Flint
University of Minnesota-Twin Cities
University of Nebraska-Lincoln
University of Nevada-Las Vegas
University of Nevada-Reno
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of Notre Dame
University of Oregon
University of Pennsylvania
University of Pittsburgh
University of Richmond
University of San Diego
University of Texas - Pan American

University of the Pacific
University of Toledo
University of Utah
University of Vermont
University of Wisconsin-Madison
University of Wisconsin-Milwaukee
Ursinus College
Vanderbilt University
Vassar College
Virginia Tech
Washington State University
Washington University in St Louis
Wellesley College
West Virginia University
Whitman College

Conferences

AAC&U STEM Conference
ACAO Conference
Affect & Inquiry (The University of Iowa)
AIM Network Meeting
AJCU Diversity and Inclusion Conference
APLU Conference
Big Ten Academic Alliance
Board of Agriculture Assembly
Central Pennsylvania Consortium
Collegium of Black Women Philosophers
Earth Science Women's Network
Faculty of Color Symposium
Faculty Women of Color Conference
HERC Conference
Infinite Possibilities Conference
National Women's Studies Association
New York 6
NextProf (University of Notre Dame)
NextProf (University of Michigan)
Physics & Astronomy Leadership Council
POD Network Conference
RWJF Annual Symposium
Social Science Research Council Mellon Mays
Southern Regional Education Board
Women in Politics Conference
Woodrow Wilson Foundation
Washington AIR Panel



I once did a campus workshop for a group of medical school faculty--many of whom had both their MDs and PhDs. The workshop was about writing and procrastination, and I'll never forget the moment I asked this group of medical researchers and physicians what goes on in their heads when they sit down to write.

"I don't have anything important to say."

"The curse of the blank page."

"I feel like what I'm writing sounds stupid."

I couldn't believe what I was hearing. These were people who worked at a university hospital saving lives. It was a lightbulb moment--I realized that no matter how accomplished you are, writing is hard for everyone. There was such a feeling of community when everyone in the room felt that.

Anthony Ocampo, PhD
Associate Professor
California State Polytechnic University, Pomona

**BADIA
AHAD-
LEGARDY,
PHD****Associate Professor
Loyola University Chicago**

Badia Ahad-Legardy, PhD, is an Associate Professor in the Department of English at Loyola University Chicago. She received her PhD from the University of Notre Dame and was awarded a postdoctoral fellowship in the Department of African-American Studies at Northwestern University. Dr. Ahad-Legardy teaches courses in contemporary African American literature, American studies, and cultural studies. Her research interests include 20th and 21st century African American literary, social and cultural history, psychoanalytic culture, and visual and memory studies. Dr. Ahad-Legardy's first book, *Freud Upside Down: African American Literature and Psychoanalytic Culture* was published as part of the New Black Studies Series at the University of Illinois Press (2010). Her second book project considers the ways 21st century African-American visual and culinary artists, writers and performers represent the history of black radicalism in their artistic endeavors. Dr. Ahad-Legardy along with Dr. Oiyen Poon co-edited *Difficult Subjects: Insights and Strategies for Teaching About Race, Sexuality, and Gender*. Dr. Ahad-Legardy is also the Director of the University Core Curriculum at Loyola University Chicago. She enjoys trying new restaurants, playing golf, and winning at UNO with her husband and two children.



**ERIN
MARIE
FURTAK,
PHD**

**Professor
Associate Dean of Faculty
University of Colorado Boulder**

Erin Marie Furtak, PhD, is a Professor of STEM Education and Associate Dean of Faculty in the School of Education at the University of Colorado at Boulder. Dr. Furtak conducts her research at the intersection of science teacher and student learning in secondary science classrooms and coordinates a research team funded by a program of external, foundation- and federally-funded grants. She balances daily writing and research with her teaching and administrative duties, and publishes her work in journal articles, researcher- and practitioner-oriented books, humorous essays, and columns. Outside of work, Dr. Furtak is an avid runner, gluten-free baker, and hangs out with her partner and two young children.



**JOY
GASTON
GAYLES,
PHD**

**Professor
North Carolina State University**

Joy Gaston Gayles, PhD, is Professor of Higher Education and University Faculty Scholar at North Carolina State University. Dr. Gayles' research focuses on attracting and retaining women and underrepresented people of color STEM fields. She also has established an international reputation for her research on intercollegiate athletics in higher education and the student-athlete experience. She has published more than 40 referred articles and book chapters on issues of diversity and equity on college campuses and has more than 60 national conference presentations to her credit. Dr. Gayles is also board member of the Association for the Study of Higher Education (ASHE). For fun, Dr. Gayles loves to travel and make memories with her two kids. As a former student-athlete, she also loves sports and is a group fitness instructor at her local fitness club.



**MINDI
THOMPSON,
PHD, HSP**

**Professor
University of Wisconsin-Madison**

Mindi Thompson, PhD, HSP, is a Professor of Counseling Psychology at The University of Wisconsin-Madison and a licensed and registered Health Service Psychologist (HSP). Dr. Thompson has published more than 35 peer-reviewed journal articles and book chapters using qualitative and quantitative methods, has coauthored a research design textbook, and has received national funding to support her research. Dr. Thompson directs the Work and Wellness Lab at University of Wisconsin-Madison. Dr. Thompson enjoys deepening relationships with friends and family, traveling, and basking in nature's beauty.



**RACHEL
MCLAREN,
PHD**

**Associate Professor
University of Iowa**

Rachel McLaren, PhD, is an Associate Professor at the University of Iowa in the Department of Communication Studies. Dr. McLaren's social-scientific research focuses on how people talk about and make sense of significant experiences in their relationships, including instances of conflict, transgressions, and hurt feelings. In her downtime, Dr. McLaren enjoys impromptu dance parties with her husband and three children, cooking plant-based meals, teaching fitness classes, and traveling to the ocean as much as possible.



**ROSEMARIE
ROBERTS,
PHD**

**Professor
Connecticut College**

Rosemarie A. Roberts, PhD, social scientist, artist, and interdisciplinary scholar, is a professor at Connecticut College in the Department of Dance. Her scholarship spans the areas of dance, social inequality, social group and power relations, epistemology, pedagogy, qualitative research methods, and performance. Dr. Roberts has published more than twenty articles and book chapters in peer-reviewed journals and books, co-authored a book and authored a second book project about the relationship among hip hop dance, racialized bodies, knowledge, and power. A leader in curricular innovation, Dr. Roberts co-coordinates, an Integrative Pathway, “Bodies/Embodiment.” Passionate about having a life of mind and body, inside and outside of the academy, Dr. Roberts loves to travel, cook, dance, stay fit, and hang out with her awesome kid when he’s home from college.



**ANTHONY
OCAMPO,
PHD**

**Associate Professor
California State Polytechnic University, Pomona**

Anthony Ocampo, PhD, is an Associate Professor of Sociology at California State Polytechnic University, Pomona. Dr. Ocampo is the author of the award-winning book *The Latinos of Asia: How Filipino Americans Break the Rules of Race* and is finishing his second book, *Brown and Gay in LA*. His research has been featured in The New York Times, NPR, Latino USA, NBC, and the BBC. He has received fellowships and awards for his research and writing from the American Sociological Association, the Ford Foundation, Voices of Our Nations Arts Foundation (VONA), and the Jack Jones Literary Agency. A native Los Angeleno, Dr. Ocampo spends his free time flipping old furniture, binge watching HGTV, and playing with his chocolate rescue dog Schmidt.



**NAOMI
LEVY,
PHD**

**Associate Professor
Santa Clara University**

Naomi Levy, PhD, is Associate Professor of Political Science and Director of the Office of Student Fellowships at Santa Clara University, a private institution that equally emphasizes both aspects of the "teacher-scholar model." Dr. Levy's work has been funded by the Minerva Initiative, the Carnegie Corporation of New York, and the American Council of Learned Societies. In addition to her scholarly interests, she loves dancing, rock climbing, river rafting, knitting, and, in collaboration with her spouse, is joyfully raising two kids.



**CARLITA
FAVERO,
PHD**

**Associate Professor
Ursinus College**

Carlita Favero, PhD, is an Associate Professor of Biology and Neuroscience at Ursinus College. She has developed courses on the Fundamentals of Neuroscience, Developmental Neurobiology, and most recently Glial Cell Biology. Her scholarly work investigates the consequences of alcohol exposure on brain wiring and behavior during embryonic brain development, a field she moved into during her first year on the tenure track. Dr. Favero is striving to live a refined sugar and chemically processed food-free life and enjoys sleeping 8 hours a night, baking desserts, and relaxing at home with her wonderful husband of 15 years and their two lovely daughters (9 and almost 12).



ANGELIQUE DAVIS, JD

Associate Professor Seattle University

Angelique M. Davis, JD, is an Associate Professor of Political Science at Seattle University and former director of their Global African Studies Program. Her research concentrates on the socio-legal construction and manifestations of race and racism in the United States. In addition to her academic pursuits, Dr. Davis practiced employment law in both the public and private sectors before joining the academy. She currently consults on employment law matters, is a Commissioner with the Seattle Civil Service Commission, and facilitates in-person and online writing retreats. She enjoys spending time with her husband and four children as well as spending time with dear friends.



**LISA
HANASONO,
PHD**

**Associate Professor
Bowling Green State University**

Lisa Hanasono, PhD, is an Associate Professor of Communication Studies at Bowling Green State University (BGSU). Prior to becoming an NCFDD Campus Workshop Facilitator and Faculty Success Program Coach, Dr. Hanasono dedicated over 10 years to developing and delivering professional development workshops in higher education. Dr. Hanasono has published over 20 scholarly journal articles and book chapters, and she is a Co-PI of a nearly one million dollar NSF ADVANCE grant that examines how inclusive leadership, allyship, and institutional change can reduce social biases, foster inclusivity, and support the career advancement of women faculty and faculty of color in STEM. Dr. Hanasono enjoys spending quality time with her partner and kids, mentoring students, going to Broadway musicals, and horseback riding.



**NDIDIAMAKA
AMUTAH-
ONUKAGHA,
PHD**

**Associate Professor
Tufts University School of Medicine**

Ndidi Amutah-Onukagha, PhD, is an Associate Professor in the Department of Public Health and Community Medicine at Tufts University School of Medicine. Dr. Onukagha has published over 30 scholarly peer-reviewed journal articles or book chapters. Her current research interests include health disparities, reproductive health, infant mortality, and HIV/AIDS in ethnic minority populations. Currently, Dr. Onukagha is finishing a book manuscript on Black women in the academy. When she's not working she enjoys shopping, sleeping, and spending time with her husband and son.

The moments when brilliant and hard-working individuals are willing to be vulnerable and engaged with workshop content can be particularly powerful. It's an opportunity to come together, get out of our own heads, and escape the belief that we are the only person who is struggling with __, __, or __. This allows us to pivot and become empowered to take small steps forward.

Sometimes that means sitting down to open the writing project we've been avoiding for months. Sometimes it occurs via a decision to ask for the support we most need in a particular moment (e.g., reaching out to ask for feedback on our new grant proposal, making a decision to find a psychotherapist, or clarifying our intentions to create new boundaries around our work). Other times it is via a conscious choice to give ourselves time to determine our next priority project.

And of course, the absolute best moments of facilitating workshops are manifested later – when I hear back from someone who shares that their next big project that surfaced for the first time during our 5-minute collective free-write, when I hear from someone who found the support and accountability structure they needed to make breakthroughs to move around their imposter syndrome and re-engage in their writing, or when I see a group of scholars writing together in the hotel café the next morning when I'm checking out of my hotel.

Mindi Thompson, PhD
Professor
University of Wisconsin - Madison

RE-THINKING MENTORING: HOW TO BUILD COMMUNITIES OF INCLUSION, SUPPORT, AND ACCOUNTABILITY

Area: **Mentoring**

Ideal for **Campus Leaders**

Available in **Keynote, Half-Day or Full-Day Format**

The *Re-thinking Mentoring* workshop challenges campus leaders, such as senior faculty, deans, and department chairs to reconsider the conventional wisdom that a single person or mentor can provide all of the support that a faculty member needs at all stages of their career. Faculty need professional development support, but also emotional support, intellectual community, advocacy, sponsorship, and these needs are rank-specific. With that in mind, we offer an alternative framework for mentoring focused on needs assessment. One wherein faculty of all ranks are encouraged by leadership or their single mentor to cultivate a community or network of mentors that meet all of their needs, and to create accountability structures for research and writing productivity. The workshop teaches effective mentoring by acknowledging the pain points common to faculty at varying stages of their career and building a program designed to alleviate these obstacles and meet faculty needs.



MENTORING 101: HOW TO GET WHAT YOU NEED TO THRIVE IN THE ACADEMY

Area: **Mentoring**

Ideal for Pre-Tenure Faculty and Graduate Students

Available in Keynote, Half-Day or Full-Day Format

The *Mentoring 101* workshop provides a starting point for faculty who feel like they do not get enough mentoring for their varied needs. Early career faculty need professional development support, but also emotional support, intellectual community, a set of collaborators, role models, and advocates. We do not believe there is one single person (or “mentor”) that can effectively meet all of these needs, despite this being the conventional wisdom about mentoring. The facilitator encourages participants to identify what they need in terms of mentors, sponsors, and collaborators and gives them concrete strategies for proactively finding a network of peers and senior faculty to fulfill those needs. Specifically, participants will map their current mentoring network, identify the pressing areas of need that are not being met, and create a plan to expand their existing mentoring network. The workshop teaches participants how to be accountable for their own success in all facets of their academic life and be at the center of their mentoring network.



SOLO SUCCESS: HOW TO THRIVE IN THE ACADEMY WHEN YOU'RE THE ONLY _____ IN YOUR DEPARTMENT

Area: **Mentoring**

Ideal for **Pre-Tenure Faculty**

Available in **Full-Day Format**

The *Solo Success* workshop provides essential tools for underrepresented faculty to identify and confront the challenges that are unique to their experience on campus. We know that underrepresented faculty experience overwhelming requests for service on committees related to diversity or requiring diverse representation, are viewed as uniquely equipped to mentor minority students and therefore have heavy advising loads, and are more likely to experience microaggressions and incivility in the classroom, thus often over prepare for teaching, and teach defensively. This full-day workshop mitigates these challenges by providing a framework for achieving solo success. Participants to learn how to prioritize their research and writing (which often matters most for tenure and promotion) amongst teaching and service demands, engage in self-care, and techniques for how to avoid burnout, loneliness, and isolation.



POST-TENURE PATHFINDERS: HOW AND WHY TO CHART YOUR OWN PATH AFTER WINNING TENURE

Area: **Mentoring**

Ideal for Tenured Faculty

Available in Keynote Format

The *Post-Tenure Pathfinders* workshop creates a space for tenured faculty to pause and consider what they want now that the long-term goal of getting tenure has been met. After tenure, a wide vista of opportunities (or “pathways”) appear and this is an opportune time to make a conscious, deliberate choice not driven by external expectations, but what you really want and who you are. Without this space for reflection and self-discovery, many faculty don’t make a conscious transition and end up overworked, exhausted, and burnt out. In other words, their post-tenure self is the same as their pre-tenure self. This 90-minute workshop is designed to disrupt and restructure our unconscious ideas about what is possible for faculty post-tenure, by teaching the process for choosing and actualizing one’s post-tenure pathway.



WRITING YOUR NEXT CHAPTER: HOW TO FIND YOUR MOJO AT MID-CAREER

Area: **Writing**

Ideal for Mid-Career Faculty

Available in Full-Day Format

The *Writing Your Next Chapter* workshop explores common rank-specific challenges and sources of resistance that tenured, mid-career faculty face, including increased service demands at the expense of research and writing productivity, reduced or absent post-tenure mentoring, and the feeling of being uninspired, stale, or stuck on intellectual projects. The workshop normalizes these challenges and provides strategies for removing these sticking points and creating a plan to move forward on intellectual projects/endeavors with a fresh perspective. This full-day session is categorized primarily as a writing workshop for faculty who may feel unsupported, overwhelmed, uninspired, or stuck after tenure.



WRITING, PROCRASTINATION, AND RESISTANCE: HOW TO IDENTIFY YOUR WRITING BLOCKS AND MOVE THROUGH THEM

Area: **Writing**

Ideal for **Pre-Tenure Faculty**

Available in **Half-Day and Full-Day Format**

The *Writing, Procrastination, & Resistance* workshop starts with a foundational issue common to almost everyone in the academy: procrastination with regard to writing. This session is aimed at teaching participants how to identify and challenge the specific obstacles that are stalling their productivity, whether it's a psychological block, a lack of an accountability structure, or other issues, and really get back to writing, which often factors heavily for tenure and promotion. The workshop also normalizes common obstacles to break the shame-spiral that often comes from not achieving goals and that leads to even more prolonged or detrimental procrastination. Once participants are able to identify what's holding them back and to acknowledge that their issues are quite common, they can start to realign their time with their priorities, whether it be writing a dissertation, working on a grant proposal, or finishing a book manuscript.



BUILDING A PUBLISHING PIPELINE: CONCRETE STRATEGIES FOR INCREASING YOUR WRITING PRODUCTIVITY

Area: **Writing**

Ideal for a Variety of Audiences

Available in Keynote, Half-Day, and Full-Day Format

Dr. Erin Furtak, one of our Head Coaches for the Faculty Success Program, developed and facilitates the *Building A Publishing Pipeline* workshop. The aim of the session is to help participants identify the challenges of working on multiple projects at once (book manuscripts, conference papers, research articles, grant proposals). Dr. Furtak argues that there are many more categories and subcategories to be added to our project pipeline and presents an alternative concrete strategy for managing multiple projects: a multi-stage visual tracking system. Workshop participants are encouraged to start their own tracking system during the workshop and use it to determine where they need to focus their efforts. By recognizing the individual steps that take an idea from draft to finished manuscript, the facilitator helps participants to map their writing projects onto a visualized timeline.



HOW TO WRITE A WINNING BOOK PROPOSAL

Area: **Writing**

Ideal for a Variety of Audiences

Available in Keynote, Half-Day, and Full-Day Format

Dr. Badia Ahad-Legardy developed and facilitates the *How to Write A Winning Book Proposal* workshop to address many common questions about the book proposal process including: When should I start writing the proposal? What is the best way for me to contact an editor? How do I pick the best press for my project? And, most importantly, what does a “winning” book proposal look like? For many academics, a book manuscript is essential to earning tenure and establishing a scholarly identity. However, the path to academic book publishing can often be confusing, nebulous and filled with scary myths and misperceptions. The first, and most important step to getting your academic manuscript published is crafting a compelling book proposal. In this workshop, each participant will leave the workshop with a working outline of the book proposal and a concrete plan to complete it within three weeks of the workshop date.



TENURE & TIME MANAGEMENT: HOW TO MANAGE YOUR TIME SO YOU CAN PUBLISH PROLIFERICALLY AND HAVE A LIFE BEYOND THE IVORY TOWER

Area: Time Management

Ideal for Pre-Tenure Faculty

Available in Keynote, Half-Day, and Full-Day Format

The *Tenure & Time Management* workshop highlights the varied challenges early, pre-tenure faculty face with regard to academic time management including over-preparation for teaching to the detriment of research and writing progress, a limited support network, feeling unsupported in desire for work/family balance, and growing expectations for research and external funding. Once these challenges are identified and normalized, the facilitator teaches empirically-documented best practices to help participants learn to shift their mindset and behavior patterns - align their time with their priorities and organize a network of support and accountability for research/writing productivity and wellness - the things for which we don't have daily, built-in accountability. The facilitators are not just sharing what worked for them but tested tried-and-true strategies that are a key part of our Core Curriculum and the Faculty Success Program.



EVERY SEMESTER NEEDS A PLAN

Area: Time Management

Ideal for a Variety of Audiences

Available in Keynote, and Half-Day Format

The goal of the *Every Semester Needs A Plan* workshop is to teach participants how to make deliberate use of unstructured time to meet goals for which they don't have built-in accountability: health, wellness, research, and writing. The facilitator guides participants to actively identify their health, wellness, and professional goals, map out the steps needed to accomplish these goals, introduce this plan into their calendar, and set up an accountability structure and support system that will sustain and motivate them to stick to their strategic plan. Once they map their responsibilities and commitments onto their calendar, most people recognize pretty quickly that they have more tasks than time. This workshop helps participants to identify the tasks that can be delegated, compromised, or discarded with to make time for what needs to get done. Participants learn to block their time commitments onto their weekly calendars, create their to-do list, and prioritize what needs to be done.

This workshop can be adjusted for campuses that do not use the semester system.





www.facultydiversity.org | 313-347-8485 | workshops@facultydiversity.org

CONTACT US

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www.FacultyDiversity.org/CampusWorkshops

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Visit us at www.FacultyDiversity.org
Questions? Give us a call: **313-347-8485**



**Celebrating 10 years of
your support and your success.**