# How to Speak to - and Engage! - Nonacademic Audiences

Williams Castro, Ph.D., Fatimah [fwilliamscastro@gmail.com](mailto:fwilliamscastro@gmail.com)

732-429-7392

8/7/2013

ID 13

## Abstract:

Are you interested in presenting your work to new audiences? Do you desire to engage broader audiences beyond refereed journal subscribers and academic conference attendees? Would you like to share your work with the public, including practitioners, policymakers and advocacy groups? You may be a graduate student or a seasoned faculty member who is ready to take your research outside of the academy to the public, and needs help getting started.

There’s an art to effectively translating your research to the public and engaging nonacademic audiences. Avoid common mistakes academics make when presenting to the public. In this session, you will learn:

•Understand why and what public audiences want to hear from you

•Potential formats for reaching your desired audience

•Common pitfalls of academic presentations to the public

•How to maintain your voice, yet be accessible

## Notes:

I would be my pleasure to deliver this session as one of the concurrent interest sessions on Friday or Saturday.

# My Experience with Not Being Tenured

Kelley, Mary [mkelley@bama.ua.edu](mailto:mkelley@bama.ua.edu) 205-219-7882

8/19/2013

ID 14

## Abstract:

After working hard on the tenure track for three years, I was not offered a tenure option. What was I to do? Was I going to be fired? When tenure track was no longer an option, my institution had other routes to pursue. Come learn other options that are available in the health care fields, other than tenure. Some options include clinical faculty, or contract faculty. My career was saved by an understanding dean. Ten years later, I am not tenured, but I do have a vested retirement with the university. There are options available for some fields.

## Notes:

I was an SREB scholar from 1997 to 2002. Thank you SREB for your support.

# A Sustainable Plan to Disseminate Best Practices from the Institute on Teaching & Mentoring

Sebastian Vega, Dr. Evelyn Erenrich and [erenrich@rutgers.edu](mailto:erenrich@rutgers.edu)

848-932-9286

10/11/2013

ID 15

## Abstract:

We believe that graduate students of all backgrounds, especially underrepresented minorities and those committed to diversity, would benefit from learning about what the Institute has to offer. At this focus session, we will introduce an effective model to disseminate the survival skills acquired at the Institute to the larger graduate communities at participants’ home institutions. We will discuss how we launched an Institute-based workshop at Rutgers University, significantly increased awareness about the Institute, grew the cohort of future attendees, and were awarded an institutional grant to fund our efforts.

**Notes:**

# Panel Discussion on Teaching and/or Research Statments

Smolensky, Nicole [nsmo@tamu.edu](mailto:nsmo@tamu.edu) 310-200-2613

10/21/2013

ID 16

## Abstract:

An important component of the academic job application includes teaching and research statements and teaching philosophies. It would be helpful to hear a panel of faculty, department heads and/or deans discuss some of the pitfalls and successful strategies for these statements.

**Notes:**

# critical thinking

Maes, Carl [carl.maes@optics.arizona.edu](mailto:carl.maes@optics.arizona.edu) 520-495-8495

10/31/2013

ID 17

## Abstract:

CMM 479/579 Art of Scientific Discovery Instructor: Dr. Herman Gordon

Course Description: This is a lab and discussion course whose purpose is to develop your skills in solving problems encountered in scientific research. You will be challenged with difficult puzzles that each teach principles in scientific problem solving. You will also study by example from the history of scientific discoveries. Topics include observation and discovery from patterns, organizational problems, overcoming challenges, generalization, synthesis, slippery logic, and heuristic reasoning.

Homework assignments will use a web app to record and share thinking during problem solving. You will learn a widely useful structured approach to problem solving, and reflective activities will encourage metacognitive development.

More information about the course is available at ScientificProblemSolving.com.

## Notes:

Offering a session that is patterned on this topic would be exceptionally valuable to graduate students.

# Strategies To Obtain Private Industry Funding

Meadows, Fred [fmeadowssr@aol.com](mailto:fmeadowssr@aol.com) 678-294-7305

12/4/2013

ID 18

## Abstract:

It has become increasingly difficult to obtain federal funding making it necessary to seek alternate sources. Throughout 12 years of working in industry, I've initiated grants and collaborations with many university professors. This proposal is for a presentation, workshop or panel on strategies to obtain private industry funding. Actual cases where funding was awarded and strategies to proactively seek and obtain funding will be presented.

**Notes:**

# A 4-Step Model for Success

Webster-Smith, Angela [awebster@uca.edu](mailto:awebster@uca.edu) 501-766-2852

3/7/2014

ID 19

## Abstract:

As a child, I was present for Dr. Martin Luther King’s final speech in Memphis, Tennessee. This experience, as a 7-year-old dwelling in an area housing project, changed the trajectory of my life.

Today as an educational psychologist and associate professor of leadership studies, I have conducted studies on King’s dream and authored a children's/family book "In the Presence of a King". One of its highlights is the success model that I put forth. Although it is directed toward children in the book, it could be applied to the doctoral scholars as they move toward the aspiration of completing the PhD. The success model is to:

(1)believe with the heart (2)think/imagine with the mind

(3)confess and make positive affirmations with the mouth

(4)do the work with the hands/take corresponding and positive actions

The purpose of the presentation is to inspire and motivate doctoral scholars while providing a tangible plan of action.

Respectfully submitted by Angela Webster-Smith, PhD.

**Notes:**

# Transitions: Making a Mentoring Relationship Work Over the Course of a Career

Stewart, Katharine [kestewart@northcarolina.edu](mailto:kestewart@northcarolina.edu) 919-962-2620

3/13/2014

ID 27

## Abstract:

TITLE: "Transitions: Making a Mentoring Relationship Work Over the Course of a Career" PRESENTERS: Katharine E. Stewart and Brooke E. E. Montgomery

ABSTRACT: Too often, as we move through the early phases of an academic career (graduate school, postdoc, and initial faculty appointment), we leave mentors behind. The changes in a career require different kinds of mentoring, with different emphases. But some of our early mentors may understand our strengths and weaknesses well, and may be well-positioned to support us during those changes. A mentoring team that has lasted for over eight years will discuss strategies for mentees and mentors alike for managing these career transitions, including setting clear goals, developing a career map, and focusing on the relationship. They will also talk about the challenges that can occur during career transitions, including the changes that occur in the mentoring relationship as the mentee’s career advances, the need for a shift in mentoring topics, approaches to managing geographical distance, and the increasing importance of the mentor as sponsor. We will also discuss the role that cultural and family differences can play in the mentoring relationship, and how those differences can support growth in both the mentor and mentee.

## Notes:

\*\*NOTE 1(of 2): Please note this proposed session has two presenters, Dr. Katharine Stewart at the University of North Carolina General Administration and Dr. Brooke Montgomery at the University of Arkansas for Medical Sciences.

\*\*NOTE 2 (of 2): Dr. Katharine Stewart has presented two workshops at previous Institutes and would be happy to present them at the 2014 Institute in addition to the session proposed above. These workshops include "Designing a Syllabus (and Course!) for Maximum Student Learning" and "The Lesson of the Early Bird: Tracking Your Activities for Tenure and Promotion."

# When Failure is Not an Option: Raising Children and Achieving Tenure

Montgomery, Brooke EE [bemontgomery@uams.edu](mailto:bemontgomery@uams.edu) 501-681-1858

3/13/2014

ID 28

## Abstract:

Failure is not an option when you are trying to raise happy healthy children or successfully achieve tenure and promotion. This workshop will focus on providing practical strategies to doctoral students and early career faculty members who are trying to “balance” a successful academic career with family responsibilities such as maintaining a healthy marriage, caring for children, and/or caring for aging family members. For many, the time period for the achievement of important academic goals is the same time period for achieving important life goals. This intersection can create pandemonium in all facets of life. This workshop will identify realistic strategies for moving your busy life from pandemonium to productivity. Strategies include but are not limited to everyday household organizational tools, family time management advice, and real-world application plans. We will discuss how to implement best practices in your home and how to avoid or at least minimize the pitfalls that frequently come. I hope that participants will learn from my successes and mistakes.

There will be time for discussion among attendees because at every stage of life and academics there are lessons to be learned and shared.

## Notes:

It has been an honor to be a SREB Scholar. I have worn this title as a badge of honor since my graduation. Now as an assistant professor at University of Arkansas for Medical Sciences I am in the role of mentor to four under-represented minority graduate students. I actively encourage all of them to apply for the SREB Doctoral Scholars Program or the SREB Dissertation Award and strongly recommend that they all attend the Institute on Teaching and Mentoring. Every time that I attended the Institute I greatly enjoyed it and benefitted from attendance and active participation. In fact, I still have several professional and personal contacts that were made at the Institute. My beloved mentor, Dr. Katharine Stewart, always taught me to “play it forward” in regards to the strong mentorship that I received from her and to always “give back”. I would like to “give back” to the Institute by delivering a workshop of my own. Below is a proposal for a new workshop that I would be happy to deliver at the 2014 Institute. The proposed presentation emerges from my own experience as a faculty member and doctoral student trying to “balance” my responsibilities at work and at home. I have found that for many new faculty members and soon-to-be faculty members this is a major concern. I am by no means an expert on this topic. However, I have actively gathered knowledge and wisdom from extensive reading and talking to other faculty members who have been able to be successful parents and academicians.

If this topic is already being covered by someone else, please feel free to not use this proposal. Either way, I hope to attend the Institute this year and that will give me more time to enjoy other sessions, particularly sessions for junior faculty. Thank you!

# Online Teaching 101: Basic Principles to Effective and Efficient Online Teaching

Ellis, Jennifer

[Jennifer-T-Ellis@utc.edu](mailto:Jennifer-T-Ellis@utc.edu) 423-425-4124

3/18/2014

ID 29

## Abstract:

Most faculty job descriptions prefer if potential assistant professors have previous online teaching experience but many graduate schools do not allow graduate students the opportunity to learn how to teach online. This session will help potential faculty members as well as current faculty members learn the basics of effective and efficient online teaching based on best practices in the filed.

Participants that are currently teaching traditional courses will learn how to blend online learning components into their courses to better prepare them for the demands of an institution that is expecting faculty to teach partially or fully online. In addition, participants will learn creative ways they can begin to address this growing demand by creating an online course using free learning management software to add to their virtual CV to further demonstrate their abilities to effectively and efficiently teach online.

## Notes:

In this session it would be recommended that participants bring a laptop, tablet, and/or smartphone to create a basic online course during the session but it is not necessary as the presentation and all resources will be made available electronically.

# Discovering Your Doctoral Swagger...Getting PH(inishe)D and Beyond!

Jean, Dr. Daniel [jeand@mail.montclair.edu](mailto:jeand@mail.montclair.edu) 201-532-2353

4/22/2014

ID 31

## Abstract:

This keynote address explores key strategies for the timely completion of doctoral degrees and successful career advancement plans. Topics include: avoiding writer’s block, breaking down the barriers YOU created with YOUR committee, mentorship matters, demystifying the defense, and strategic career planning. Participants will self-identify their higher education competencies, highlight their purpose for working within academia, and develop a time-referenced action plan for career advancement. Each participant leaves with a “Doctoral Swag Score,” practical tips for a successful career search, and a wealth of resources essential for development in higher education. The session ends with “Memoirs of a Child Almost Left Behind, as the presenter shares intimate details of how educators helped him move from a 1.9 grade point average to the Doctoral Salute!

## Notes:

I'm writing to have this session (2012-2014) considered as a keynote for 2015.

# Strategies for facilitating interest convergence: Supporting and sustaining doctoral student succes

Felder, Pamela Petrease [felderpp@gse.upenn.edu](mailto:felderpp@gse.upenn.edu) 215-203-2945

4/29/2014

ID 32

## Abstract:

Though rates of doctoral degree completion have increased, African American doctoral students continue to face issues related to race during their doctoral study. Scholars often point to the im- portance of the faculty and student relationship in doctoral student socialization and success while few explore how race plays a role in the relationship. We concur that the faculty and student rela- tionship is critical to doctoral student persistence and completion. However, given the growing diversity among doctoral students, we contend that it is equally important to consider the ways in which race impacts the doctoral experience. This paper presents qualitative data on the African American doctoral experience and is used to develop an advising framework, emphasizing the role of interest convergence as a feature of culturally receptive advising relationships. Findings indicate instances where students’ personal interests or perspectives on the manifestation of race in doctoral education (i.e., personal and professional identity, scholarship, etc.) may be congruent (converge) or incongruent (diverge) with that of a faculty member, advisor, or the departmental or institutional environment. This study addresses how the relational aspects of context and race shape students’ perceptions of interactions with faculty and the environment and has implications for advising and creating inclusive institutions.

**Notes:**

# Teaching at an Historically Black College or University

Bradford, Chastity [cbradford@mytu.tuskegee.edu](mailto:cbradford@mytu.tuskegee.edu) 334-724-4797

5/19/2014

ID 33

## Abstract:

Teaching at an HBCU is a goal for a number of graduate students who desire to land in academia. It would benefit the students to hear from current junior faculty on "What I Wish I Would Have Known Prior to Joining an HBCU".

**Notes:**

# Devolping Service-learning course for community outreach and engagement

Foulis, Elena [foulis.5@osu.edu](mailto:foulis.5@osu.edu) 614-787-0049

5/30/2014

ID 34

## Abstract:

An effective and responsible service-learning program requires that both students and community partners experience reciprocity (Davis 213). Evaluating whether students are gaining experience while meeting a community need, it’s at the core of the service-learning experience. In developing pedagogical goals that can be attainable by a measurable way of steps followed, concepts learned, and/or reflective essays that focus on course objectives, this presentation will examine the role of multicultural education in the study of local communities that focuses on issues of equity and social justice as they are explored in the classroom, and realized and closely studied in the community. I will closely look at the ways in which building networks and partnerships in the local community produces scholarly knowledge and meets community needs. I will use Dan Butin insights as to how to maintain and secure service-learning programs. I will also take a careful look at the way Fisher and Watson (2003) have studied the role of students as “essential partners in service-learning,” (85) who often participating in a multitude of roles, and I will emphasize the role trust, reciprocity and mutual respect play as essential to the success of students and community engagement programs.

**Notes:**

# Sustainability in a culture of expendable resources

Petersen, Janice [Janice3129@att.net](mailto:Janice3129@att.net) 919-274-6435

6/18/2014

ID 35

## Abstract:

This session will focus on the workforce development concept of talent management and sustaining a whole health approach to survival. In many academic arenas, professionals tend to overlook the importance of spiritual, mental, and physical well-being as major components to professional development. The challenges that are presented in a diverse workforce demand cultural responsiveness to the needs of others, as well as own personal needs. This session will explore maintaining the workforce through addressing the whole person, and sustaining key elements that are crucial to survival in diverse work settings. Janice Petersen, Ph.D., APA Minority Fellow

**Notes:**

# Advice from the Recently Hired in Academia

Toussaint, Karen [karen.toussaint@unt.edu](mailto:karen.toussaint@unt.edu) 678-592-3414

6/27/2014

ID 36

## Abstract:

Doctoral students may choose to move into faculty positions in academia. The current presentation will provide information on the process of moving from graduate school into academia. Topics will include navigating the application and interviewing process, as well as the transition from a graduate student to a junior faculty member.

## Notes:

(This would likely be better as a panel discussion if there were interested co-presenters from other disciplines as well).

# UNTENURED: lessons from a professor of color who never received tenure…and knows why

Witherspoon, Sheila [switherspoonphd@gmail.com](mailto:switherspoonphd@gmail.com) 732-841-9136

7/7/2014

ID 37

## Abstract:

Entering into the professoriate in 2005, Dr. Sheila Witherspoon accepted tenure-track positions from two universities. While she left one university voluntarily, she was denied ascendance to the final step of the tenure process at the other. Though she continues to teach in an adjunct capacity both live and online, she considered refusing to pursue another tenure-track position until the scholar engaged in a critical analysis of her career trajectory. Sharing her story, Dr. Witherspoon will impart her strategies for doctoral students who are learning the ropes and pre-tenured faculty who are in the ring; all while she prepares for another round.

## Notes:

Presented last year

# Your Academic Job Search Toolkit: Resources to help you feel ready

Aebersold, Nancy [nancy@nationalherc.org](mailto:nancy@nationalherc.org) 831-336-4406

7/10/2014

ID 38

## Abstract:

This session will help institute participants become familiar with key academic job search resources that will be helpful as they research and ultimately launch their academic careers. Participants will come away with a toolkit that will include publications, discipline societies, websites,and e- newsletters that will contribute to a feeling of readiness for entering the academic job market.

## Notes:

Dr. Abraham, we discussed this being a session that would be presented in 2015.

# Maintaining Outreach Activities And Your Professional Career

Toussaint, Kimani [ktoussaint@gmail.com](mailto:ktoussaint@gmail.com) 617-953-9850

7/10/2014

ID 39

## Abstract:

The goal of engaging in socially impactful outreach or service-oriented activities is often on the minds of many graduate students and young professionals as they prepare to embark on a chosen career path or discipline. Indeed, several students, particularly those from underrepresented communities, view service activities as their duty and opportunity to “give back” to those same communities. However, a consistent challenge is that many careers leave little room to engage in sustainable outreach activities while keeping a “day job”. This session discusses the approach taken by the speakers to not only engage in on-going outreach activities, but start a non-profit, tax-exempt [501(c)(3)] organization while maintaining their respective full-time careers in academia and industry. Their approach will be presented in a general way in order to accommodate disparate outreach interests and career activities. The intended audience for this session will be graduate students who are close to completing their studies, postdoctoral researchers, and early-career faculty, but all are encouraged to attend and bring questions.

## Notes:

I am co-founder of a non-profit organization called ISTG. The session will be run by myself and my two fellow co-founders. I have attended the Institute for about 8 of the past 9 years, and have successfully ran several sessions. Dr. Emorcia Hill and Dr. Walt Jacobs are both familiar with my past experience with running sessions.

Founded in 2006, the Innovative Science and Technology Group (ISTG) is a Chicago-based non- profit [501(c)(3)] organization committed to the promotion of scientific educational development in urban communities within the US and in Africa through the development of novel educational programs.

# ISTG Young Achievers Award

Toussaint, Kimani [ktoussaint@gmail.com](mailto:ktoussaint@gmail.com) 617-953-9850

7/10/2014

ID 40

## Abstract:

We propose to recognize a graduate student and postdoc with an award for maintaining a balance between service and academic/professional activities. The application for the award would entail some short essay questions relating to the theme of the award. To facilitate this process, we request that the application for this award be incorporated with the normal application for the Institute on Teaching and Mentoring. ISTG would be responsible for reviewing all applications; note that there will be a cutoff on the total number of applications that will be accepted. ISTG board members will announce award winners, along with a presentation of the award, during one of the luncheons or dinners held during the Institute. It is anticipated that this award presentation will take approximately 10 minutes.

Founded in 2006, the Innovative Science and Technology Group (ISTG) is a Chicago-based non- profit [501(c)(3)] organization committed to the promotion of scientific educational development in urban communities within the US and in Africa through the development of novel educational programs.

## Notes:

I apologize in advance, but this is obviously not a session but an award program that my organization would like to sponsor. I have spoken briefly to Dr. Abraham about this.

# Exploring Career Options at Community Colleges: Personal Insights from a Pre-Tenured Professor

Simmons, Tuwanda [tsimmons@asub.edu](mailto:tsimmons@asub.edu) 501-882-8871

7/14/2014

ID 41

## Abstract:

After sitting in a session last year, The realization that not many graduate students or newly minted Ph.Ds. know much about Community Colleges hiring and tenure practices. Yes, some Community Colleges have tenure- track positions. Having a fairly predictable schedule and the lack of pressure to publish has resulted in a reasonably family-friendly career. This session will address questions on: What is the number one thing most Community Colleges are looking for when hiring new faculty? What about Research? Does having a Ph.D. help or harm me in the hiring process? What is the course-load per semester? What is the general salary for full-time faculty? What is the quality of life?

**Notes:**

# Maintaining Outreach Activities And Your Professional Career

Toussaint, Kimani [ktoussaint@gmail.com](mailto:ktoussaint@gmail.com) 617-953-9850

7/17/2014

ID 42

## Abstract:

The goal of engaging in socially impactful outreach or service-oriented activities is often on the minds of many graduate students and young professionals as they prepare to embark on a chosen career path or discipline. Indeed, several students, particularly those from underrepresented communities, view service activities as their duty and opportunity to “give back” to those same communities. However, a consistent challenge is that many careers leave little room to engage in sustainable outreach activities while keeping a “day job”. This session discusses the approach taken by the speakers to not only engage in on-going outreach activities, but start a non-profit, tax-exempt [501(c)(3)] organization while maintaining their respective full-time careers in academia and industry. Their approach will be presented in a general way in order to accommodate disparate outreach interests and career activities. The intended audience for this session will be graduate students who are close to completing their studies, postdoctoral researchers, and early-career faculty, but all are encouraged to attend and bring questions.

## Notes:

This session will be co-chaired by myself and my 2 co-founders (Mr. M. Traore and Dr. O. Dosunmu)of our non-profit organization ISTG.

# Professional Development and Your Graduate School Experience

Montas-Hunter, Sonja [smontash@fiu.edu](mailto:smontash@fiu.edu) 305-348-4237

8/19/2014

ID 43

## Abstract:

Professional Development should be an integral part of your graduate school experience. It should be at the forefront of students' minds at every stage of their graduate careers and before your begin to apply to graduate school. For many minority students, a “planned” professional development program will lead to many opportunities. There are different phases that make up the journey of professional development: Self-discovery, exploration, focus, and an action plan.

In a competitive market, prospective and current graduate students should prepare themselves for opportunities in and out of academia. Employers are increasingly seeking graduates who are “well- rounded.” The expectation is that graduate students are not only scholars in their discipline, but possess leadership, communication, and problem solving skills. In addition, they should be able to collaborate with individuals outside of their discipline. The process of graduate school should help students develop a core set of skills that can be transferred successfully to the work environment. According to Albert Bandura, self-efficacy is “the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations” (1995, p. 2). In other words, self- efficacy is a person’s belief in his or her ability to succeed in a particular situation. Students should think about the value added experiences that will increase their self-efficacy, as they apply to graduate school. The maturity, discipline, and integrated learning experiences of many advanced- degree holders coupled with intellectual merit will make an attractive candidate for the workforce and open many opportunities for the upcoming class of scholars. This workshop will walk participants through the phases of professional development and will assist participant in developing a professional that will complement the graduate school experience for minority students.

**Notes:**

# Finding the Sweet Spot: Developing a Positive Relationship with Your Advisor and Mentors

Coleman, Ailton Coleman [ailton.coleman@uconn.eu](mailto:ailton.coleman@uconn.eu) 478-955-6196

9/11/2014

ID 44

## Abstract:

The definition of a sweet spot is "An optimum point or combination of factors or qualities". As a graduate student, your success in academia is not based solely on your academic merit but also your relationship with your mentors and your advisor. Do you feel that you could have a better relationship with your advisor? This session is designed to explore the concept of "Advisor Maintenance". Whether you have a great relationship with your advisor or one that needs a "tune- up", we will examine helpful tips in how to improve your relationship to get the most out of your graduate education. In this session you will learn about healthy relationships from the prospective of a faculty member, staff member, and a doctoral candidate. Specifically, we will talk about the difference between advisors and mentors; identify the different types of advisor-student relationships; and discuss how and when to change advisors. For late stage students we will give tips on how to foment lasting relationships with your advisors that will get you that next post-doc or tenure position. As this is an interactive session, the panel will hold an open discussion of "hypothetical situations" that the audience may need advice on at the closing of the session.

## Notes:

This session panel will include Ailton Coleman, Doctoral Candidate, University of Connecticut Health Center; Charmane Thurmand, Graduate Diversity Officer, University of Connecticut; Dr. Ruth Washington, Faculty, Wiley College

# How to Use Social Media to Maximize Your Impact as an Emerging Scholar

Evans , Martinus [martinus.evans@gmail.com](mailto:martinus.evans@gmail.com) 313-910-4682

9/16/2014

ID 45

## Abstract:

Social media provides professionals an opportunity to engage and interact with a wide range of stakeholders, including high-priority targets like policymakers, the media and consumers. If you do not have professional presence on social media, you are missing an important opportunity to educate the public about your field and its impact, disseminate your work, as well as engage in professional networking with colleagues your related fields. Social networking sites as Twitter, Facebook, LinkedIn, and blogs can be leveraged for both professional networking and increasing public awareness of your work. This session is designed to teach emerging scholars how to establish and maintain an active social media presence and create web-based work portfolio. We will examine how participating in social media benefits to oneself and the field, and the dos and don’ts of participation. If you are using social media just for your personal life you are highly encouraged to attend this session.

## Notes:

This panel will be presented by Martinus Evans, Ailton Coleman, and Charmane Thurmand

# Understanding how to effectively mentor and appreciate mentoring in society

Gregory, Keisha [keishagregory@live.com](mailto:keishagregory@live.com) 205-336-9261

9/23/2014

ID 46

## Abstract:

I would love to present on this proposal because I have been an advocate of counseling people from the day I have come into this world. It is so important for us as professionals, doctorate learners and so much more to others, and society to stop and reflect because someone, somewhere gave us the chance to succeed. Each person gave us the choice to succeed, and we chose to take the torch and would let them down. Mentoring since 2006 for example has taught me the true value of appreciation because inspiration, motivation exists in this world, and having those people in my corner is important to me. This proposal would teach others the true benefits and also for them to evaluate themselves in order to be an inspiration for others.

**Notes:**

# "Finding the Sweet Spot: Developing a Relationship with your Advisors and Mentors"

Coleman, Ailton [ailton.coleman@uconn.edu](mailto:ailton.coleman@uconn.edu) 478-955-6196

9/27/2014

ID 47

## Abstract:

The sweet spot is defined as "a place where a combination of factors results in a maximum response for a given amount of effort". As a graduate student, your success in academia is not solely based on your intellectual merit but also your relationship with your mentors and your advisor. This session is designed to explore the concept of “advisor maintenance”. Whether you have a great relationship with your advisor or one that needs a "tune-up", we will examine helpful tips in how to improve your relationship in order to get the most out of your graduate education. In this session you will learn about healthy relationships from the prospective of a faculty member, staff member, and a doctoral candidate. Specifically, we will talk about the difference between advisors and mentors; identify the different types of advisor-student relationships; and discuss how and when to change advisors. For late stage students we will give tips on how to foment lasting relationships with your advisors that will get you that next post-doc or tenure position. The closing of the session will be a open discussion of "hypothetical situations" that the audience may need advice on.

## Notes:

We did receive an email receipt of this submission earlier, so we would like to resubmit in case it did not go through. The presenters will be Ailton Coleman, MPH, doctoral candidate Public Health and Charmane Thurmand, M.A., Graduate Diversity Officer, University of Connecticut

Ruth A. Washington, Ph.D Professor, Biology, Wiley College

# Poster Session for Graduate Student Recruitment in STEM Academic Departments

Ford, Ericka [enford@ncsu.edu](mailto:enford@ncsu.edu) 601-329-1311

10/25/2014

ID 48

## Abstract:

In the proposed session, faculty scholars, who have benefited from The Compact for Faculty Diversity, will have the opportunity to recruit talented undergraduate scholars at the Institute on Teaching and Mentoring. Each year faculty scholars from the Institute return yearly to mentor students and to grow professionally. Many of these faculty are in academic departments of science, technology, engineering and mathematics (STEM), and their institutions recognize the importance of diversifying their graduate student body. To grow successful research programs, new investigators especially need to attract highly motivated and competent research assistants. Since the Institute for Teaching and Mentoring provides an excellent opportunity to recruit talented undergraduate students from under-represented groups, the proposed session will provide an intimate setting for mentoring and student recruitment. Faculty, who are alumni from the Institute and are serving as recruiters, will be asked to display posters on their research and departmental programs. Students will have face time to discuss projects that are of interest to them and to find out more about the process of applying for that graduate program.

## Notes:

Faculty will be asked to register for this session ahead of time. An easel and number will be assigned to each poster title. Students should be able to find compatible advisors using a list of all participants.

# Discovering Your Doctoral Swagger...Getting PH(inishe)D and Beyond!

Jean, Daniel [danieljean@wordstravel.org](mailto:danieljean@wordstravel.org) 201-532-2353

11/21/2014

ID 49

## Abstract:

This plenary address explores key strategies for the timely completion of doctoral degrees and successful career advancement plans. Topics include; avoiding writer’s block, breaking down the barriers YOU created with YOUR committee, mentorship matters, demystifying the defense, and strategic career planning. Participants will self-identify their higher education competencies, highlight their purpose for working within academia, and develop a time-referenced action plan for career advancement. Each participant leaves with a “Doctoral Swag Score,” practical tips for a successful career search, and a wealth of resources essential for development in higher education. The session ends with “Memoirs of a Child Almost Left Behind, as the presenter shares intimate details of how educators helped him move from a 1.9 gpa to the Doctoral Salute!

## Notes:

I writing to humbly serve as plenary speaker for the 2015 institute. In 2014, I served as the opening speaker with Dr. Taylor and Dr. Gonzalez and presented on doctoral swagger to a standing room only session.

# Discovering Your Doctoral Swagger…Getting Ph(inishe)D and Beyond!

Jean, Dr Daniel [danieljean@wordstravel.org](mailto:danieljean@wordstravel.org) 201-532-2353

2/2/2015

ID 50

## Abstract:

PLENARY SESSION REQUEST (CAN BE MODIFIED IF NECESSARY):

This plenary session will explores key strategies for the timely completion of doctoral degrees and successful career advancement plans. Topics include; avoiding writer’s block, breaking down the barriers YOU created with YOUR committee, mentorship matters, demystifying the defense, narrowing down your research topic and strategic career planning. Participants will self-identify their higher education competencies, highlight their purpose for working within academia, and develop a time-referenced action plan for career advancement. Each participant leaves with a “Doctoral Swag Score,” practical tips for a successful career search, and a wealth of resources essential for development in higher education. The session ends with “Memoirs of a Child Almost Left Behind, as the presenter shares intimate details of how educators helped him move from a 1.9 gpa to the Doctoral Salute!

## Notes:

LEARNING OBJECTIVES:

Participants will leave with resources to implement a comprehensive career growth strategy Participants will create a time-referenced goal designed to accelerate the attainment of the doctoral degree

Participants will identify their current competencies to highlight areas in need of improvement Participants will learn the enrollment management framework “from prospect to active alumni status” critical to the success of engaged faculty

BIOGRAPHY:

Dr. Daniel Jean is a Newark, New Jersey native who rose from a 1.9 grade point average to earn his doctorate from Seton Hall University. He is currently an adjunct professor, author, motivational speaker, swagger trainer, playwright, poet, and the founder of (wordstravel.org) an organization that offers empowerment and “edutainment” for groups of all ages. He serves as the Executive Director of the Educational Opportunity Fund Program (700+ special admits) and Academic Development at Montclair State University. His previous roles include serving as the Director of Student Activities, Director of Leadership Education, and Director of the Center for Academic Advising, First Year Experience and Testing. His research focuses on the academic and social integration of first- generation college students and his retention initiatives has resulted in three consecutive years of first to second year retention increases (88%, 92%, 90%) for “special admit” population; and an increase in year to year persistence to graduation. He has conducted over 200 trainings, seminars, keynotes and webinars across the country including for the McDonalds Corporation. He has published two books and teaches college courses in transformative leadership and hip-hop culture. He is the chair and founder of three statewide college access/awareness conferences which brings over 1,000 high school scholars to his campus annually. He also founded the Richard Wilson/Jason James Mentorship Program for high school/college students, young professionals and PhD candidates. His most recent play “Til Death Do Us Part?” ran Off-Off-Broadway in NYC August 2010 and August 2012. The Wordstravel Library, named after his empowerment movement, is currently under construction for the Ghana Knowledge Tree Leadership Academy and the Wordstravel Documentary highlighting his journey is currently in production.

# Every Student is at Risk: Improving Learning, Retention, and Satisfaction!

Jean, Dr Daniel [danieljean@wordstravel.org](mailto:danieljean@wordstravel.org) 201-532-2353

2/2/2015

ID 51

## Abstract:

PLENARY SESSION REQUEST #2: (session can be modified as needed)

Participants will connect their role as faculty with the enrollment management framework “from prospect to active alumni status” Topics include: moving students from prospect to active alumni status, orientation is a two-way street, other duties not assigned, academic advising, partnering with student affairs, avoiding burnout, data driven decisions, Tenure politics 101, withdrawal testimonials, and the road to graduation. Each participant leaves with an "Educator Swagger Score,” a time- referenced goal setting sheet, and a wealth of resources essential for professional development and student achievement. The session concludes with “Memoirs of a Child Almost Left Behind,” as the presenter shares intimate details of the retention encounters with educators that transformed his life.

## Notes:

LEARNING OBJECTIVES:

Participants will leave with resources to implement a retention-centered data approach to improve persistence and graduation rates

Participants will create a time-referenced goal designed to improve student retention, learning and satisfaction

BIOGRAPHY:

Dr. Daniel Jean is a Newark, New Jersey native who rose from a 1.9 grade point average to earn his doctorate from Seton Hall University. He is currently an adjunct professor, author, motivational speaker, swagger trainer, playwright, poet, and the founder of (wordstravel.org) an organization that offers empowerment and “edutainment” for groups of all ages. He serves as the Executive Director of the Educational Opportunity Fund Program (700+ special admits) and Academic Development at Montclair State University. His previous roles include serving as the Director of Student Activities, Director of Leadership Education, and Director of the Center for Academic Advising, First Year Experience and Testing. His research focuses on the academic and social integration of first- generation college students and his retention initiatives has resulted in three consecutive years of first to second year retention increases (88%, 92%, 90%) for “special admit” population; and an increase in year to year persistence to graduation. He has conducted over 200 trainings, seminars, keynotes and webinars across the country including for the McDonalds Corporation. He has published two books and teaches college courses in transformative leadership and hip-hop culture. He is the chair and founder of three statewide college access/awareness conferences which brings over 1,000 high school scholars to his campus annually. He also founded the Richard Wilson/Jason James Mentorship Program for high school/college students, young professionals and PhD candidates. His most recent play “Til Death Do Us Part?” ran Off-Off-Broadway in NYC August 2010 and August 2012. The Wordstravel Library, named after his empowerment movement, is currently under construction for the Ghana Knowledge Tree Leadership Academy and the Wordstravel Documentary highlighting his journey is currently in production.

# An Alternative Academic Life: The Small Liberal Arts College

Ingram, Shelia [singram@bsc.edu](mailto:singram@bsc.edu) 205-540-7314

2/24/2015

ID 1052

## Abstract:

Collectively, liberal arts colleges represent a significant number of job opportunities that recent Ph.D.s may overlook because their mentors in large research institutions have only limited information to guide their mentees to explore these positions. Faculty life at liberal arts institutions offers different rewards and challenges than is the case at larger universities. Liberal arts colleges focus on high quality undergraduate teaching and deep interaction with students. In addition, faculty research at liberal arts colleges often includes collaboration with undergraduate students. This session will offer practical advice to help candidates understand, successfully apply for, and succeed as a faculty member at small liberal arts colleges from the perspectives of an early career faculty member and a provost.

## Notes:

This is a proposal for the 2015 Institute on Teaching and Mentoring. The proposal is from both Dr.

Shelia McGee Ingram (singram@bsc.edu;205-540-7314) and Dr. Michelle Behr

( mbehr@bsc.edu;205-226-4650). Dr. Ingram is an early career faculty member at Birmingham- Southern College, and Dr. Behr is the provost and Dr. Ingram's mentor.

# The Critical Role of Doctoral Advisors: Going Beyond Advising and Become A Mentor

Lomotey, Kevin [klomotey@wcu.edu](mailto:klomotey@wcu.edu) 404-831-9171

3/6/2015

ID 1054

## Abstract:

In order to be successful, doctoral students who aspire to become university professors need faculty advisors who are willing to go the extra mile. A knowledgeable advisor helps, guides and motivates students through their doctoral coursework and the dissertation process. Beyond that, advisors help prepare students to become academics. They do this first by preparing students to identify, apply for and obtain academic appointments.

Success in academia assumes good teaching, quality writing and commitment to service. Learning on the job, as many new faculty members do, should be a last resort. These skills can be learned in doctoral programs -- if doctoral advisors provide the necessary support.

In this proposed session I will offer illustrations of specific and practical activities, practices and routines that doctoral advisors can undertake to significantly increase the likelihood that their students are successful in their doctoral programs and beyond. For example, while a professor at LSU 20 years ago, I met with my masters and doctoral students informally for a few hours once a month on Saturday afternoons. There, among other things, my doctoral advisees preparing to defend their proposals or dissertations would do mock defenses. This exercise served several purposes: First, it gave the presenters an opportunity to practices in a non-threatening environment and to get feedback from their fellow students and me. It also provided a vision for students who were not as far advanced; they could get a sense of what the future held for them.

I am uniquely qualified to present this session because during my entire career I have mentored students--even when I served as a senior administrator for nearly 15 years. In addition to continuing to work with my own current and former students, I "mentor" hundreds of students--and junior faculty

--across the country, many who participated in the Institute on Teaching & Learning. While this proposed session would focus on a vision for the role of doctoral advisors, it would be extremely valuable for doctoral students, many who are not aware of the possibilities for mentoring from which they could benefit tremendously.

**Notes:**

# Desire Map Your Dissertation

Curry, Lynn [lynn.curry@cmich.edu](mailto:lynn.curry@cmich.edu) 989-.33-0.7317

3/6/2015

ID 1055

## Abstract:

You need to have a "done dissertation" in order to get your Ph.D. right? It's arguably one of the most significant things you do as a Ph.D. student and it requires drive and determination over an extended period of time. Breaking it down, setting goals and consistently working towards those goals is part of it. So why do many students get hung up along the way? What if there was a better way to approach this monstrous task? What if you flipped things around in your head, and thought first, about how you want to feel as a result of doing this work? What if you got crystal clear on your core desired feelings, as they relate to your dissertation, and then crafted daily goals that made you feel that way? Right here and right now. That's what Desire Mapping is all about. When we get clear on how we really want to feel (which is the reason you are pursuing your Ph.D. in the first place), then we can create the momentum needed to get it done. It comes down to perspective and mindset. You're not really chasing the actual degree, but rather, how achieving that advanced degree will make you feel. So why not start feeling the way you want to feel right now? In this workshop, you will turn things upside down and inside out. You will learn a radical new approach to goal-setting that will elevate your thinking and hone your intentions. And the beauty of living by your core desired feelings on a daily basis is that it leads directly to daily action resulting in the completion of your dissertation much sooner than you think.

## Notes:

Lynn Curry is a McNair Director at Central Michigan University and a licensed Desire Map Facilitator <http://www.daniellelaporte.com/DML/lynn-curry/>

[www.lynnmariecurry.com](http://www.lynnmariecurry.com/)

# Student-Centered Teaching: Designing your course methods, assignmentsm and assessments to optimize

Barea-Rodriguez, Edwin [edwin.barea@utsa.edu](mailto:edwin.barea@utsa.edu) 210-381-4618

3/6/2015

ID 1056

## Abstract:

In many disciplines, the standard way to plan a course is instructor-centered. This workshop is designed to introduce participants to the concept of Scientific Teaching. Scientific Teaching is pedagogical approach originally introduced to teach undergraduate science courses. The main idea when using Scientific Teaching is that teaching and learning is approached with the same rigor as science itself. This approach is now being used in many non-science courses. Scientific Teaching involves the use of backward course design, active learning, diverse classroom assessment techniques and Bloom's Taxonomy. A variety of diverse classroom assessment techniques will be modeled and practiced. The participants will begin designing a course using the Scientific Teaching method. A brief presentation will be made demonstrating that using the Scientific Teaching method, which leads to a student-centered teaching, benefits all students particularly students from underrepresented minority groups.

## Notes:

Full Title: Student-Centered Teaching: Designing your course methods, assignments and assessments to optimize student's opportunity to learn

# Navigating the PhD Process While Balancing Family Commitments

Parks-Yancy, Dr. Rochelle [parksthom1@aol.com](mailto:parksthom1@aol.com)

973-801-6726

4/14/2015

ID 1060

## Abstract:

Many PhD students are concerned about how to have or manage family life (spouse, elder care, childcare, etc.) while earning their PhD. The time commitments of earning a PhD can interrupt family life for a significant amount of time. This session provides strategies for PhD students to balance their family obligations with the PhD process and still earn the degree. The seminar will cover orienting family to the PhD process, setting boundaries between family and school, and utilizing time and resources in the most effective way to complete the degree and maintain the familial life.

**Notes:**

# Understanding Academic Assessment – Key to a successful cover letter and formal interview

Penaloza, Carlos [penalocg@sunysccc.edu](mailto:penalocg@sunysccc.edu) 917-592-6332

6/3/2015

ID 1065

## Abstract:

With an ever-growing demand for effective teaching, academic institutions are weighing in on credentials, experience, versatility and knowledge of academic practices. While education tracks afford a wealth of knowledge in academic practices, most preparation – especially in the sciences – do not prepare candidates for a world of academic assessment.

In past years local, regional, national and programmatic accreditors have required an augmented level of accountability for educational institutions. There has been great debate on what academic assessment is? its influence on academic integrity? academic freedom? and performance based funding? Nevertheless, institutions are required to maintain good standing, by way of a process required to be faculty led, in areas where junior faculty are not necessarily well prepared.

This workshop will highlight key factors in academic assessment for faculty, good practices and factors - key during the development of cover letters, open forum presentations and preparedness for formal faculty interviews.

Don’t be caught misinterpreting Student Learning Outcomes (SLO’s); assessment vs. evaluation tools; and data reporting and data analysis. We are all versed, but not necessarily equipped to defend our case. Institutions are weighing in greatly in the area of academic assessment at the time of hire, this workshop will bring aspiring faculty: tools, vocabulary and personal enrichment to succeed in the highly competitive professorate fields.

**Notes:**

# The Impact of American Disabiltiy Act On STEM Teaching & Mentoring of Students With Disabilities

Smith, Cydale [Cydale@4SIGHTINC.ORG](mailto:Cydale@4SIGHTINC.ORG) 256-682-9481

7/7/2015

ID 1066

## Abstract:

The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation.However, many barriers still remain in obtaining access to laboratories within science and engineering facilities.Furthermore, opportunities for k-12 students with disabilities lag significantly behind those of their mainstream counterparts.Our objectives for this session are;Inspiring the next generation of STEM students with disabilities, Engaging stakeholders and identifying resources to increase the success of students with disabilities in STEM, Developing a pipeline for teaching and mentoring student with disabilities in STEM.

**Notes:**

# #Oopsism: Communicating Effectively Across Cultures in the 21st Century

Nelson, Terry [tnelson15@uaa.alaska.edu](mailto:tnelson15@uaa.alaska.edu) 901-356-5661

7/8/2015

ID 1067

## Abstract:

“Why do you sound white”; “You’re an old-timer, you wouldn’t understand”; “That’s so gay”; “What are you”; Are your relatives legal; Oops! Do you recall that moment when words escaped from your mouth that made you wish you had a “delete” key? In this interactive workshop, participants will focus on how innocent remarks that are shaped by society’s negative and positive stereotypes are deemed as subtle “isms” (sexism, racism, elitism, ageism, homophobism, etc.) rather than miscommunication or misconception. Participants will learn how to manage and defuse future “Oops, that’s not what I meant” moments. The ultimate goal of this workshop is to heighten participants’ awareness, comprehension, and appreciation of cultural differences and to provide participants with skills to effectively communicate across cultures.

**Notes:**

# Fostering Research Diversity through Mentoring

Parker, Kimberly [kparker6@twu.edu](mailto:kparker6@twu.edu) 678-481-9980

8/25/2015

ID 1069

## Abstract:

Minority researchers are less likely to receive major funding form entities such as the NIH. Additionally, research conducted with marginalized groups may not align with other faculty-led research studies. Junior faculty may be forced to restructure their research agenda, or develop research agendas in isolation. Faculty of diverse backgrounds may also be approached students and faculty hired at a later date to assist in shaping their research agendas. Therefore, diverse faculty must aware of the skills needed for effective research mentoring when selecting a mentoring, and helping others. Research mentoring provides a unique set of challenges that should be addressed in order to advance research done with marginalized populations and to foster the development of future independent research investigators.

## Notes:

Session content would be based on the effective research mentoring training conducted by the University of California, San Francisco. The training is supported with funds from the NIH.

# ulzqpiMyLy

Bradley, Bradley [lucas2d44@gmail.com](mailto:lucas2d44@gmail.com) 193-943-19865

10/25/2015

ID 1070

## Abstract:

8Zo6lN [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

## Notes:

8Zo6lN [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

# Navigating NIH pre- and postdoctoral fellowship applications

Schmidt-Krey, Ingeborg [isk@gatech.edu](mailto:isk@gatech.edu)

404-385-0286

12/30/2015

ID 1071

## Abstract:

NIH fellowships do not only provide funding and prestige for PhD students and postdoctoral fellows, but also constitute a tremendous advantage when applying for faculty and industry positions. This session will give an overview of the entire process of planning, writing, and assembling an NIH fellowship proposal (NRSA: F30, F31, F31 diversity, and F32). Information will be provided on considerations for the timing of a fellowship application, preparing a writing plan, requesting the strongest possible reference letters, the importance of each document, and avoiding potential pitfalls.

## Notes:

I am an associate professor in Biology and in Chemistry & Biochemistry at the Georgia Institute of Technology. In this session I aim to encourage and provide the tools to attendants to apply for NIH fellowships. My experience with NIH fellowships is based on my role as a reviewer.

# You got the job! Now , how do you earn tenure?

Kiss, John [jzkiss@olemiss.edu](mailto:jzkiss@olemiss.edu) 166-291-57474

1/7/2016

ID 1072

## Abstract:

Obtaining a tenure-track job is a major accomplishment--congratulations! This session will consider what you need to do earn tenure in terms of teaching, research, and service. Advice will be given on how to have balance in these major areas. We also will consider how to document these important efforts in the preparation of a promotion and tenure dossier.

## Notes:

I have experience in promotion and tenure procedures at Miami University (as committee member) & the University of Mississippi (as Dean). I may invite another dean to participate in this session with me.

# HjWECoOomGXF

Mark, Mark [mark357177@hotmail.com](mailto:mark357177@hotmail.com) 742-169-43431

1/31/2016

ID 1074

## Abstract:

8MdXlA [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

## Notes:

8MdXlA [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

# BQsOIRsGdJE

Mark, Mark [mark357177@hotmail.com](mailto:mark357177@hotmail.com) 675-984-36990

2/1/2016

ID 1075

## Abstract:

tPSwHg [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

## Notes:

tPSwHg [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

# zEhkMCGJKdV

Mark, Mark [mark357177@hotmail.com](mailto:mark357177@hotmail.com) 727-795-42961

2/1/2016

ID 1076

## Abstract:

WJcWaM [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

## Notes:

WJcWaM [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

# The Online Professor: Opportunities, Advantages, and Considerations

Witherspoon, Ph.D., Sheila [switherspoonphd@gmail.com](mailto:switherspoonphd@gmail.com) 732-841-9136

2/1/2016

ID 1077

## Abstract:

With the growth of newly graduated Ph.D.’s outpacing the availability of tenure track positions at colleges and universities, teaching online in an adjunct and/or full time position is becoming a more prevalent and viable career option. A panel of online professors, from proprietary (for-profit) and/or traditional institutions of higher education will discuss their teaching experiences, as well as the capacity to enhance and sustain their academic careers in the 21st century. Implications for aspiring online educators inclusive, but not exclusive to work-family-life balance, financial stability, scholarship and career mobility will be delineated.

## Notes:

Thinking about 3 - 5 panelist as I provided moderation; though I have taught online.

# Developing Your PhD Swagger! (For first time SREB Attendees)

Jean, Daniel [danieljean@wordstravel.org](mailto:danieljean@wordstravel.org) 201-532-2353

2/2/2016

ID 1078

## Abstract:

This seminar explores key strategies for the timely completion of graduate degrees and successful career advancement plans. Topics include; avoiding writer’s block, breaking down the barriers YOU created with YOUR committee, mentorship matters, demystifying the defense, and strategic career planning. Participants will self-identify their competencies, highlight their professional purpose, and develop a time-referenced action plan for career advancement. Each participant leaves with a “Graduate/Doctoral Swag Score,” practical tips for a successful career search, and a wealth of resources essential for development in higher education. The session ends with “Memoirs of a Child Almost Left Behind, as the presenter shares intimate details of how educators helped him move from a 1.9 gpa to the Doctoral Salute!

## Notes:

Served as Keynote in October 2015. I am proposing this session primarily for first year attendees. Thanks again for this potential opportunity.

Daniel Jean

SREB Graduate #524

# Every Scholar is at Risk: Improving Learning, Retention and Satifaction

Jean, Daniel [danieljean@wordstravel.org](mailto:danieljean@wordstravel.org) 201-532-2353

2/2/2016

ID 1079

## Abstract:

This interactive seminar is designed for educators who seek further development in creating student success strategies connected to the overall goals of learning, retention and satisfaction. Topics include: producing active Alum, removing the barriers YOU create to hinder student success, “they started from the bottom now there here”, orientation is a two-way street, student affair and academic affair partnerships, other duties not assigned, avoiding burnout, navigating school politics, withdrawal testimonials, and the road to graduation. Each participant leaves with an "Educator Swagger Score,” a time-referenced goal setting sheet, and a wealth of resources essential for professional development and student achievement.

**Notes:**

# Navigating Academia in PWIs: A Guide to Equip First Generation Students of Color to Thrive in Higher

Cruz, Krystal [kmc2247@tc.columbia.edu](mailto:kmc2247@tc.columbia.edu) 917-859-1320

2/4/2016

ID 1080

## Abstract:

Session Abstract:

Level of Experience: Novice

A Minority Student’s Survival Guide: For Navigating Higher Education in America—Tools to Equip First Generation Students to See Their Degree Through to Completion • Guidebook Provided for Participants •

This session should particularly benefit first-generation, racial and ethnic minority students who are completing their studies at either the undergraduate or graduate level. This session is co-facilitated by two first generation, minority students from Columbia University’s Teachers College, who will both serve as peer educators for the session participants. A Minority Student’s Survival Guidebook conveying success strategies for participants to implement throughout their academic credentialing experience while navigating higher education in America, as a first generation student, will be provided to help ensure student retention and successful completion of their respective academic programs. This session will provide invaluable resources, guidance and tools to help equip students with sufficient navigational capital to successfully see their degrees through to completion.

This session should particularly benefit first-generation, racial/ethnic minority students who are completing their studies at the undergraduate or graduate level. This session is co-facilitated by two first-generation, working class, minority students from Columbia University, Teachers College, who will serve as peer educators for the session participants.

A Student ThriveBook will be provided that conveys success strategies for the participants to implement throughout their academic experience of navigating higher education as a first generation student of color. Our aim is to move beyond student retention, but also successful completion academic degrees, by peer educating and co-creating to achieve empowerment and self- determination. This session will provide invaluable resources, guidance and tools to help equip students with sufficient navigational capital to successfully see their degrees through to completion—to not just survive academia, but to thrive as their authentic selves. Strategies entail self-work/self-love, particularly in terms of understanding and healing from internalized oppression, how to overcome imposter syndrome, and tips on how to build a community of accountability among peers. The survival guide will provide guidance on how to build community, seek out mentors, locate resources and create opportunities to constructively give back to the surrounding community in which they reside.

**Notes:**

# SdizSnNcnJypG

Mark, Mark [mark357177@hotmail.com](mailto:mark357177@hotmail.com) 998-705-85561

2/11/2016

ID 1081

## Abstract:

NyxGRo [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

## Notes:

NyxGRo [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

# Rebounding: Bouncing Back from Career Missteps

Smith , Elecia C [ecs002@uark.edu](mailto:ecs002@uark.edu)

479-644-0994

2/24/2016

ID 1082

## Abstract:

This is a panel discussion with seasoned academic professionals who have directly or indirectly encountered career mistakes. The session will discuss common workplace errors, political blunders and career strategies to get back into the game.

## Notes:

Set-up:

Flip Chart

Four mics on a table to seat 4 persons and two additional mics for moderators. This is a 90 minute presentation

Barbara A. Lofton [blo0fton@walton.uark.edu](mailto:blo0fton@walton.uark.edu) 479-575-4557 Elecia C. Smith [ecs002@uark.edu](mailto:ecs002@uark.edu) 479-644-0994

# Fostering a Successful Research Career in STEM at Predominately Undergraduate Institutions

Williams, Crystal [cwilliam@bates.edu](mailto:cwilliam@bates.edu) 207-786-6031

3/15/2016

ID 1083

## Abstract:

This panel will focus on identifying successful strategies for developing and fostering a robust and active research agenda at small liberal arts colleges. We will discuss how undergraduate students are engaged in NSF/NIH/Hughes funded research, how teaching at these institutions can inform one's research, and how the small liberal arts college differs from and is similar to R1s. Additionally, we will talk about how small liberals support faculty research and facets of faculty life that are explicitly related to STEM fields.

**Notes:**

# Fostering a Lively Social and Intellectual Life at Liberal Arts Colleges

Williams, Crystal [cwilliam@bates.edu](mailto:cwilliam@bates.edu) 207-786-6031

3/15/2016

ID 1084

## Abstract:

Many small liberal arts colleges are located in small towns or villages. So faculty develop creative solutions to developing their social and intellectual communities that include fostering strong social networks among the college's faculty, and among colleagues within the region and across the nation. Faculty also engage more deliberately with colleagues across the disciplines, which often results in exciting collaborations, friendships, and research projects. This panel will explore the strategies small liberal arts faculty have employed that benefit them personally and professionally. We will discuss tactics, opportunities, and obstacles to creating the life you want while working at institutions focused on strong undergraduate teaching. And we will uncover the strategies that successful faculty members at these colleges most regularly employ to ensure their social and intellectual lives remain fulfilling.

**Notes:**

# I Don't Want to Teach: Exploring Careers In University Administration

Lee, Robin [robinlee20@gmail.com](mailto:robinlee20@gmail.com) 657-200-5948

3/26/2016

ID 1085

## Abstract:

Colleges and universities abound with career opportunities beyond teaching and academic research. When you hear the phrase "university administration" you probably think of department chairs, deans, and college presidents, but in addition to the positions, colleges and universities offer a wide range of employment opportunities. Here are a few:

? Admissions

? Advising

? Alumni Relations

? Business & Finance

? Career Counseling

? Fundraising & Development

? Human Resources

? Institutional Research & Planning

? Public Relations & Communications

? Residential Life

? Student Affairs and Services

? Teaching Centers

Given the harsh realities of today’s academic job market, administration offers a way to remain in a campus environment, beyond the PhD.

The session proposed here will review the differences between faculty roles and administrative jobs in higher education; the hiring process for administrative roles; effective job search strategies for administrative roles; and advice for converting PhD skills and research abilities to attributes necessary for an effective university administration job search. Participants will leave with a career development plan and guide toward effectively landing a university administration job.

## Notes:

The workshop format will be collaborative and highly interactive, in which participants will engage in detailed dialogue and information exchange with fellow group members, as well as discussion and presentation to the overall group.

The following learning outcomes have been designed to achieve the goal of the workshop presented here:

Participants will understand what skills are required of university administrators; Participants will learn about shaping their career path as a university administrator and gain insights about successful career development; Participants will network with colleagues and identify strategies useful toward developing an understanding of how to utilize transferable skills toward an administrator role in higher education’s increasingly complex, rapidly evolving, and challenging environment.

# Tailoring that cover letter

Fernandez, Ramon Emilio [rfernandez@pace.edu](mailto:rfernandez@pace.edu) 347-593-0715

6/23/2016

ID 1086

## Abstract:

This session seeks to assist Ph.D. candidates to edit/tailor cover letters with the potential to lead to an in-person interview. The main purpose of a cover letter is to concisely introduce yourself, to present your qualifications and disposition for a job. It is also the tool that allows you to tell your prospective employer/colleagues how your professional background and skills make you The fit for their advertised position. The cover letter is, as I see it, the most important component of the job application. If your letter sparks you readers’ interest, your chances of landing an in-person interview increase greatly. Your letter may spar you readers’ interest by succinctly demonstrating that the breath and depth of your professional qualifications cover all or most of the qualifications they seek on a potential employee/colleague. In this session, I plan to help Ph.D. candidates to tailor their cover letters based on the desired/preferred skills of one or two specific jobs that they feel are good matches for them. I plan to share the one page four-paragraph cover letter technique that landed me a number of interviews and ultimately a tenure track Assistant Professor job fresh from the Ph.D. This workshop is only for students who are preparing for, or are already on, the professoriate market; therefore, attendees must bring written cover letters and a laptop to the session

## Notes:

The intention of this session is not to write letters, but rather tailor them based on one to two advertised faculty positions that Ph.D. candidates feel would be a great fit for them, based on their professional background.

# Finding and Succeeding In a Non-traditional Academic Career

Perry, Cynthia [cynthia.perry@ttuhsc.edu](mailto:cynthia.perry@ttuhsc.edu) 915-215-4358

8/5/2016

ID 1087

## Abstract:

Perhaps you are thinking ahead to career opportunities, just finished your dissertation, are fresh out of postdoctoral training, or are just tired of the lack of stability found in adjunct faculty appointments, if so this workshop is targeted to you. As a STEM scholar, when considering going into Academia, the first career option you think of is the traditional Research Professor. There are, in fact, career opportunities out there other than the research intensive, external funding driven, high risk, tenure- track positions we all know and love…or fear? This presentation will discuss a variety of non- traditional career paths in academia including the growing trend of Medical Educators. I will also share my experience in the field of Medical Education as a Faculty Associate and now a tenure track Assistant Professor. The expectations, pros, and cons of these emerging positions will be discussed, as well as, how to prepare yourself for an alternative career path in Academia and how to identify these positions once you are ready to make this path your reality.

## Notes:

Based on the content of other proposed workshops, this session can be tweaked to focus more on Medical Education careers or more broadly on alternative Academic careers in general.

# AYGHAbhEknGK

JimmiXS, JimmiXS [jimos4581rt@hotmail.com](mailto:jimos4581rt@hotmail.com) 541-753-33056

8/9/2016

ID 1088

## Abstract:

exNZ1O [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

## Notes:

exNZ1O [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

# fGtAtUJNtlJwMp

JimmiXS, JimmiXS [jimos4581rt@hotmail.com](mailto:jimos4581rt@hotmail.com) 950-814-16645

8/11/2016

ID 1089

## Abstract:

qEqXxg [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

## Notes:

qEqXxg [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

# bgxfQXSNrWJmEICNfa

JimmiXS, JimmiXS [jimos4581rt@hotmail.com](mailto:jimos4581rt@hotmail.com) 500-545-26088

8/11/2016

ID 1090

## Abstract:

ao9zwQ [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

## Notes:

ao9zwQ [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

# NSJFjYyQCJvsDtAxGTb

JimmiXS, JimmiXS [jimos4581rt@hotmail.com](mailto:jimos4581rt@hotmail.com) 664-277-86001

8/11/2016

ID 1091

## Abstract:

LT3FM7 [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

## Notes:

LT3FM7 [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

# jCmlPVIJIUnBqPVnPkz

JimmiXS, JimmiXS [jimos4581rt@hotmail.com](mailto:jimos4581rt@hotmail.com) 812-852-82451

8/11/2016

ID 1092

## Abstract:

xLKdiV [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

## Notes:

xLKdiV [http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com](http://www.FyLitCl7Pf7kjQdDUOLQOuaxTXbj5iNG.com/)

# Speed Researching ( like Speed Dating)

Ansong, Amy [gemfoowah@gmail.com](mailto:gemfoowah@gmail.com) 571-343-0995

8/30/2016

ID 1093

## Abstract:

Greetings, ok, I don't have an abstract per se, but this is what Im thinking--- hundreds of us come to this conference every single year but based on the set up, we rarely get the chance to speak to random people and find out what they are researching, so I am proposing speed "researching" like speed dating.

You have two sets of chairs. One set has Group A set of students. Second set has group B. The Group a students always stay in their chairs, they never move.

When a timer goes on, Group b students will sit in a chair and speak to the person directly in front of them for 2 minutes and then the other person will speak for 2 minutes, they will talk about their research and exchange ideas. a buzzer will go off and group b will stand up and move to the next chair, and speak to a new person.

By the end of the session, all the students have a better idea of what people are researching and it allows the students to connect with students who may have the same interest or ideas about the research topics they heard. I think it'd be a great way for us to interact with each other, and build stronger networks. We can exchange cards with each person that we talk to.

We can also make each exchange longer than 4 minutes, maybe we can make it like 6 minutes.

So its like speed dating, but its speed researching-- talking about your research in a speedy fashion.

**Notes:**

# Understanding the weird and wacky world of being a Phd Student

Ansong, Amy [gemfoowah@gmail.com](mailto:gemfoowah@gmail.com) 571-343-0995

8/31/2016

ID 1094

## Abstract:

When one decides to become a Phd student, little is known about how their life will change. Students know it’s a big step, and it is, but so much more comes with it. Once you enter a PhD program, at times it can feel as if you have entered a black hole where there is no turning back. This session will be a free for all where students in the audience will get the opportunity to ask all the weird and wacky questions they may be too afraid to ask their colleagues at their institutions because they don’t want to sound “dumb”. Here, there is no such thing as a dumb question-all questions are relevant. This session will start off with the presenter presenting a top 20 list of things associated to a PhD that she has learned/wished she knew as a Phd student ( resembling David Letterman’s Top Ten list) in a humorous, yet very true manner.

## Notes:

(For SREB officials, here are some draft notes) :

21. Facebook becomes your new best friend— you will waste more time on Facebook in the first 2- 3 years just to distract you from having to write research papers..in reality, Facebook is the enemy

20. You will disappear—if you were known as the social butterfly, those days are over. Your new best friends are your laptop, and your flashdrive. Everyone else, unfortunately, will barely see you— well at least for the next 3-5 years

19. No one will understand what being a PhD student entails—they will think its equivalent to being an undergrad.Being a PhD student is like being in a secret society—no one will understand your pain, anguish, lifestyle unless they are in that society with you. Outsiders just wont get it.

18.You will become a great politician and begin to think you can run for Congress: picking your committees is a political event.You have to be careful who you pick and ensure all the people on your committee like each other, or else, it will be war and you will suffer.You will become a politician by default and by the time you reach year 3 you will realize that you too can run for Senate because ta that point you will have all the necessary skills you need.

17. Sleep becomes a luxury at some point within the first 3 years.Sleep will be like the Shopkins toy.When you get it, you wont believe you are getting it.You will be so happy , you will jump for joy and you will choose sleep over meeting with and hanging out with friends.

16.Your friends will hate you.They will accuse you or being anti social.Yes, tell them they are right— you are anti social because you are working on a PhD, if they don’t get it, its like the Washington Post—“if you don’t get it, you don’t get it”.

15. PHD stands for many things.. one is Please have donuts—you will be invited to many random sessions at your university--- many of those events will have absolutely nothing to do with you and your research…but, if they have free food, like donuts, just go.Go stand there, nod your head, say “yes yes yes”, and eat some donuts AND put some in your bag to eat for later(always carry a big bag).

14. You will become the expert of late night television.You will know every single show that comes on television between the hours of 1 am and 5 am..and you will wonder who else is watching those same strange shows at 3 am..and you will wonder why those strange shows are on.. then you will laugh at those strange shows and realize you are strange for finding those strange shows entertaining

13. You will hallucinate and wonder what your life would be like if you weren’t doing a Phd.. lets see, you’d be able to go on vacations, youd be able to attend lots of birthday parties, youd get to go to the movies every week, youd get to hang out with your friends, you’d be happy all the time…etc etc..

12. You will wonder why your professors always use such big words in class, and you will also wonder why everyone in your class pretends to understand all those big words,, like epistemology or pedagogical . That first year you will have a notebook of random words your professors use.

11.You will become paranoid but be in denial and act like you are not paranoid, but you will be paranoid.Perfect example: when you save a research paper, you will save it on your desktop, then you will save it again in a folder on your desktop, then you will email it to yourself, then you will open up that email and forward that email to yourself, then you will email that paper to your sibling with a note that says “ can you keep this just in case my computer crashes”… is that not paranoia

# Teach Smarter, Not Harder!

East Phanor, Ph.D., Tonia [teast@fsw.edu](mailto:teast@fsw.edu)

404-641-9816

9/2/2016

ID 1095

## Abstract:

As a former graduate teaching assistant and doctoral fellow at SREB, Dr. Tonia Phanor realizes how difficult it can be to manage your research and deal with difficult students. After teaching for over sixteen years at the college level, Dr. Phanor would like to share with graduate students and faculty of all levels five key strategies to manage your classroom effectively. Learn how to teach smarter, not harder.

**Notes:**

# Faith in the workplace: maintaining Personal Identity

Ries, Tessa [riestessa@tamu.edu](mailto:riestessa@tamu.edu) 651-983-5703

10/4/2016

ID 1096

## Abstract:

If spirituality is a cornerstone in one’s life leaving those beliefs and values out of their work may be out of the question. Suppressing ones faith and personal identity not only causes internal conflict but also prevents sharing of diverse perspectives. Personal values and ambitions are often based on and inspired by belief in God and a greater purpose. This workshop will help you reflect on your own personal identity, and develop healthy habits for maintaining identity in faith. We will discussing challenges and opportunities of expression of faith/spirituality in an institution. We will also discuss the importance of respecting others beliefs while developing our own. The stereotypes associated with certain religious groups or belief system may challenge us in our everyday work. This workshop aims to encourage expression of faith as a personal identity that is building you into the professor that you are becoming.

## Notes:

It may be too late for a workshop to be planned. I totally understand. I am very passionate about respecting this area of diversity and believe it is an important thing to be discussed. I have personal experience with being cast aside in an academic setting for my beliefs and dealing with the consequences of others not understanding/respecting my life choices. This workshop could help believers and non-believers understand the challenges and opportunities in respecting each other on an area of diversity that may not be easily recognized on the outside.

# Being and Effective Teacher Requires Being An Effective Learner

Kelley, Mary [mkelley@ua.edu](mailto:mkelley@ua.edu) 205-219-7882

1/4/2017

ID 1098

## Abstract:

Students have different learning styles and these can affect how they learn. Nursing programs can potentially improve student learning by administering an intervention, such as learning style inventories. The VARK© inventory is one such tool that is easy to use and can give students information on how to maximize their learning. After learning of this inventory in my graduate studies, I personally saw the benefits. Fundamental nursing students are usually in shock to realize that memorization will not produce passing grades in nursing schools. A higher level learning is needed. University level nursing students were asked to take the VARK© inventory and then submit their results. This was followed with an individualized presentation and discussion. In addition, these students were asked to respond to a questionnaire. All students that responded had a positive response to the intervention, and found it to be helpful. The use of learning style inventories after 10 years of use appear to be beneficial, and their usefulness should be further evaluated in other programs of study. By teaching the instructors, more students can reap the benefits of effective learning styles.

## Notes:

I have been using the VARK inventory for over 10 years. I have been teaching upper division nursing students for 30 years. The workshop will offer hands on examples.

# Undergraduate research programs as a professional development tool for graduate students and postdoc

Hernandez, Julia Marcela [hernandez.16@osu.edu](mailto:hernandez.16@osu.edu) 614-292-2642

1/9/2017

ID 1100

## Abstract:

Given the competitiveness of academic tenure track positions, the need to train graduate students and postdocs beyond making them competent researchers is imperative. In order to succeed as faculty members, graduate students and postdocs need to become effective teachers and mentors. This workshop will focus on training programs and approaches that will enable effective interactions with undergraduates and can provide graduate students and postdocs with opportunities to develop their teaching and mentoring skills. In the STEM fields, in spite of the abundance of research opportunities for STEM undergraduate students, many graduate students and postdocs (who often supervise these students) do not know how to interact with undergraduates in the lab in a productive way. Managing such interactions well is key for the future interactions they will have as professors, instructors or researchers. In non-STEM fields, undergraduate research opportunities are few mainly because faculty have limited time to mentor these students, and having doctoral students supervise undergraduates in research is not part of the culture. Yet, the benefits of these interactions and collaborations are pivotal to meeting current career trends of graduate students and exposure to research would be an effective recruitment tool for graduate programs across humanities and social sciences programs. Participants will learn about the current trends and cultures in both STEM and non-STEM fields and think creatively about ways in which each of these groups can benefit from borrowing ideas from each other.

## Notes:

This presentation will be very interactive. After a brief presentation about the status quo in the STEM and non-STEM disciplines, we will ask participants in the room to divide into STEM and non- STEM according to their backgrounds and brainstorm ways in which we can fix the problems in both worlds. The groups will report back and a summary of ideas will be produced.

# The importance of multi-institutional interactions for postdoctoral career development

Hernandez, Julia Marcela [hernandez.16@osu.edu](mailto:hernandez.16@osu.edu) 614-292-2642

1/9/2017

ID 1101

## Abstract:

The importance of a multi-institutional network is of critical importance for postdocs who aim to enter the professoriate. This network can provide supportive mentoring that can lead to more productivity, success obtaining funding, and facilitate hiring. A strategy that the Big Ten Academic Alliance (BTAA) is taking will be discussed. During this workshop, participants will learn (1) why a multi- institutional network is vital at the postdoctoral level, (2) how to form such a network and (3) learn how an existing model is serving the postdoctoral scholars at the BTAA. The speakers will explain the value of the network and will use examples from the BTAA AGEP Professorial Advancement Initiative (PAI) to illustrate the many benefits this approach offers postdoctoral scholars.

## Notes:

The session will start with a short presentation about the strategy a postdoctoral researcher needs to take to become competitive for a faculty position and how a multi-institutional network will help. After the presentation an interactive session will allow participants to reflect and discuss on what would be the perceived obstacles towards the formation of such a network. Then we will close with another short presentation about how PAI addresses some of these perceived obstacles by facilitating the formation of a BTAA network for postdocs from underrepresented backgrounds at BTAA institutions. A final Q and A session will follow.

# Discover your Doctoral Swagger! Getting PhinisheD and Beyond (for first-time attendees)

Jean, Dr. Daniel [danieljean@wordstravel.org](mailto:danieljean@wordstravel.org) 201-532-2353

2/8/2017

ID 1106

## Abstract:

Topics include: This session is designed for future doctors who like to map out a time-referenced strategy to earning their doctorate. Topics include: The tribulations of a trailblazer, avoiding writer/research block, breaking down the barriers YOU create with YOUR committee, PhDvsEdD, mentorship matters, demystifying the defense, and strategic career planning. Each participant leaves with a "Doctoral Swagger Score,” a time-referenced goal, and a wealth of resources essential for professional development and student achievement.The session includes “Memoirs of a Child Almost Left Behind, highlighting intimate details of how he moved from a 1.9 GPA to the Doctoral Salute!

## Notes:

This session is geared "primarily" for first time attendees.

# How WE improved the 4-Year Grad Rates of a so-called “At-Risk” Population by 50%

Jean, Dr. Daniel [danieljean@wordstravel.org](mailto:danieljean@wordstravel.org) 201-532-2353

2/8/2017

ID 1107

## Abstract:

The presenter will share details of the enrollment management framework, including faculty involvement that has led to a 50% increase in the four-year graduation rate of a so-called “at-risk” cohort. Topics include: moving students from prospect to active alumni status, orientation is a two- way street, eliminating the barriers YOU create that hinder student success, other duties not assigned, avoiding burnout, data driven decisions/services, campus politics 101, withdrawal testimonials and the road to graduation. Specific initiatives/reports include, a male leadership academy, targeted outreach, a weekly program for scholars under a 2.0gpa, co-curricular student orgs housed within the program and the essential data/reports.

**Notes:**

# Brand You: Building Your Brand in Academe and Beyond

Anderson, Mia [long.mia@gmail.com](mailto:long.mia@gmail.com) 251-.40-4.7113

3/3/2017

ID 1113

## Abstract:

In January 2017, the Chronicle Vitae featured an article discussing branding yourself in academe. Academics Melissa Harris-Perry, Henry Louis Gates and Marc Lamont Hill have successfully established their brands beyond the realm of academia. You can too! This session will provide participants with tools to use to craft your academic brand, generate brand awareness and ultimately sell your brand for academic success. Use your brilliance to establish and build your brand beyond your graduate experience.

## Notes:

Dr. Mia Anderson, an SREB graduate, is an Assistant Professor of Communication at the University of South Alabama, where she teaches strategic communication courses. Dr. Angel Brutus, a Ronald McNair graduate, is a licensed professional counselor, specializing in Sport & Performance Psychology, and founder of Synergistic Solutions. Dr. Creshema Murray is an Assistant Professor of Corporate Communication at the University of Houston - Downtown, where she teaches leadership communication, organizational training and development, and small group communication. She also serves as a Faculty Fellow in the Center for Critical Race Studies.

# Engaging in Outreach and Community Service While Balancing Your Personal, Academic, and Professional

Toussaint, Kimani [ktoussai@illinois.edu](mailto:ktoussai@illinois.edu) 617-953-9850

3/7/2017

ID 1114

## Abstract:

Socially impacting outreach and community service-oriented involvement are goals for many as they navigate a chosen academic path or career. Indeed, many view service as their duty and opportunity to “give back” to their communities. However, a consistent challenge is that many fields of studies and careers leave little room to engage in sustainable outreach community involvement while maintaining an arduous academic or professional pursuit. This session discusses a clear process allowing you to keep engaging in outreach community activities effectively, while also launching and running a community service based non-profit, tax-exempt organization while maintaining your academic or professional pursuit. The intended audience for this session are undergraduates, graduates, and professionals. All are encouraged to attend this session and bring questions. This is interactive workshop will encourage participants to examine their community outreach goals in relation to their current and future occupation and family lives.

## Notes:

I propose to hold this session with my partner Moussa Traore, M. Ed., as we are co-founders of a non-profit 501(c)(3), which is relevant to the proposed session topic.

# Notes from a Faculty Search Committee Chair

Gordon, Ali [ali@ucf.edu](mailto:ali@ucf.edu) 407-823-4986

3/17/2017

ID 1115

## Abstract:

For those interested in faculty positions, the process of applying, interviewing, and getting an offer from a university can contain long stretches of time without hearing anything from a search committee. Have you ever wondered what the search committee was up to? And what are they looking for? In this talk, a search committee chair gives a unique perspective of the timeline of the search process along with key details of how numerous faculty search committees leverage a tiered system to rank potential hires. Real data from recent tenure-track faculty searches are presented to show when you should respond to an advertisement, what to include in your application, what your competition looks like, and more. The concept of tenure indicator parameters (TIP) is presented.

Ideas on how to make your application stand out are also included. Use the information presented here to tailor your application and job talk for success.

## Notes:

This presentation is ideal for those interested in faculty positions with emphasis on STEM-related disciplines.

# The New American Colleges and Universities - The Goldilocks of Higher Education

Burns, Thomas [thomas.burns@belmont.edu](mailto:thomas.burns@belmont.edu) 615-460-6400

5/4/2017

ID 1116

## Abstract:

Most doctoral candidates seeking employment in higher education have experienced few (less than three) academic institutions, and, in many cases, have not had the opportunity to explore, or even be aware of, the diversity of types of teaching and research opportunities that are open to them.

The New American Colleges and Universities (NAC&U) is a national consortium of selective, small to mid-size (2,000 – 7,500 students) independent colleges and universities dedicated to the purposeful integration of liberal education, professional studies, and civic engagement. While NAC&U institutions vary somewhat in size, they are all committed to improve the quality and effectiveness of teaching and learning among its member institutions. Collectively and individually the NAC&U institutions are often cited as models of the intentional integration of teaching and learning, scholarship, and service. In many ways, NAC&U can be seen as the “Goldilocks” of higher education – not too big, not too small, just right – a place where teaching, learning, service, and research combine to create exciting opportunities for students and faculty together. This session will provide an introduction to the culture and expectations of faculty at a NAC&U institution as well as help doctoral candidates prepare to talk about teaching, research, and service in ways that would help support their candidacy for positions at NAC&U institutions.

## Notes:

I am the Provost at Belmont University and I've been attending the Compact for Faculty Diversity for the past five years as a recruiter. I have found that I spend a great deal of time at the Compact talking with potential job candidates about different career options - which is an absolutely

wonderful experience. It's become clear, however, that there is a need for a session at the Compact that talks about career options that are outside either "R1" or "liberal arts" options - especially since the vast majority of career opportunities in education are at the mid-size, regional, master's institutions. As the Provost at a Division I mid-sized private institution and a member of the NAC&U Board of Directors, I believe I'm well-qualified to talk about various options, but particularly well- qualified to talk about career opportunities for this group of institutions. I have also worked as an administrator who hires faculty at a small liberal arts institution, an Ivy league institution, and a mind

-sized public institution.

# Not Everyone Can Work at Harvard. Someone Has to Work at “Small- Town College.”

Jackson, Omari [omari.jackson@morgan.edu](mailto:omari.jackson@morgan.edu) 734-.67-8.8615

5/25/2017

ID 1117

## Abstract:

Many doctoral candidates have dreams of teaching at well known colleges/universities. In fact, the person who chooses to pursue a doctorate is likely the person who wants the best and expects to teach/research at the “best.” However, few doctoral candidates will receive job offers from such institutions. A mismatch between such aspirations and employment can leave doctoral candidates/graduates feeling like failures or underachievers. Alternatively, there are myriad opportunities to succeed as a faculty member at less well known, smaller colleges. Furthermore, non-tenure track positions are not highly sought after, but often times offer opportunities for great potential. This presentation will cover the faculty experience at a small liberal arts college as well as the faculty experience of a visiting professor. It strives to strengthen one’s confidence in working at an institution that is not one’s initial preference. It also strives to encourage candidates to consider visiting faculty positions; as these positions can turn into tenure track positions or provide one with experience to apply for tenure track positions. Accordingly, this presentation will provide attendees with strategies to succeed professionally in less desirable institutions and/or visiting positions.

Furthermore, this presentation will provide insight on using the aforementioned experiences as a stepping stone to potentially move to an institution that fits one's personal/professional goals.

## Notes:

I am an African American male who is from Detroit and loves cities. During my final year in graduate school, I received two job offers. One was a tenure track job in New York City, which fits my preference for a city, but the pay was low. My second job offer was a visiting faculty position at a small liberal arts college in New Hampshire but the pay allowed me to sustain my family. I worked there for three years and utilized the resources to build my CV so that I could move to a larger school, in a city, with a greater research emphasis, and of course TENURE TRACK. In my third year at the liberal arts college, I received five interviews and two job offers. Each interview/offer was from a school that fit all of my preferences. I just completed my first year of a tenure track position.

# The Ph.D. is Not Enough. Get a Job!: The Academic Job Search

Jackson, Omari [omari.jackson@morgan.edu](mailto:omari.jackson@morgan.edu) 734-.67-8.8615

5/25/2017

ID 1118

## Abstract:

Doctoral candidates often times see earning the degree as the ultimate accomplishment. However, they must secure employment; as one is likely to feel unfulfilled without employment related to one’s degree. Put simply, the job search is no small feat. It takes a lot of time, diligence, networks, and organization to perform a successful job search. Furthermore, it is commonly done while finishing one’s dissertation; meaning one must be successful at both! This presentation will cover the job application process; as applying for academic jobs is much different than many other job application processes. It will cover topics such as securing letters of recommendation, searching for jobs, and organizing the job search.

**Notes:**

# Pay it forward - It is now your turn to make a difference

Penaloza, Carlos [carlos.penaloza@mcckc.edu](mailto:carlos.penaloza@mcckc.edu) 816-604-1206

5/30/2017

ID 1119

## Abstract:

Achievement gaps have been a major topic of discussion in higher education in recent years. Many have developed meaningful approaches in reducing achievement gaps in people of color, and yet we are missing a critical piece, and that is representation. As professionals in the field, it is critical to recognize that ‘Professors’ serve much more than just instruction. With the continued growth of distance education, the role of the traditional ‘instructor’ has been significantly reduced; and what is most necessary is mentorship, guidance, and role models that look like our students. As new professionals, that have had the guidance of mentors and advisers, you can recognize the value, and yet not necessarily recognize the gap we still have in representation. You have a critical role in reducing this representation gap, and in recognizing that decision-making that happens in higher education, needs to be defined and supported by groups that are representative of our students.

You are now in a position to make a difference, and this session will provide critical national trends on our students, their success and the role of faculty, staff and administrators in ensuring that we are holding true to the mission of increasing people of color in higher education as well as reducing achievement gaps among our own.

**Notes:**

# Understanding the Leader in You:Introduction to Implicit Bias, Stereotype Threat,& Imposter Syndrome

Rahhal, Tojan

[rahhal@alliance-professional.com](mailto:rahhal@alliance-professional.com) 919-272-8563

6/11/2017

ID 1120

## Abstract:

In a workforce, that is increasing in cultural diversity, there is little direction on how to establish an open and inclusive environment. In this workshop, we will train students and future professionals to be more aware by addressing the issues of diversity stemming from different academic backgrounds, cultural backgrounds, experiences, etc. We focus on three main topics: Implicit Bias, Stereotype Threat, and Imposter Syndrome. While these concepts are pervasive amongst many professionals, they are especially applicable to over-achievers, women, and minorities. Often times, we discuss implicit bias in terms of how it impacts the way we perceive and treat others. However, biases can be internalized in the form of stereotype threat and imposter syndrome. This workshop explores how to confront these issues head on and how to mentor individuals on your team who may be dealing with them. This is an introductory level workshop for those unfamiliar with these concepts or those who want to discuss them with their peers in a safe and relaxed atmosphere. Join Dr. Rahhal as she brings a unique session that will allow an interactive approach to understanding the leader within each of us.

## Notes:

Speaker Bio: Dr. Tojan Rahhal is the owner of Alliance Professional Development (www.Alliance- Professional.com), which provides exceptional guidance in leadership, soft skills, and cross-cultural awareness development. She is a Biomedical Engineer (NC State) by training and has a PhD in Pharmaceutical Sciences from the University of North Carolina at Chapel Hill. Outside of her research efforts, she demonstrated commitment to service and leadership in the academic community, promoting awareness of issues regarding equality in science. She currently also serves as the Director of Diversity and Outreach Initiatives at the College of Engineering in the University of Missouri.

# Using a school garden as a tool for learning.

Pecot, Marcia [MPecot@cristoreyatlanta.org](mailto:MPecot@cristoreyatlanta.org) 404-516-8893

6/25/2017

ID 1121

## Abstract:

As an educational leader, by nature, my job and lifestyle is completely dedicated to promoting and encouraging the act of service. Specifically, as a teacher, there are commonalities between the standards upheld in the classroom and the colleagues with which I work. Obstacles, challenges, critical thinking, problem solving and collaboration are aligned with students and the leaders of the school. Service is a vital component of the development of our students, therefore, utilizing a garden as a tool within an executive plan for curriculum leadership assists on multiple levels in the school hierarchy. Not only can a garden be used as a tool for classroom lessons, it assists in promoting communication, team building and collaboration amongst all levels of the school.

My goal is to utilize a school garden as a tool for learning and communication within a high school setting using science topics, ethical considerations, collaborative techniques and life skills in order to implicitly and explicitly achieve academic and character goals for students, faculty, staff and administration.

**Notes:**

# est ce que manger du citron fait maigrir

Hytten, Ben [ben\_hytten@moose-mail.com](mailto:ben_hytten@moose-mail.com) 031-777-50286

7/8/2017

ID 1122

## Abstract:

comment maigrir des seins l agar agar pour maigrir maigrir vite anaca3 cardio pour maigrir rapidement maigrir grace au laxatif maigrir avec la

marche maigrir avec cannelle et miel le secret des stars pour maigrir vetement homme pour maigrir quel regime faire pour maigrir rapidement maigrir plus vite pro ana les abdo font il maigrir lavement pour maigrir comment maigrir le ventre femme savoir maigrir avec jean michel cohen maigrir par l'hypnose toulouse soupe le soir pour maigrir que faut t'il manger pour maigrir

sport pour maigrir rapidement maigrir chocolat arte citron maigrir boire du bicarbonate de soude pour maigrir

## Notes:

comment maigrir des seins l agar agar pour maigrir maigrir vite anaca3 cardio

pour maigrir rapidement maigrir grace au laxatif maigrir avec la marche maigrir avec

cannelle et miel le secret des stars pour maigrir vetement homme pour maigrir quel regime faire pour maigrir rapidement maigrir

plus vite pro ana les abdo font il maigrir lavement pour maigrir comment maigrir le ventre femme savoir maigrir avec jean michel cohen maigrir par l'hypnose toulouse

soupe le soir pour maigrir que faut t'il manger pour maigrir sport

pour maigrir rapidement maigrir chocolat arte citron maigrir boire du bicarbonate de soude pour maigrir

# propecia low libido

Chute, Esteban [estebanchute@gmail.com](mailto:estebanchute@gmail.com) 066-915-2608

7/21/2017

ID 1123

## Abstract:

pas de libido enceinte fille ou garcon qu'est ce qui augmente la

libido chez la femme testosterone supplements female libido qu'est ce qui diminue la libido stimulant libido femme huile essentielle pilule leeloo et baisse de

libido diminuer sa libido femme un homme sans libido

peut il etre amoureux enceinte libido forte implant contraceptif augmentation libido medicament naturel pour libido plantes pour

diminuer libido comment avoir plus de libido masculine testosterone libido homme

libido homme sport definition de la libido chez l'homme libido definition dictionary vitamine pour augmenter la

libido chez l'homme mirena libido 0 baisse libido pilule qlaira zinc libido booster sa libido en couple

## Notes:

pas de libido enceinte fille ou garcon qu'est ce qui augmente la libido chez la femme testosterone supplements female libido qu'est ce qui diminue la

libido stimulant libido femme huile essentielle pilule leeloo et baisse de libido diminuer sa libido femme un homme sans libido peut il

etre amoureux enceinte libido forte implant contraceptif augmentation libido medicament naturel pour libido plantes pour diminuer libido comment avoir plus de

libido masculine testosterone libido homme libido homme sport definition de la libido chez l'homme libido definition dictionary vitamine pour augmenter la libido chez l'homme mirena

libido 0 baisse libido pilule qlaira zinc libido booster sa libido en couple

# comment vite perdre du poids sur ma-bimbo

McGuirk, Fern [fernmcguirk@zoho.com](mailto:fernmcguirk@zoho.com) 078-647-38370

7/24/2017

ID 1124

## Abstract:

perdre du poids en faisant du sport perdre du poids en 2 mois exercices aide

naturelle pour perdre du poids velo elliptique ou tapis de course pour perdre du poids comment perdre du poids rapidement avant une grossesse comment bien se nourrir pour perdre du poids perdre du poids

rapidement sans faire de sport la solution la plus efficace pour perdre du poids exercice pour perdre du

poids apres accouchement perdre du poids apres 50 ans programme d'entrainement sportif pour perdre du poids 15 super aliments pour

perdre du poids vais je perdre du poids en arretant la pilule sauter a la corde

fait il perdre du poids repas pour perdre du poids homme perdre du poids rapidement femme apres accouchement quel medecin consulter pour perdre du

poids regimes perdre du poids avant une grossesse perdre du poids sans exercice programme musculation pour perdre du poids homme ne pas

manger fait perdre du poids perdre du poids forum 2016

## Notes:

perdre du poids en faisant du sport perdre du poids en 2 mois exercices aide

naturelle pour perdre du poids velo elliptique ou tapis de course pour perdre du poids comment perdre du poids rapidement avant une

grossesse comment bien se nourrir pour perdre du poids perdre du poids rapidement sans faire de sport

la solution la plus efficace pour perdre du poids exercice pour perdre du

poids apres accouchement perdre du poids apres 50 ans programme d'entrainement sportif pour perdre du poids 15 super aliments pour perdre du poids vais

je perdre du poids en arretant la pilule sauter a la corde fait

il perdre du poids repas pour perdre du poids homme perdre du poids rapidement femme apres accouchement quel medecin consulter pour

perdre du poids regimes perdre du poids avant une grossesse perdre du poids sans exercice programme musculation pour perdre du poids homme

ne pas manger fait perdre du poids perdre du poids forum 2016

# tirage des tarots en ligne gratuit

Thorpe, Winnie [winnie.thorpe@gmx.net](mailto:winnie.thorpe@gmx.net) 039-994-47077

8/10/2017

ID 1128

## Abstract:

voyance gratuite tirage tarot tarot a 5 gratuit jeu de tarot en ligne gratuit sans inscription contre ordinateur tarot gratuit en ligne oui non tirage tarot amoureux gratuit en ligne les tarots et

oracles gratuits marie claire tirage tarots gratuit denis lapierre tirer

les cartes tarot en ligne gratuit tirage tarot divinatoire gratuit 2014 tarot gratuit eryod soft tirage tarot gratuit amour fiable tirage de tarot

de marseille gratuit immediat tirage tarot avenir immediat tirage gratuit tarot persan tirage tarot amour

3 cartes tirage tarot oracle de ge gratuit tarot chinois tirage gratuit methode tirage oui non tarot divine

tarot gratuit tirage tarot gratuit marseille tarot tirage 12 cartes tirage tarot gratuit en ligne dame de trefle

## Notes:

voyance gratuite tirage tarot tarot a 5 gratuit jeu de

tarot en ligne gratuit sans inscription contre ordinateur tarot gratuit en ligne oui non tirage tarot amoureux

gratuit en ligne les tarots et oracles gratuits marie claire tirage tarots gratuit denis lapierre tirer les cartes tarot en ligne gratuit tirage tarot divinatoire gratuit 2014 tarot gratuit

eryod soft tirage tarot gratuit amour fiable tirage de tarot de marseille gratuit immediat tirage tarot avenir immediat tirage gratuit tarot persan tirage tarot amour

3 cartes tirage tarot oracle de ge gratuit tarot chinois tirage gratuit methode tirage oui non tarot divine tarot gratuit tirage tarot gratuit marseille

tarot tirage 12 cartes tirage tarot gratuit en ligne dame de trefle

# tirage tarot travail 2015

Gilmore, Arlen [arlengilmore@freenet.de](mailto:arlengilmore@freenet.de) 077-475-04995

8/11/2017

ID 1129

## Abstract:

tirage tarot rune cartomancie jeux tarot gratuit mac tirage de tarot divinatoire en ligne gratuit les

tarot de marseille gratuit tirage tarot de marseille gratuit marie claire tarot online gratuit facebook tirage tarot

amour belline tarot amour gratuit et fiable tirage tarot divinatoire amour tirage tarot amour christine haas tirage tarot gratuit serieux et immediat tirages tarots

gratuits denis lapierre tirag tarot tirage du tarot persan gratuit tarot divinatoire selon lapierre tirage tarots gratuit en ligne tarot online gratuito

123 tirage tarot croix celtique jeux de carte tarot gratuit tarot

en ligne serieux gratuit tirage du tarot reponse par oui ou non tirage de tarot de belline gratuit

## Notes:

tirage tarot rune cartomancie jeux tarot gratuit mac tirage de tarot divinatoire en ligne gratuit les tarot de marseille gratuit

tirage tarot de marseille gratuit marie claire

tarot online gratuit facebook tirage tarot amour belline tarot amour gratuit et fiable tirage tarot divinatoire amour tirage tarot

amour christine haas tirage tarot gratuit serieux et immediat tirages tarots gratuits denis lapierre tirag tarot

tirage du tarot persan gratuit tarot divinatoire selon lapierre tirage tarots gratuit en ligne tarot online gratuito 123 tirage tarot croix celtique jeux de carte tarot gratuit tarot en ligne serieux gratuit tirage du tarot reponse par oui ou non tirage de tarot de belline gratuit

# A Comprehensive Overview of the Post Graduate Employment Landscape

Lee, Christopher [khaselhorst@vccs.edu](mailto:khaselhorst@vccs.edu) 804-819-4785

8/22/2017

ID 1130

## Abstract:

Outline:

1. Overview of the employment landscape
   1. Map landscape for PhD candidates including: Research, Teaching, Industry, Government, Workforce Initiatives, etc.
   2. Share real life experiences, career paths, success stories
2. Designing your PhD experience to fit your desired outcome a.Marketing yourself to your ‘niche’

b.How to build your CV to get the job you want

c.Tips on networking and interviewing

1. Professional development opportunities during your career
   1. The importance of mentorship
   2. Stepping into leadership roles Description:

With tenure track positions becoming more and more competitive to secure, it’s vital that PhD candidates understand what career options are available to them before they defend their dissertation. This session will provide and in-depth overview of career opportunities available to scholars. Presenters will cover nuances and opportunities in each industry and discuss how scholars can tailor their PhD experience to fit their desired outcome. Scholars will walk away with information that will help them better understand their options based on their professional interests and career goals.

Objectives:

1. Understanding the multiple career paths available to PhD scholars.
2. Laying the groundwork for a successful job search in any industry.
3. How to cultivate mentorships and identify formal and informal professional development opportunities.

## Notes:

Speakers: Dr. J. Brandon Shaw, Dean of Science, Engineering, Mathematics and Health, Lord Fairfax Community College, Dr. Christopher Lee, Associate Vice Chancellor for Human Resources, Virginia Community College System

J. Brandon Shaw, JD, PhD; Dean of Science, Engineering, Mathematics, and Health at Lord Fairfax Community College

Brandon’s training as a scientist and attorney allows him to speak about the intersection of science and law in today’s society. His understanding of emerging interdisciplinary fields and the requisite skill set needed to successfully compete in a global marketplace has been beneficial to students, entrepreneurs, politicians, and researchers. Dr. Shaw has amassed over twenty years of STEM teaching experience at the collegiate level.

Brandon serves on numerous STEM advisory boards, and he has participated as a panelist on issues related to minority student recruitment and retention in STEM disciplines. He is a frequent speaker at local schools, and he enjoys volunteering as a mentor to aspiring scientists and attorneys.

Dr. Shaw is a lifelong learner, and he believes that society’s continued quest for knowledge through science, technology, and law will provide unimaginable opportunities to future generations. In addition to receiving his Juris Doctor degree, Brandon attained PhD, MS, and BS degrees in Biological Sciences.

Christopher D. Lee, Ph.D., SPHR; Associate Vice Chancellor for Human Resource Services, Virginia Community College System

Prior to coming to the VCCS Chris served as the chief human resources officer for a community college and a state university in the University System of Georgia and a Bates College in Maine. He is a former question writer for the PHR and SPHR examinations administered by the Human Resources Certification Institute (HRCI). His areas of expertise are staffing, training, and performance management—or, in his words, "finding, developing, and managing talent in organizations." He is the author of numerous human resources related articles and three books, including Performance Conversations: An Alternative to Appraisals and Search Committees: A Comprehensive Guide to Successful Faculty, Staff, and Administrative Searches. He has recently completed his fourth book, tentatively entitled, Performance Questions: 30 Minutes, 7 Answers, Unlimited Results.

He has presented at conferences and consulted with clients in the US, Canada, Australia and South Africa on HR related topics. He holds a master's degree in HR Management, a doctor of philosophy degree in HR Development, and he is also certified as a Senior Professional in Human Resources. He is also a retired Lieutenant Colonel from the United States Marine Corps Reserves.

Telephone: 804-819-4685 Email: [clee@vccs.edu;](mailto:clee@vccs.edu)

Address: 300 Arboretum Place, Suite 200

Richmond, VA 23236

# tarot forum aufeminin

Oswald, Herman [hermanoswald@gmail.com](mailto:hermanoswald@gmail.com) 068-180-77951

8/24/2017

ID 1131

## Abstract:

lire carte tarot marseille tarot interpretation gratuite jeu carte tarot en ligne tarot bleu tarot gratuit travail tarot divinatoire gratuit amour en ligne tarot carte 13 osho

zen tarot satori jouer tarot 5 joueurs tarot marseillais gratuit marie-claire jouer au tarot sans inscription tarot para leo noviembre 2015 signification lame tarot soleil voyance gratuite immediate sans inscription blog

tarot persan tarot divinatoire daniel lapierre tarot amour gratuit fiable 2016 jouer tarot a

2 tarot bijou tarot oracle divinatoire gratuit tirage tarot amour en ligne gratuit tirage tarots gratuits belline tirage tarot amerindien gratuit tarot osho zen pdf tarot gratuit

du jour belier tarots gratuis tarot a quatre gratuit meilleur jeu tarot

pc objectif tarot ne repond plus jeu tarot divinatoire gratuit signification tarots egyptiens signification tarot titania tarot trefle

oui non tarot voyance gratuite amour definition hermite tarot tirage tarot d'amour gratuit

tarot gratuit tirage marie claire hermit tarot tarot jouer a 3 via tarot blogspot tarot amour numerologie tarot croix maat

tarot julie cuccia watts tarot sans bout signification tarot persan tarot

medium avis tarot aufeminin domino tarot amour gratuit avigora pure voyance tarot gratuit le bateleur tarot amour mon tarot en ligne tarot ton tarot amour gratuit magie voyance tirage tarot gratuit en ligne 2015 jouer l'excuse

tarot tarot oui non gratuit iza tirage tarot gratuit et interpretation immediate comment

jouer au tarot a 2 jouer au tarot voyance tarot divinatoire gratuit amour en ligne tirage amoureux tarot gratuit magie

voyance tarot marseille gratuit tarot tzigane explication tarot tirer une carte estrella tarot youtube 2016 carte du jour tarot

jeu belote tarot gratuit jouer tarot a 4 tarot belline amour tarot divinatoir gratuit 2015 tirage gratuit tarot marseillais le fou et

le pape tarot tarot rtl jeux tarot gratuit tablette

tarot signification carte mort tirage tarot amour du jour gratuit jouer au tarot seul tarot belline aufeminin tarots amour

annonce tarot fft voyance gratuite en ligne amour tarot tarot 2015 amour tarot le petit lenormand tarot gatuit

voyance tarot gratuite en direct signification carte tarot le

soleil etoile tarot pratique regle crapette avec tarot tirage tarot amerindien oracle tarot juin 2017 tarot le mat en pour tirage tarot philippe camoin tarot pour l'annee

2015 gratuit tarot divination oui non moment tarot maryse tarot gratuit divinatoire tirage tarot gemeaux mai 2017 tarot amour elle

tarot 2012 gratuit tirage tarot gratuit serieux tarots marseille amour voyance en ligne gratuite par mail tarot amour oui non gratuit tarot gratuit 2015 en ligne tarot grimaud premiere

## Notes:

lire carte tarot marseille tarot interpretation gratuite jeu carte tarot en ligne tarot bleu tarot gratuit travail tarot divinatoire gratuit amour en ligne tarot carte 13 osho zen tarot satori

jouer tarot 5 joueurs tarot marseillais gratuit marie-claire

jouer au tarot sans inscription tarot para leo noviembre 2015 signification lame tarot soleil voyance gratuite immediate sans inscription blog

tarot persan tarot divinatoire daniel lapierre tarot amour

gratuit fiable 2016 jouer tarot a 2 tarot bijou tarot oracle divinatoire gratuit tirage tarot amour en ligne gratuit tirage tarots gratuits belline tirage

tarot amerindien gratuit tarot osho zen pdf tarot gratuit du jour belier tarots gratuis

tarot a quatre gratuit meilleur jeu tarot pc objectif tarot ne repond plus jeu tarot divinatoire gratuit signification tarots egyptiens signification tarot titania tarot trefle oui non tarot voyance gratuite amour definition hermite tarot tirage tarot d'amour gratuit tarot gratuit tirage marie claire hermit tarot tarot jouer a 3 via

tarot blogspot tarot amour numerologie tarot croix maat tarot julie cuccia watts tarot

sans bout signification tarot persan tarot medium avis tarot aufeminin domino tarot amour

gratuit avigora pure voyance tarot gratuit le bateleur tarot amour mon tarot en ligne tarot ton tarot amour gratuit magie voyance tirage tarot gratuit

en ligne 2015 jouer l'excuse tarot tarot oui non gratuit iza tirage

tarot gratuit et interpretation immediate comment jouer au tarot a 2 jouer

au tarot voyance tarot divinatoire gratuit amour en ligne tirage amoureux tarot gratuit magie voyance tarot marseille gratuit tarot tzigane

explication tarot tirer une carte estrella tarot

youtube 2016 carte du jour tarot jeu belote tarot gratuit

jouer tarot a 4 tarot belline amour tarot divinatoir gratuit 2015 tirage gratuit tarot marseillais le fou et le pape tarot tarot rtl jeux tarot gratuit tablette tarot signification carte mort tirage

tarot amour du jour gratuit jouer au tarot seul tarot belline aufeminin tarots amour annonce tarot fft voyance gratuite en ligne amour tarot tarot 2015 amour

tarot le petit lenormand tarot gatuit voyance tarot gratuite en direct signification carte

tarot le soleil etoile tarot pratique regle crapette avec tarot tirage tarot amerindien oracle tarot juin 2017 tarot le mat en pour tirage tarot philippe camoin tarot pour l'annee 2015 gratuit tarot divination oui

non moment tarot maryse tarot gratuit divinatoire tirage tarot gemeaux mai 2017 tarot

amour elle tarot 2012 gratuit tirage tarot gratuit serieux tarots marseille amour voyance en ligne gratuite par mail tarot amour oui non gratuit tarot gratuit 2015 en ligne tarot grimaud premiere

# In the Sunken Place: Coping with depression and Anxiety in Doctoral Programs

Hamilton , Aretina [aretina.hamilton@labatl.lovett.org](mailto:aretina.hamilton@labatl.lovett.org) 305-903-3482

9/1/2017

ID 1132

## Abstract:

Increasingly, graduate students are facing multiple issues in the pursuit of their graduate degrees. This session will start a conversation around issues of anxiety, depression, and imposter syndrome as it relates to doctoral students.

**Notes:**

# Managing stress in graduate school: utilizing self-care as a strategy for success

Curry, Lynn [lynn.curry@cmich.edu](mailto:lynn.curry@cmich.edu) 989-330-7317

9/6/2017

ID 1133

## Abstract:

Learn to use self-care as an antidote to stress! We know as busy graduate students, you are juggling a lot of competing priorities. This is a very important time in your life and you want to do your best work possible, while still having a life. But sometimes, things can get pretty overwhelming pretty quickly. How do you keep it all together? In this session, we will talk about what self-care is and why it's important. We address the two biggest challenges when it comes to taking care of you - not having enough time and feeling guilty when you actually do it! Getting to know yourself and your needs is the most important piece of the puzzle and you'll learn ways to get more in-tune with what is going to work for you. Developing a "self-care mindset" to carry you through the semester is key and you'll learn exactly how to make self-care a priority in your daily flow. I will challenge you to commit to at least one small daily self-care habit that you will do this semester no matter what. And we'll talk about ways to deal with setbacks when they do happen and how you can use momentum to fuel your success. Lastly, I'm going to encourage you share your experiences with your peers and be a role model for others. Making connections and helping others to be accountable to their goals is the best way to help us all elevate ourselves, feel great and do our best work!

## Notes:

Hi there! I am a McNair director from Central Michigan University and I have been working with McNair scholars for the past 15 years. Helping scholars incorporate health + wellness into their academic journeys is my passion. We have always enjoyed attending the Compact and I thought your doctoral students might benefit from this kind of session. I developed a "self-care course" for our McNair community and would be happy to create a version that would focus + support your primary group of doctoral students. Please feel free to visit [www.mcnairscholarstakecare.com](http://www.mcnairscholarstakecare.com/) to get a better idea of what I'm talking about. Thank you so much for your consideration and I hope to be selected to do a presentation for this year's Compact. Lynn :)

# cartas tarot videncia

Braswell, Andreas [andreas.braswell@live.com](mailto:andreas.braswell@live.com) 049-368-2593

9/15/2017

ID 1134

## Abstract:

jose guillen vidente telefono chat de videncia y tarot gratis mhoni vidente tvnotas aida luz

valencia vidente vidente reinaldo dos santos 2016 videncia economica gratis videncias colombia rossana lara vidente videncia pregunta gratis por telefono mhoni vidente amor virgo publicar anuncios gratis de videncia videncias gratis isabel vidente actur videncia natural sin cartas mhoni vidente para el amor vidente maria jacaranda vidente cristina hurtado videncia tarot valencia estrella vidente trujillo vidente ana de luz buena

vidente en cadiz tarot y videncia gratis 2014 videncias gratis laura vidente armilla maria vidente sevilla videncia

milanuncios badajoz videncia por visa economica

carmen sosa vidente valencia el vidente nicolas cage trailer busco vidente en vigo que significa vidente en la biblia vidente telecinco

anne germain vidente y tarotista susana lagos vidente gratis

email laura vidente en guadalajara significado de evidente sinonimos vidente rosario dutto vidente particular malaga vidente

ana maria taigi videncia amor vidente muy barata vidente ana la gallega vidente serio gratis vidente natural on line gratis vidente y tarotista susana lagos vidente 806 tarot y videncia gratis en argentina rappel vidente casado vidente muy barata vidente que acierte futuro

## Notes:

jose guillen vidente telefono chat de videncia y tarot gratis

mhoni vidente tvnotas aida luz valencia vidente vidente reinaldo dos santos 2016 videncia economica gratis videncias colombia rossana lara

vidente videncia pregunta gratis por telefono mhoni vidente amor virgo publicar anuncios gratis de videncia videncias gratis isabel vidente actur videncia natural sin cartas mhoni vidente para el amor vidente

maria jacaranda vidente cristina hurtado videncia tarot valencia estrella vidente trujillo vidente ana de luz buena vidente en cadiz tarot

y videncia gratis 2014 videncias gratis laura vidente armilla maria vidente sevilla videncia milanuncios badajoz

videncia por visa economica carmen sosa vidente

valencia el vidente nicolas cage trailer busco vidente en vigo que significa vidente en la biblia vidente telecinco anne

germain vidente y tarotista susana lagos vidente gratis

email laura vidente en guadalajara significado de evidente sinonimos vidente rosario

dutto vidente particular malaga vidente ana maria taigi videncia amor vidente muy barata vidente ana la gallega vidente serio gratis vidente natural on line gratis vidente y tarotista susana lagos vidente 806 tarot

y videncia gratis en argentina rappel vidente casado vidente muy barata vidente que acierte futuro

# videncia y tarot de luz gratis

Goldstein, Deanna [deanna\_goldstein@freenet.de](mailto:deanna_goldstein@freenet.de) 064-434-5676

9/16/2017

ID 1135

## Abstract:

tara vidente natural ana vidente gallega vidente luciano maria jose vidente de centeno significado de persona vidente mhoni vidente sin cartas vidente gratis chat el vidente nicolas cage reparto mhoni vidente real madrid vs juventus ivan vidente de medjugorje

2015 vidente por email gratis vidente argentino cristian latina videncia barata sin preguntas el vidente y lo oculto pdf vidente laura vera vidente natural gratis tara

vidente isabel actur videncia tarot tarot del amor gratis 466 vidente ser de luz videncia

24 horas chats de videncia gratis vidente maria bola de cristal vidente en sevilla gratis existe la videncia

natural sandro rey vidente wikipedia minerva vidente valladolid videncia gratis

de amor mhoni vidente significado de las velas medium vidente significado jade vidente tarotista consulta de videncia gratis videncia gitana gratis vidente brasileno chico vidente buena que acierte vidente particular

casa sandro rey vidente wikipedia vidente lucia penafiel soy vidente y

ayudo gratis vidente telefono movil vidente rosario montoya vidente en capital federal rosa vidente leon videncia amorosa

gratis tarot gratis del amor videncia en linea videncia buena alguna vidente buena en malaga vidente en barcelona gratis

videncias chile videncia tarot amor casa de rappel vidente

## Notes:

tara vidente natural ana vidente gallega vidente luciano maria jose vidente de centeno significado de persona vidente mhoni vidente sin cartas vidente

gratis chat el vidente nicolas cage reparto mhoni vidente real

madrid vs juventus ivan vidente de medjugorje 2015 vidente por email gratis vidente argentino cristian latina videncia

barata sin preguntas el vidente y lo oculto pdf vidente laura vera vidente natural gratis tara vidente isabel actur videncia tarot tarot del

amor gratis 466 vidente ser de luz videncia 24 horas chats de videncia gratis vidente

maria bola de cristal vidente en sevilla gratis existe la videncia natural sandro rey vidente wikipedia minerva vidente valladolid videncia gratis

de amor mhoni vidente significado de las velas medium vidente significado jade vidente tarotista consulta de videncia gratis videncia gitana gratis vidente brasileno chico vidente buena que acierte vidente particular casa sandro rey

vidente wikipedia vidente lucia penafiel soy vidente y ayudo gratis vidente telefono movil vidente rosario montoya

vidente en capital federal rosa vidente leon videncia amorosa gratis tarot gratis del amor videncia en linea videncia buena

alguna vidente buena en malaga vidente en barcelona gratis videncias chile videncia tarot amor casa de rappel vidente

# el tarot egipcio en femenino

Selleck, Kristin [kristinselleck@googlemail.com](mailto:kristinselleck@googlemail.com) 05.-66.-33.35.67

9/16/2017

ID 1136

## Abstract:

astro zenit tarot karte leer las cartas del tarot gratis da vinci tarot pdf tarot libro

abierto rey de copas tiradas tarot marsella tarot fechas exactas quien me puede leer las cartas del tarot gratis tirada de cartas de tarot para hoy tirage tarot de marseille amour tarot serio

tirada amor verdadero gratis lectura de cartas del tarot del amor verdadero tarot gratis de cartas gitanas tiendas tarot madrid centro

tarot gratis del amor fiable tirada tarot gratis pedro engel tarot de dalia gaelle tarot del amor para parejas tarot lenormand tirada gratis libros tarot rider

gratis tarotamigo piscis tarot psiquico libro tarot y horoscopo gratis 2015 tarot 806 gratis tirada de tarot de marsella gratis punto tarot capricornio julio 2015 vidente y tarot gratis

tirada de tarot egipcio gratis 2014 tarot de tiziana el sol

tarot mexicano gratis tarot elle magazine tarot gratis pareja dinero tarot enfemenino del amor verdadero tarot celta

de la verdad tarot del amor 100 aciertos y gratis cartas tarot tirada gratis amor tarot amor tauro julio 2015 tarot marsella jodorowsky

tirada gratis tarot gitano gratis oraculo cartas del tarot del amor en femenino tarot laura vera 2016 tarot para sagitario dia hoy ver tarot gitano gratis tarot gratis del embarazo el tarot de los gatos alejandro jodorowsky pdf cursos tarot

en madrid horoscopo y tarot terra gratis tarot gratis sin numero de telefono tarot amor on line tarot futuro inmediato gratis enfemenino tarot

tenerife

## Notes:

astro zenit tarot karte leer las cartas del tarot gratis da vinci tarot pdf tarot libro

abierto rey de copas tiradas tarot marsella tarot fechas exactas quien me puede leer las cartas del tarot gratis tirada de cartas de tarot para hoy tirage tarot de marseille amour tarot serio tirada amor verdadero gratis lectura de cartas del tarot del amor verdadero tarot gratis de cartas gitanas tiendas tarot

madrid centro tarot gratis del amor fiable tirada tarot gratis pedro engel tarot de dalia gaelle tarot del amor para parejas tarot lenormand tirada gratis libros tarot rider gratis tarotamigo piscis tarot psiquico libro

tarot y horoscopo gratis 2015 tarot 806 gratis tirada de tarot de marsella gratis

punto tarot capricornio julio 2015 vidente y tarot gratis tirada de tarot egipcio gratis 2014 tarot de tiziana el sol tarot mexicano

gratis tarot elle magazine tarot gratis pareja dinero tarot enfemenino

del amor verdadero tarot celta de la verdad tarot del amor 100 aciertos y gratis cartas tarot tirada gratis amor tarot amor tauro julio 2015 tarot marsella jodorowsky tirada gratis tarot gitano

gratis oraculo cartas del tarot del amor en femenino tarot laura vera 2016 tarot para sagitario dia hoy ver tarot gitano gratis tarot gratis del embarazo el tarot

de los gatos alejandro jodorowsky pdf cursos tarot en madrid horoscopo y tarot terra gratis tarot gratis sin numero de telefono tarot amor on line

tarot futuro inmediato gratis enfemenino tarot tenerife

# From Mentee to Mentor: Your Professional Journey Begins Now

De La Cruz-Guzman, Marlene [delacr@ohio.edu](mailto:delacr@ohio.edu)

740-593-9376

10/6/2017

ID 1138

## Abstract:

Every person attending this Institute on Teaching and Mentoring received first hand mentoring, and that is why these scholars have access to and are seeking such a high-level enrichment experience. Since individuals who were mentored are more likely to become mentors (Allen, Poteet & Burroughts, 1997 Ragins & Cotton, 1993; Ragins & Scandura 1999), this session will expose individuals in attendance to the rewarding role of a mentor. With the purpose of motivating them to take on the role, either formally or informally, for other underrepresented students, this session will highlight mentor benefits as well as the role mentors play in the success of underrepresented individuals. Furthermore, it will introduce the concept that even as students, they can begin to mentor others regardless of their particular level of academic achievement.

To address the benefits of mentoring at any stage of career development, this session will touch on the seminal scholarship on mentoring and address the need for individuals to undertake their own mentoring journey. Scholarship on the benefits to the mentor is less readily available than that addressing mentee benefits, so this session will address the topic of the mentor-mentee dyad from the point of view of the potential and actual mentor, the benefits inherent in this role, and the challenges that must be overcome to become an effective and powerful mentor. Mentor experience will also be highlighted as a professional skill and the session will briefly demonstrate how and where this skill could be marketed by the attendees to gain their professional goals.

## Notes:

Marlene De La Cruz-Guzmán, Ph.D.

Director, Office for Multicultural Student Access and Retention, Ohio University President, American Association of University Women, Athens Branch Member, AAUW National Diversity and Inclusion Commission

# peut on etre myope astigmate et presbyte

Gilliland, Estelle [estellegilliland@googlemail.com](mailto:estellegilliland@googlemail.com) 563-518-4516

10/8/2017

ID 1139

## Abstract:

myopie chirurgie laser prix lentilles journalieres myope astigmate myopie evolutive age correction de la vue au laser myopie simulation vue hypermetrope operation myopie lasik

douleur lentilles de contact pour astigmate et presbyte

operation astigmatie operation laser yeux hypermetropie prix operation myopie cout hypermetropie hereditaire prix operation myopie laser femtoseconde presbytie lentilles de nuit myopie soudaine d'un oeil myopie lentille concave operation presbytie

nantes myope astigmate et presbyte lentilles hypermetrope astigmate prix laser yeux myopie l'astigmatie etre myope et presbyte

schema de l'oeil myope myopie moyenne vision l'oeil presbyte operation presbytie apres operation myopie avis operation myopie nantes cout operation myopie

et astigmatie opinion club race unlimited oeil hypermetrope

definition operation myopie prix tours operation laser yeux prix maroc myope presbyte et astigmate clinique operation myopie

grenoble myope presbyte et astigmate definition simple de la myopie laser myopie pour tous avis sur correction myopie lasik hypermetrope devient

myope operation myopie yeux rouges comment mesure-t-on la myopie comment voit un astigmate

hypermetrope simulation myopie operation yeux laser myopie prix operation presbytie cout correction hypermetropie laser avis operation myopie nantes astigmate

hypermetrope operation yeux astigmate astigmate definition symptome lentille journaliere myopie prix

## Notes:

myopie chirurgie laser prix lentilles journalieres myope astigmate myopie evolutive age correction de la vue au laser

myopie simulation vue hypermetrope operation myopie lasik

douleur lentilles de contact pour astigmate et presbyte operation astigmatie operation laser yeux hypermetropie prix

operation myopie cout hypermetropie hereditaire prix operation myopie laser femtoseconde presbytie lentilles de nuit myopie soudaine

d'un oeil myopie lentille concave operation presbytie nantes myope astigmate et presbyte lentilles hypermetrope astigmate prix laser yeux myopie

l'astigmatie etre myope et presbyte schema de l'oeil

myope myopie moyenne vision l'oeil presbyte operation presbytie apres operation myopie avis operation myopie nantes cout operation myopie et astigmatie opinion club race unlimited oeil hypermetrope definition operation myopie prix tours operation laser yeux prix maroc myope presbyte et astigmate clinique operation myopie grenoble myope presbyte et astigmate definition simple de la myopie

laser myopie pour tous avis sur correction myopie lasik hypermetrope

devient myope operation myopie yeux rouges comment mesure-t-on la myopie comment

voit un astigmate hypermetrope simulation myopie operation yeux laser myopie prix operation presbytie cout

correction hypermetropie laser avis operation myopie nantes astigmate hypermetrope operation yeux astigmate astigmate definition symptome lentille journaliere myopie prix

# sport pour faire maigrir le ventre

Ruggles, Chelsea [chelsea\_ruggles@inbox.com](mailto:chelsea_ruggles@inbox.com) 078-730-63140

10/28/2017

ID 1141

## Abstract:

les proteines font maigrir potion magique pour maigrire gelules fucus

pour maigrir salade verte pour maigrir maigrir des cuisses huiles essentielles machine pour maigrir sans effort boire

de l'eau fait il maigrire maigrir avec tapis roulant sophrologie pour maigrir video green cafe pour maigrir avis l'aliment qui fait le

plus maigrir fc moyenne pour maigrir maigrir velo ou courir manger gras et maigrir chirurgie pour maigrir en tunisie application pour maigrir iphone

fleur sechee d'hibiscus pour maigrir comment trouver sa motivation pour maigrir regime sans gluten pour maigrir forum maigrir selon votre silhouette avis

maigrir hanches piscine les plantes qui font maigrir du ventre comment maigrir du ventre rapidement femme maigrir 2000 lyon meilleur moyen de maigrir homme maigrir des

jambes avec la natation des oeufs pour maigrir produit naturel pour maigrir au quebec maigrir sans faire de sport c'est possible conseil maigrir homme exercices pour maigrir du

visage je veux maigrir vite des cuisses plante naturel qui fait

maigrir produits efficace pour maigrir quelle plante peut aider a maigrir faut manger quoi pour maigrir

maigrir vite sans regrossir mixture pour maigrir programme entrainement running pour maigrir recette plat pour maigrir

vite maigrir ventre exercices boire maigrir complement alimentaire

maigrir forum le the noir aide t il a maigrir manger 5 repas par jour pour maigrir chrononutrition maigrir des

cuisses quel aliment ne faut il pas manger pour maigrir petit astuce pour maigrir vite maigrir avec plantes yoga pour maigrir le ventre

## Notes:

les proteines font maigrir potion magique pour maigrire gelules fucus pour maigrir salade verte pour maigrir maigrir des cuisses huiles essentielles machine pour maigrir sans effort boire de

l'eau fait il maigrire maigrir avec tapis roulant sophrologie pour maigrir video green cafe pour maigrir avis l'aliment qui fait le

plus maigrir fc moyenne pour maigrir maigrir velo ou courir manger gras et maigrir chirurgie pour maigrir

en tunisie application pour maigrir iphone fleur sechee d'hibiscus pour maigrir comment trouver sa motivation pour maigrir regime sans gluten pour maigrir forum maigrir selon votre silhouette

avis maigrir hanches piscine les plantes qui font maigrir du ventre comment

maigrir du ventre rapidement femme maigrir 2000 lyon meilleur moyen de maigrir homme maigrir des jambes avec la natation des oeufs pour maigrir produit

naturel pour maigrir au quebec maigrir sans faire de sport c'est possible conseil maigrir homme exercices pour maigrir du visage je veux maigrir

vite des cuisses plante naturel qui fait maigrir produits efficace pour

maigrir quelle plante peut aider a maigrir faut manger quoi pour maigrir maigrir vite sans regrossir mixture pour maigrir programme entrainement running pour maigrir recette plat pour maigrir

vite maigrir ventre exercices boire maigrir complement alimentaire maigrir forum le the noir aide t il a maigrir

manger 5 repas par jour pour maigrir chrononutrition maigrir des cuisses quel aliment ne faut il pas manger pour maigrir petit astuce pour maigrir vite maigrir avec plantes yoga

pour maigrir le ventre

# signe astrologique poisson

McEwan, Emmanuel [emmanuel\_mcewan@zoho.com](mailto:emmanuel_mcewan@zoho.com) 036-355-65924

11/19/2017

ID 1142

## Abstract:

ephemeride astrologique pdf astrologie est elle fiable astrologie chinoise calendrier lunaire astrologie medicale chinoise quel est le signe astrologique de macron astrologie

medicale chinoise signe astrologique de la vierge marie signe astrologique aout portrait astrologique cancer ascendant

scorpion meilleur signe astrologique pour femme poisson cartes virtuelles astrologie chinoise 31 juillet signe zodiaque astrologie definition courte signe astrologique chinois le tigre

signe astrologique 19 mai signe astrologique

aout astrologie semaine poisson signe du zodiaque 26 novembre astrologie chemin de vie 8 18 mars signe zodiaque trouver son signe astrologique maya previsions astrologiques gratuites astrologie planetes retrogrades compatibilite amoureuse prenom astrologie marie

claire astrologie la lune en astrologie karmique signe astrologique chinois cheval de metal yahoo astrologie tarot les dates des signes astrologiques signe astrologique belier personnalite cancer astrologique comment calculer son ascendant astrologique tableau 20 avril quel signe astrologique signe astrologique

homme verseau les signes astrologiques les plus riches signe astrologique ne le 13 janvier signe astrologique avril 24 astrologie chinoise serpent 2017

astrologie homme sagittaire ascendant lion signe astrologique cancer ascendant belier pendentif signe astrologique chinois dragon signe ascendant astrologique suisse signe astrologique de

la semaine prochaine mois signe astrologique chinois les 13 signes astrologiques de quel signe astrologique suis je astrologie demain gratuit

profil astrologique taureau signe astrologique verseau femme belier homme astrologie ascendant homme

## Notes:

ephemeride astrologique pdf astrologie est elle fiable astrologie chinoise calendrier lunaire astrologie medicale chinoise quel est le signe astrologique de macron astrologie medicale chinoise signe astrologique de la vierge marie signe astrologique aout portrait astrologique

cancer ascendant scorpion meilleur signe astrologique pour femme poisson cartes virtuelles astrologie chinoise 31 juillet signe zodiaque astrologie definition courte signe astrologique chinois le tigre signe astrologique 19 mai

signe astrologique aout astrologie semaine poisson signe du zodiaque 26 novembre astrologie chemin de vie 8 18 mars signe

zodiaque trouver son signe astrologique maya previsions astrologiques gratuites astrologie planetes retrogrades compatibilite amoureuse prenom astrologie marie claire astrologie la lune en astrologie karmique signe astrologique chinois cheval de metal yahoo astrologie tarot les dates des signes astrologiques signe

astrologique belier personnalite cancer astrologique comment calculer son ascendant astrologique tableau

20 avril quel signe astrologique signe astrologique homme verseau les signes astrologiques les plus riches signe astrologique ne le 13 janvier

signe astrologique avril 24 astrologie chinoise serpent 2017 astrologie homme sagittaire ascendant lion signe astrologique cancer ascendant belier pendentif signe astrologique chinois dragon signe ascendant astrologique suisse

signe astrologique de la semaine prochaine mois signe astrologique chinois les 13 signes astrologiques de quel

signe astrologique suis je astrologie demain gratuit profil astrologique taureau signe astrologique verseau femme

belier homme astrologie ascendant homme

# the world in tarot

Kopp, Marlys [marlyskopp@gmail.com](mailto:marlyskopp@gmail.com) 770-465-0023

12/8/2017

ID 1153

## Abstract:

tarot of hidden realm tarot reading guidelines tarot card meanings lovers upside down tarot world tour tarot magician love queen of pentacles tarot heaven empress in tarot 6 card relationship tarot spread six of pentacles

tarot heaven soul mate tarot card raymond buckland gypsy tarot deck tarot horoscope aquarius weekly tarot horoscope universal tarot premium edition how to spam tarot

card of fate ten of pentacles tarot heaven read

a 7 card tarot spread tarot instant oracle pisces horoscope for today on tarot tarot card reversed 19 prince of wands tarot card meaning tarot card reader boston ma tarot the hermit

health two of wands reversed tarot meaning free tarot yes or no

answer 8 of cups tarot future card reading tarot tarot related gifts gypsy tarot reader nyc tarot king of swords

yes or no tarot card set star love tarot royal road tarot judgement zolar's

astrological tarot deck free love tarot reading question free love tarot card tarot week spread tarot card spreads tree of life 3 aces tarot reading high priestess tarot career two of pentacles

tarot royal road tarot horoscope card meaning magician tarot meaning

career what tarot card am i best tarot reading app free english tarot reading tarot reading 10 card spread the wheel of

fortune tarot heaven tarot card of lovers future career tarot spread

## Notes:

tarot of hidden realm tarot reading guidelines tarot card meanings lovers

upside down tarot world tour tarot magician love queen of pentacles tarot heaven empress in tarot 6 card relationship tarot spread six of pentacles tarot heaven soul mate

tarot card raymond buckland gypsy tarot deck tarot horoscope aquarius weekly tarot horoscope universal tarot premium edition how to spam tarot

card of fate ten of pentacles tarot heaven read a 7

card tarot spread tarot instant oracle pisces horoscope for

today on tarot tarot card reversed 19 prince of wands tarot card meaning tarot card reader

boston ma tarot the hermit health two of wands reversed tarot meaning free tarot yes or no answer 8 of

cups tarot future card reading tarot tarot related gifts gypsy tarot reader nyc tarot king of swords yes or no tarot card

set star love tarot royal road tarot judgement zolar's astrological tarot deck free love tarot reading question free

love tarot card tarot week spread tarot card spreads tree of life 3 aces tarot reading high priestess tarot career two of pentacles tarot royal road tarot horoscope card

meaning magician tarot meaning career what tarot card am

i best tarot reading app free english tarot reading tarot reading 10

card spread the wheel of fortune tarot heaven tarot card of lovers future career tarot spread

# tirada del tarot del amor si o no

Harry, Ted [tedharry@zoho.com](mailto:tedharry@zoho.com) 041-837-25127

12/8/2017

ID 1154

## Abstract:

tarot el ermitano tirada de tarot gratis concentrate en tu consulta reiki tarot tarot gitano gratis trabajo lectura de tarot gratis de amor tarotistas famosos en mexico

preguntar al tarot gratis si o no loco tarot amor el loco tarot tarot futuro economico tarot gratis amor chat cartas tarot si o no como aprender sobre el

tarot tarot infidelidad tirada gratis tarot telefonico fiable echar una tirada de tarot gratis carta del tarot de hoy para libra el mejor tarot del si

o no gratis tarot de la suerte tarot amor quiromancia tarotistas buenas en zaragoza virgo tarot mayo tarot gitano gratis consulta cartas tarot o oraculo horoscopo diario

el tarot del amor gratis leer el tarot trae mala suerte lineas de tarot

y amistad carta tarot 8 de oros leer cartas del tarot gratis cartomancia tirada tarot gratis negocios echar cartas del tarot tarot del embarazo nino

o nina horoscopos y tarot tirada de tarot por trabajo tirada del tarot amor poner linea de tarot en casa tarot del oraculo si o

no gratis tarot de las hadas del azucar tarot

de la salud dinero y amor mi futuro novio tarot tarot del amor gratis del dia de hoy hacer preguntas al tarot si o no tarot del si y

no certero tarot para el amor verdadero horoscopo tarot de libra horoscopo chino gratis tarot gratis sobre mi

futuro tirada de cartas de tarot del amor gratis como tirar las cartas del tarot tarot gratis pregunta por si o no

## Notes:

tarot el ermitano tirada de tarot gratis concentrate en tu consulta reiki tarot tarot gitano gratis trabajo lectura de

tarot gratis de amor tarotistas famosos en mexico preguntar al tarot gratis si o no loco tarot amor el loco tarot tarot futuro economico tarot gratis amor chat cartas tarot si o no como aprender sobre el tarot

tarot infidelidad tirada gratis tarot telefonico fiable echar

una tirada de tarot gratis carta del tarot de hoy para libra el mejor tarot del si o no gratis tarot de la suerte tarot amor

quiromancia tarotistas buenas en zaragoza virgo tarot mayo tarot gitano gratis consulta cartas tarot o oraculo horoscopo diario el

tarot del amor gratis leer el tarot trae mala suerte lineas de tarot y amistad carta tarot 8 de oros leer cartas del tarot gratis cartomancia tirada tarot gratis

negocios echar cartas del tarot tarot del embarazo nino o nina horoscopos y tarot tirada de tarot por trabajo tirada del

tarot amor poner linea de tarot en casa tarot del oraculo si o no gratis tarot de las hadas del azucar tarot de la salud dinero y amor mi futuro novio tarot tarot

del amor gratis del dia de hoy hacer preguntas al tarot si o no tarot del si y no certero tarot para el amor verdadero

horoscopo tarot de libra horoscopo chino gratis tarot gratis sobre mi futuro tirada de cartas de tarot del

amor gratis como tirar las cartas del tarot tarot gratis pregunta por si o no

# Taking Care of You: Self-Care as a Strategy for Success

Curry, Lynn [lynn.curry@cmich.edu](mailto:lynn.curry@cmich.edu) 989-.33-0.7317

1/29/2018

ID 1158

## Abstract:

Taking care of you is one of the most important things you can do as a busy graduate student and in life. You are constantly juggling competing priorities. You want to do great work, achieve your degree and move on to the next phase in your career. Things can get overwhelming pretty quickly, so how do you keep it all together? The simplest answer: by taking care of yourself along the way.

In this session, we will talk about what self-care is and why it's important. Getting to know yourself and your needs is an important piece of the puzzle and you’ll learn to become in-tune with strategies that work for you by experimenting with small habit shifts. Developing a “self-care mindset” to carry you through your degree is key and you’ll learn exactly how to make self-care a priority in your daily flow.

Together we'll knock out the two biggest challenges when it comes to taking care of you - not having enough time and feeling guilty when you actually do it! And you should know I'm going to challenge you to commit to one small daily self-care habit you will do this semester no matter what. We'll talk about how to deal with setbacks when they do happen and how to use momentum to fuel your success.

Most important, I'm going to encourage you share your experiences with peers and be a role model for others. Making connections and helping others be accountable to their goals is one of the best ways for all of us to elevate, feel great and do our best work! The beauty of establishing a foundation of wellness in your life right now is that it will only continue to serve you as you move forward in your career and beyond.

Why not start right now?

## Notes:

Hi there! I am a McNair director from Central Michigan University and I have been working with McNair scholars for the past 15 years. Helping scholars incorporate health + wellness into their academic journeys is my passion. We have always enjoyed attending the Compact and I thought your doctoral students might benefit from this kind of session. I developed a “self-care course" for our McNair community and would be happy to create a workshop version that would focus + support your primary group of doctoral students. Thank you so much for your consideration and I hope to be selected to do a presentation for this year's Compact. Lynn ??

# Your Role as a Faculty Member in Improving Learning, Retention and Satisfaction

Jean, Daniel [jeand@montclair.edu](mailto:jeand@montclair.edu) 201-532-2353

2/7/2018

ID 1159

## Abstract:

The primary goals of this seminar is to assist participants in connecting their programs/services to the Enrollment Management framework: “From Student Prospect to Active Alumni Status.” This session will also highlight the importance of data-driven decisions connected to the institution’s strategic plan/mission. Participants will further recognize their responsibility in the holistic development of all student types. Finally participants will self-assess their retention acumen and outline a time-referenced goal to increase scholar success.

**Notes:**

# How WE improved the 4-Year Grad Rates of a so-called “At-Risk” Population by 61%

Jean, Daniel [jeand@montclair.edu](mailto:jeand@montclair.edu) 201-532-2353

2/7/2018

ID 1160

## Abstract:

This seminar is designed for educators who seek further development in creating student persistence strategies connected to the overall goals of learning, retention and satisfaction. The presenter will share details of the enrollment management framework that has led to a 61% increase in the four-year graduation rate of a so-called “at-risk” cohort. Topics include: moving students from prospect to active alumni status, orientation is a two-way street, eliminating the barriers YOU create that hinder student success, other duties not assigned, avoiding burnout, data driven decisions/services, campus politics 101, voluntary/involuntary withdrawal testimonials and the road to graduation.

**Notes:**

# Discovering Your Faculty Swagger! (geared for first-time attendees)

Jean, Daniel [jeand@montclair.edu](mailto:jeand@montclair.edu) 201-532-2353

2/7/2018

ID 1161

## Abstract:

Participants will explore and define essential professional development areas and student success practices. Utilizing interactive group triads, participants will identify their teaching expertise and examine their passions in areas crucial for optimizing student development. Additionally participants will learn tips on how to avoid burnout, eliminate barriers that hinder student progress and how to navigate campus politics. Each participant will leave with a time-referenced goal and receive a “Faculty Swagger Score” self-identifying their competences and areas in need of improvement. The session concludes with “Memoirs of a Child Almost Left Behind,” as the presenter shares intimate details of the retention encounters that helped overcome poverty, loss and a 1.9gpa to the doctoral salute.

**Notes:**

# no prescription online pharmacy gak

pharmacy canada, pharmacy canada [caseykaw@howtobuybitcoinshelp.com](mailto:caseykaw@howtobuybitcoinshelp.com)

3/20/2018

ID 1162

## Abstract:

Wonderful work! This is the kind of info that are supposed to be shared around the internet. Shame on Google for no longer positioning this put up upper! Come on over and consult with my website . Thanks =)

## Notes:

Wonderful work! This is the kind of info that are supposed to be shared around the internet. Shame on Google for no longer positioning this put up upper! Come on over and consult with my website . Thanks =)

# discount prescription drug gak

northwest pharmacy, northwest pharmacy [caseykaw@howtobuybitcoinshelp.com](mailto:caseykaw@howtobuybitcoinshelp.com)

3/20/2018

ID 1163

## Abstract:

This design is steller! You obviously know how to keep a reader entertained. Between your wit and your videos, I was almost moved to start my own blog (well, almost...HaHa!) Fantastic job. I really enjoyed what you had to say, and more than that, how you presented it. Too cool!

## Notes:

This design is steller! You obviously know how to keep a reader entertained. Between your wit and your videos, I was almost moved to start my own blog (well, almost...HaHa!) Fantastic job. I really enjoyed what you had to say, and more than that, how you presented it. Too cool!

# Im glad I finally signed up

Reynolds, Marguerite [marguerite\_reynolds@gmail.com](mailto:marguerite_reynolds@gmail.com) 070-218-33207

4/28/2018

ID 1164

## Abstract:

Hi this is somewhat of off topic but I was wondering if blogs use WYSIWYG editors or if you have to manually code with HTML. I'm starting a blog soon but have no coding expertise so I wanted to get guidance from someone with experience.

Any help would be greatly appreciated!

Money Robot Seo Software Tool Is A Way To Make Money Online With Search Engine Optimization. Click

Below To Find Out More Information On How To Make Extra Income With One Of These Seo Software Tools.

Learn How To Make Extra Income From The Comfort Of Your Own Home By Link Building & Doing Search Engine Optimization While Building Backlinks.

Watch Out for Earning Money & SEO Software today: <http://hourhealthcare.bid/story/28265>

References:

<http://makmurmandiri.bumdes.id/2018/04/10/sistema-obrazovanija-v-avstralii-kak-my-sravnivaem/> <http://www.valorenellarete.com/dblog/fotografia.asp?fotografia=1> https://tinyurl.com/moneyrobot13920 <http://gbooks3.melodysoft.com/app?id=dmlk2010&ar=000260&ar=666&review=306>

## Notes:

Hi this is somewhat of off topic but I was wondering

if blogs use WYSIWYG editors or if you have to manually code with HTML.

I'm starting a blog soon but have no coding expertise so I wanted to get guidance from someone with experience.

Any help would be greatly appreciated!

Money Robot Seo Software Tool Is A Way To Make Money

Online With Search Engine Optimization. Click Below To Find Out More Information On How To Make Extra Income With One Of These Seo Software Tools.

Learn How To Make Extra Income From The Comfort Of Your Own Home By Link Building & Doing Search Engine Optimization While Building

Backlinks.

Watch Out for Earning Money & SEO Software today: <http://hourhealthcare.bid/story/28265>

References:

<http://makmurmandiri.bumdes.id/2018/04/10/sistema-obrazovanija-v-avstralii-kak-my-sravnivaem/> <http://www.valorenellarete.com/dblog/fotografia.asp?fotografia=1> https://tinyurl.com/moneyrobot13920 <http://gbooks3.melodysoft.com/app?id=dmlk2010&ar=000260&ar=666&review=306>

# casino online

Baskerville, Leopoldo [leopoldobaskerville@yahoo.com](mailto:leopoldobaskerville@yahoo.com) 816-835-98

5/13/2018

ID 1165

## Abstract:

best online casino games free casino online application

play casinos

casino online subtitrat

## Notes:

best online casino games free casino online application

play casinos

casino online subtitrat

# online casinos 2016

Strom, France [france\_strom@web.de](mailto:france_strom@web.de) 078-593-37300

5/18/2018

ID 1166

## Abstract:

play casinos

casino games real money casino games

casino games real money

## Notes:

play casinos

casino games real money casino games

casino games real money

# new usa online casinos

Sowell, Lettie [lettiesowell@inbox.com](mailto:lettiesowell@inbox.com) 035-915-67330

5/20/2018

ID 1167

## Abstract:

online casino real money best us casinos online casino games real money play casinos

## Notes:

online casino real money best us casinos online casino games real money play casinos

# Best My Talking Tom Android My Talking Tom 2018 DOWNLOAD Mod Apk Game Download 2018

Link, Ferdinand [ferdinandlink@aol.com](mailto:ferdinandlink@aol.com) 094-041-98758

5/31/2018

ID 1168

## Abstract:

Best My Talking Tom Android DOWNLOAD My Talking Tom Mod Apk Game Download 2018

<http://freenetdownload.com/> and

<http://apkmodgame.info/my-talking-tom-4-mod-apk-data-download/>

## Notes:

Best My Talking Tom Android DOWNLOAD My Talking Tom Mod Apk Game Download 2018

<http://freenetdownload.com/> and

<http://apkmodgame.info/my-talking-tom-4-mod-apk-data-download/>

# DLS 2019 Mod Classic Offline Android 100MB DLS 2019 DOWNLOAD Game Download

Soriano, Yvette [yvettesoriano@peacemail.com](mailto:yvettesoriano@peacemail.com) 04.-44.-55.57.15

6/7/2018

ID 1169

## Abstract:

DLS 2019 Mod Classic Offline Android 100MB DLS2019 Mod DOWNLOAD Game Download Free DLS 2019 Offline Unlimited Coins DLS 19 Android

2019 SOCCER Games DLS 19 Android is the latest version of this amazing Konami soccer simulator for Android,

iOS, PS4, PlayStation 4 and Xbox One . Unlike other games with similar names, this

time you can control every player on your team when you play matches, just like when you play on consoles and computers.

DLS 19

<http://freenetdownload.com/dls-2019-mod-dls-classic-android-offline-download/> DLS 2019

<http://freenetdownload.com/dream-league-soccer-2019-mod-apk-data-download/>

FIFA 18 <http://freenetdownload.com/fifa-16-mod-ultimate-team-apk-obb-data-android-download/> FTS18

<http://freenetdownload.com/fts-19-super-mod-update-transfer-apk-data-obb-download/>

## Notes:

DLS 2019 Mod Classic Offline Android 100MB DLS2019 Mod DOWNLOAD Game Download Free DLS 2019 Offline Unlimited Coins DLS

19 Android

2019 SOCCER Games DLS 19 Android is the latest version of this amazing Konami soccer simulator for Android, iOS, PS4,

PlayStation 4 and Xbox One . Unlike other games with similar names,

this time you can control every player on your team when you play matches, just like when you play on consoles and computers.

DLS 19

<http://freenetdownload.com/dls-2019-mod-dls-classic-android-offline-download/> DLS 2019

<http://freenetdownload.com/dream-league-soccer-2019-mod-apk-data-download/>

FIFA 18 <http://freenetdownload.com/fifa-16-mod-ultimate-team-apk-obb-data-android-download/> FTS18

<http://freenetdownload.com/fts-19-super-mod-update-transfer-apk-data-obb-download/>

# casino games real money

Barlow, Halina [halinabarlow@t-online.de](mailto:halinabarlow@t-online.de) 02.-22.-29.74.08

6/13/2018

ID 1170

## Abstract:

casino games free

new usa online casinos 2017 casino online application online casino real money

## Notes:

casino games free

new usa online casinos 2017 casino online application online casino real money

# casino online gambling

Hawthorn, Isabella [isabella.hawthorn@gmail.com](mailto:isabella.hawthorn@gmail.com) 416-718-2106

7/3/2018

ID 1171

## Abstract:

casino g

new usa online casinos

free casino games and poker new usa online casinos

## Notes:

casino g

new usa online casinos

free casino games and poker new usa online casinos

# casino games roulette

Barrallier, Carolyn [carolynbarrallier@gmail.com](mailto:carolynbarrallier@gmail.com) 083-358-30216

7/3/2018

ID 1172

## Abstract:

top rated free online casino games vegas casino games

new usa online casinos casino games slots

## Notes:

top rated free online casino games vegas casino games

new usa online casinos casino games slots

# Im glad I now registered

Paul, Edmund [edmundpaul@gmail.com](mailto:edmundpaul@gmail.com) 044-765-9486

7/6/2018

ID 1173

## Abstract:

Howdy! I'm at work browsing your blog from my new iphone 4! Just wanted to say I love reading through your blog and look forward to all your posts! Keep up the superb work!

Are you Looking for PayPal Hack Online?

Do you need a Working PayPal Money Adder? Do you need free Paypal Money?

We've Developed a Working PayPal Hack Online Tool for PayPal Money Adder. Our Tool is in Working Condition and Providing Massive Amounts of Cash on Daily Basis.

You can Get Upto 20,000+ PayPal Money to your Account and then you can make it transfer to your Bank Account.

To Get Free PayPal Money, Visit our Website Now:

<http://cheats19829.blogspot.com/2018/03/paypal-money-adder-free-paypal-hack.html> <http://donaldtools.org/paypal-money-adder-free-paypal-hack-online/> [http://donaldtools.org](http://donaldtools.org/)

<http://secretofcashtools.xyz/quick-paypal-money-adder-paypal-hack-online> https://lisamadisonpaypalhack.wordpress.com/2018/05/03/paypal-money-adder-free-paypal-hack- online/

<http://masterofgaming.xyz/paypal-money-adder-free-paypal-money> <http://gadgets.technoblast.net/paypal-hack-online-paypal-money-adder-free> https://sites.google.com/site/paypalmoneyadderpaypalhack0029/

References:

<http://zahir.info/training-center/groups/paypal-hack-online-paypal-money-adder-free/> https://sites.google.com/site/paypalmoneyadderpaypalhack0029/

[https://www.scoop.it/t/clash-of-clans-lovable-gems-generato/p/4078678307/2017/05/08/paypal-](http://www.scoop.it/t/clash-of-clans-lovable-gems-generato/p/4078678307/2017/05/08/paypal-) money-adder-free-paypal-hack-100-working

<http://hazirjawab.com/story.php?title=paypal-money-adder-%E2%80%93-free-paypal-hack-online> <http://www.authorstream.com/Presentation/nandinikapoor2-3161464-paypal-money-adder/> https://justbusk.com/groups/paypal-money-adder-online-free-paypal-money-hack-868328071/ <http://vervetama.com/paypal-money-adder-free-paypal-hack-online/> https://plus.google.com/u/7/101094560019497819700/posts/DNCsa3bFmVQ https://plus.google.com/u/7/106429328018554829204/posts/Na9PT8as7fS https://plus.google.com/u/7/111222018763346798881/posts/XLQxR5CvvHX https://specialdealsblog56572378.wordpress.com/2018/05/27/paypal-money-adder-free-paypal- hack-online/

<http://donaldtools.cabanova.com/>

<http://freemoneysecret122.blogspot.com/2018/06/how-to-earn-money-today-and-prosper.html>

<http://workingmoneysecrets29.blogspot.com/2018/06/earn-money-online-tips.html> <http://michaeljordonformulas.blogspot.com/2018/06/of-best-ways-to-start-earning-money_4.html> <http://dabanggkapapa.blogspot.com/2018/06/paypal-money-adder-free-paypal-hack.html> <http://michelesweetheartblog.blogspot.com/2018/06/free-paypal-hack-online-paypal-money.html> [https://www.facebook.com/permalink.php?story\_fbid=2067629760171584&id=1645353962399168](http://www.facebook.com/permalink.php?story_fbid=2067629760171584&id=1645353962399168) https://twitter.com/GeorgeB35272954/status/974569419610509312 https://plus.google.com/u/6/108232070176507123215/posts/Eqeig7JdXN1 [https://www.slideshare.net/nandinikapoor24/paypal-hack-online-working-paypal-money-adder](http://www.slideshare.net/nandinikapoor24/paypal-hack-online-working-paypal-money-adder) [https://www.scribd.com/document/374017905/PayPal-Money-Adder-Free-PayPal-Hack-Online](http://www.scribd.com/document/374017905/PayPal-Money-Adder-Free-PayPal-Hack-Online) https://view.publitas.com/donald-tools/paypal-money-adder-free-paypal-hack-online/ https://drive.google.com/file/d/13A4JyeVh\_TFgQYj4GLUEjw75-6EXKhfO/view <http://www.authorstream.com/Presentation/nandinikapoor2-3399435-searching-working-paypal-> money-adder/

https://cheats174611972.wordpress.com/2018/03/16/paypal-money-adder-free-paypal-hack/ <http://cheats19829.blogspot.com/2018/03/paypal-money-adder-free-paypal-hack.html> [https://www.pinterest.com/pin/310678074289591057/](http://www.pinterest.com/pin/310678074289591057/) <http://swimhealth500.tumblr.com/post/173752846026/paypal-money-adder-free-paypal-hack-online>

[http://hhn.jp/rank.php?mode=link&id=741&url=http://gadgets.technoblast.net/paypal-hack-online-](http://hhn.jp/rank.php?mode=link&id=741&url=http%3A//gadgets.technoblast.net/paypal-hack-online-) paypal-money-adder-free/ [http://comerenrestaurantes.es/click.php?id=23&url=http://topearners.xyz/paypal-hack-paypal-money](http://comerenrestaurantes.es/click.php?id=23&url=http%3A//topearners.xyz/paypal-hack-paypal-money)

-adder-working [http://www.irkobl.ru/bitrix/redirect.php?](http://www.irkobl.ru/bitrix/redirect.php)

[event1=&event2=&event3=&goto=http://daddycheats.com/paypal-money-adder-free-paypal-money/](http://daddycheats.com/paypal-money-adder-free-paypal-money/) <http://whois.webrankstats.com/whois/gadgets.technoblast.net> <http://forum.komunitasq50.com/member.php?action=profile&uid=21037> [http://rafael.crowdranking.com/redirect?url=http://gadgets.technoblast.net/paypal-hack-online-paypal](http://rafael.crowdranking.com/redirect?url=http%3A//gadgets.technoblast.net/paypal-hack-online-paypal)

-money-adder-free/

<http://www.nowdeath.com/> media /js/netsoltrademark.php?d=gadgets.technoblast.net

## Notes:

Howdy! I'm at work browsing your blog from my new iphone 4!

Just wanted to say I love reading through your blog and look forward to all your posts!

Keep up the superb work!

Are you Looking for PayPal Hack Online?

Do you need a Working PayPal Money Adder? Do you need free Paypal Money?

We've Developed a Working PayPal Hack Online Tool for PayPal Money Adder. Our Tool is in Working Condition and Providing

Massive Amounts of Cash on Daily Basis.

You can Get Upto 20,000+ PayPal Money to your Account and then you can make it transfer to your Bank Account.

To Get Free PayPal Money, Visit our Website Now: <http://cheats19829.blogspot.com/2018/03/paypal-money-adder-free-paypal-hack.html> <http://donaldtools.org/paypal-money-adder-free-paypal-hack-online/> [http://donaldtools.org](http://donaldtools.org/)

<http://secretofcashtools.xyz/quick-paypal-money-adder-paypal-hack-online> https://lisamadisonpaypalhack.wordpress.com/2018/05/03/paypal-money-adder-free-paypal-hack- online/

<http://masterofgaming.xyz/paypal-money-adder-free-paypal-money> <http://gadgets.technoblast.net/paypal-hack-online-paypal-money-adder-free> https://sites.google.com/site/paypalmoneyadderpaypalhack0029/

References:

<http://zahir.info/training-center/groups/paypal-hack-online-paypal-money-adder-free/> https://sites.google.com/site/paypalmoneyadderpaypalhack0029/

[https://www.scoop.it/t/clash-of-clans-lovable-gems-generato/p/4078678307/2017/05/08/paypal-](http://www.scoop.it/t/clash-of-clans-lovable-gems-generato/p/4078678307/2017/05/08/paypal-) money-adder-free-paypal-hack-100-working

<http://hazirjawab.com/story.php?title=paypal-money-adder-%E2%80%93-free-paypal-hack-online> <http://www.authorstream.com/Presentation/nandinikapoor2-3161464-paypal-money-adder/> https://justbusk.com/groups/paypal-money-adder-online-free-paypal-money-hack-868328071/ <http://vervetama.com/paypal-money-adder-free-paypal-hack-online/> https://plus.google.com/u/7/101094560019497819700/posts/DNCsa3bFmVQ https://plus.google.com/u/7/106429328018554829204/posts/Na9PT8as7fS https://plus.google.com/u/7/111222018763346798881/posts/XLQxR5CvvHX https://specialdealsblog56572378.wordpress.com/2018/05/27/paypal-money-adder-free-paypal- hack-online/

<http://donaldtools.cabanova.com/>

<http://freemoneysecret122.blogspot.com/2018/06/how-to-earn-money-today-and-prosper.html> <http://workingmoneysecrets29.blogspot.com/2018/06/earn-money-online-tips.html> <http://michaeljordonformulas.blogspot.com/2018/06/of-best-ways-to-start-earning-money_4.html> <http://dabanggkapapa.blogspot.com/2018/06/paypal-money-adder-free-paypal-hack.html> <http://michelesweetheartblog.blogspot.com/2018/06/free-paypal-hack-online-paypal-money.html> [https://www.facebook.com/permalink.php?story\_fbid=2067629760171584&id=1645353962399168](http://www.facebook.com/permalink.php?story_fbid=2067629760171584&id=1645353962399168) https://twitter.com/GeorgeB35272954/status/974569419610509312 https://plus.google.com/u/6/108232070176507123215/posts/Eqeig7JdXN1 [https://www.slideshare.net/nandinikapoor24/paypal-hack-online-working-paypal-money-adder](http://www.slideshare.net/nandinikapoor24/paypal-hack-online-working-paypal-money-adder) [https://www.scribd.com/document/374017905/PayPal-Money-Adder-Free-PayPal-Hack-Online](http://www.scribd.com/document/374017905/PayPal-Money-Adder-Free-PayPal-Hack-Online) https://view.publitas.com/donald-tools/paypal-money-adder-free-paypal-hack-online/ https://drive.google.com/file/d/13A4JyeVh\_TFgQYj4GLUEjw75-6EXKhfO/view <http://www.authorstream.com/Presentation/nandinikapoor2-3399435-searching-working-paypal-> money-adder/

https://cheats174611972.wordpress.com/2018/03/16/paypal-money-adder-free-paypal-hack/ <http://cheats19829.blogspot.com/2018/03/paypal-money-adder-free-paypal-hack.html> [https://www.pinterest.com/pin/310678074289591057/](http://www.pinterest.com/pin/310678074289591057/) <http://swimhealth500.tumblr.com/post/173752846026/paypal-money-adder-free-paypal-hack-online>

[http://hhn.jp/rank.php?mode=link&id=741&url=http://gadgets.technoblast.net/paypal-hack-online-](http://hhn.jp/rank.php?mode=link&id=741&url=http%3A//gadgets.technoblast.net/paypal-hack-online-) paypal-money-adder-free/ [http://comerenrestaurantes.es/click.php?id=23&url=http://topearners.xyz/paypal-hack-paypal-money](http://comerenrestaurantes.es/click.php?id=23&url=http%3A//topearners.xyz/paypal-hack-paypal-money)

-adder-working [http://www.irkobl.ru/bitrix/redirect.php?](http://www.irkobl.ru/bitrix/redirect.php)

[event1=&event2=&event3=&goto=http://daddycheats.com/paypal-money-adder-free-paypal-money/](http://daddycheats.com/paypal-money-adder-free-paypal-money/) <http://whois.webrankstats.com/whois/gadgets.technoblast.net> <http://forum.komunitasq50.com/member.php?action=profile&uid=21037> [http://rafael.crowdranking.com/redirect?url=http://gadgets.technoblast.net/paypal-hack-online-](http://rafael.crowdranking.com/redirect?url=http%3A//gadgets.technoblast.net/paypal-hack-online-) paypal-money-adder-free/

<http://www.nowdeath.com/> media /js/netsoltrademark.php?d=gadgets.technoblast.net

# Just want to say Hello!

McRae, Judy [judymcrae@web.de](mailto:judymcrae@web.de) 073-863-7570

7/8/2018

ID 1174

## Abstract:

?????????) ????????? ?????? ???

?????? <http://yagay.ru/gej-znakomstva/54114-gej-znakomstva-segodnja.html>

## Notes:

?????????) ????????? ?????? ??? ?????? <http://yagay.ru/gej-znakomstva/54114-gej-znakomstva>

-segodnja.html

# Living Your Best 'Postdoc' Life

Taylor, Dr. Brittany [brtay@pennmedicine.upenn.edu](mailto:brtay@pennmedicine.upenn.edu) 540-907-3239

7/12/2018

ID 1175

## Abstract:

As previous participants of the Institute, we understand the magnitude of how imperative this conference is for graduate students of color. Many times, this is the opportunity for us to get refreshed and renewed to continue tackling our graduate programs. From the Sloan Scholars, to the NASA fellows and SREB Scholars and in between, students across all disciplines would greatly benefit learning about how to tackle the postdoctoral process. We are proposing to host a session that highlights this endeavor.

This session will provide examples and useful tactics for tackling each stage of the process, from defending your dissertation to starting the perfect postdoctoral position. Many times we only hear about the negatives regarding the postdoctoral process. We will take this opportunity to shine light on strategies on how to approach the postdoctoral job search, along with tips on how to survive and thrive the final stages of graduate school that will set one up for the best postdoctoral opportunity. We have identified that being a postdoctoral researcher is both a challenging and rewarding experience, and we aim is to encourage the next generation of graduate students of color to pursue academic research.

The learning objective for this session are:

* The importance of doing a postdoc
* Types of postdoctoral positions
* Strategies in choosing a postdoctoral lab and PI
* How to negotiate a postdoctoral offer
* How to succeed in a postdoctoral position

## Notes:

This session would be co- presented by myself, a Vice-Provost Postdoctoral Fellow in the Department of Orthopaedic Surgery at the University of Pennsylvania, and Dr. Melanie R. McReynolds. a Postdoctoral Research Associate in the Lewis-Sigler Institute for Integrative Genomics at Princeton University.

# Nominating Dr. Constance Iloh as a keynote speaker or session speaker for Institute

Adigwu-Bardi, Nnamdi [youngnab26@gmail.com](mailto:youngnab26@gmail.com) 240-461-3898

7/21/2018

ID 1176

## Abstract:

Dear Institute for Teaching and Mentoring Representative,

I hope this letter finds you well. I would like to nominate Professor Constance Iloh as keynote speaker or session speaker (invited speaking role in some capacity for the upcoming 2018 conference).

Here is a short bio just to give you more an idea of the powerhouse that she is!

Dr. Constance Iloh is an assistant professor in the School of Education at the University of California, Irvine, where she investigates educational opportunity, inequities, and stratification through the disciplines of anthropology and business. Her research on college access and choice, institutional culture, and student experiences has been published in journals such as the Harvard Educational Review, American Educational Research Journal, Journal of Negro Education, and Teachers College Record and has been cited in multiple spaces, including the Harvard Law Review, Forbes, Politico, Chronicle of Higher Education, Inside Higher Ed, and National Public Radio. Iloh has been invited to share her work with the White House Initiative on Educational Excellence for African Americans, the Harvard Graduate School of Education, Telemundo, NBC Universal, and Michelle Obama’s Reach Higher Campaign. In 2016 she became one of the few academics ever named to the “Change-Agents and Break-Out Stars” of the Forbes “30 under 30” list. Iloh’s forthcoming book on contemporary college-going narratives will be published by Johns Hopkins University Press. In 2016, she made history as the first Black tenure track professor in the history of the University of California School of Education- a top 25 U.S news and world report graduate school of education.

Professor Iloh is one of the most visible rising stars in academia and the field of education. She is also a former attendee of this conference (she participated when she was a PhD student at the University of Southern California and active Gates Millennium Scholar. She has spoken all over the country and for some of the most prestigious organizations. She was also the 2017 National Keynote Speaker for the McNair Scholars and Undergraduate Research Conference.

Lastly, Dr. Iloh has a special connection to participants. Often, at events such as this no millennials or early career scholars are top-level speakers even though they may be just as knowledgeable and relatable to needs of attendees. You will be blown away after visiting her website [(www.constanceiloh.com)](http://www.constanceiloh.com/) and if you decide to invite her !

Here is one of her most recent articles, published in the Harvard Educational Review: <http://hepg.org/her-home/issues/harvard-educational-review-volume-88-number-2/herarticle/toward-> a-new-model-of-college-choice%E2%80%9D-for-a-twent

Thank you so much for your attention to this message. Her email is [ciloh@uci.edu](mailto:ciloh@uci.edu) Best regards,

Nnamdi Adigwu-Bardi

## Notes:

[www.constanceiloh.com](http://www.constanceiloh.com/)

# Interviewing: You Do You!

Cunningham, Tara [tara.cunningham@tcu.edu](mailto:tara.cunningham@tcu.edu) 817-735-2541

8/20/2018

ID 1177

## Abstract:

Articulating an authentic self during admission or employment interviews can be challenging when the pressure to say the "right thing" is amplified by nerves, competition and a strong desire to get the offer. Striking a balance of confidence and humility can be achieved with practice, reflection and other techniques that increase your comfort, ease and improve your experience.

In this session, we will explore the various interview formats being used in admission and hiring processes, understand the purpose of these interviews and have a chance to put to practice critical communication skills that will serve you well today and throughout the journey that lies ahead.

## Notes:

Dr. Tara K Cunningham is the associate dean for admissions and student diversity and associate professor at the Texas Christian University and University of North Texas Health Science Center School of Medicine in Fort Worth, Texas. Prior to Texas, she spent 10 years building a new medical school at the University of Arizona College of Medicine - Phoenix and over the years, she led staff and programs in admissions and diversity, K-20 pipeline and outreach, financial aid, student records and student affairs. Dr. Cunningham’s teaching includes unconscious bias, electives and mentors students' scholarly research projects.

Dr. Cunningham is committed to medical students and education. She has admitted more than 500 students into medicine based on a comprehensive, holistic approach that seeks to look beyond metrics as evidence of potential, and has led award-winning pipeline programs for young, aspiring physicians in the community. own research efforts include the development of a video-based Situational Judgment Test, an assessment tool to measure the “professionalism” of a future student. Her work received the Stephen Abrahamson Award for Innovation during the annual medical education research symposium at the University of Southern California in 2015.

# Information Session: TCU and UNTHSC School of Medicine

Cunningham, Tara [tara.cunningham@tcu.edu](mailto:tara.cunningham@tcu.edu) 817-735-2541

8/20/2018

ID 1178

## Abstract:

With more than 150 MD-granting medical schools in the United States, attend this session to learn more about the newest medical school in Fort Worth, Texas. Meet the Dean of Admissions and get the insider perspective of the innovative curriculum, application process and holistic admission philosophy and more.

Thanks to the generosity of a local donor, students in the inaugural class will receive full tuition for their first year of training! The inaugural class of 60 students will arrive in July 2019 and the deadline for application closes December 15, 2018.

## Notes:

Dr. Tara K Cunningham is the associate dean for admissions and student diversity and associate professor at the Texas Christian University and University of North Texas Health Science Center School of Medicine in Fort Worth, Texas. Prior to Texas, she spent 10 years building a new medical school at the University of Arizona College of Medicine - Phoenix and over the years, she led staff and programs in admissions and diversity, K-20 pipeline and outreach, financial aid, student records and student affairs. Dr. Cunningham’s teaching includes unconscious bias, electives and mentors students' scholarly research projects.

Dr. Cunningham is committed to medical students and education. She has admitted more than 500 students into medicine based on a comprehensive, holistic approach that seeks to look beyond metrics as evidence of potential, and has led award-winning pipeline programs for young, aspiring physicians in the community. own research efforts include the development of a video-based Situational Judgment Test, an assessment tool to measure the “professionalism” of a future student. Her work received the Stephen Abrahamson Award for Innovation during the annual medical education research symposium at the University of Southern California in 2015.

b

# Invest in Yourself: Taking the Unconventional Path

Sims-Alvarado, Karcheik [karcheik@gmail.com](mailto:karcheik@gmail.com) 404-932-2245

8/21/2018

ID 1179

## Abstract:

Karcheik Sims-Alvarado, Ph.D. will discuss her unconventional path of producing scholarship and securing a profession outside of academe.

## Notes:

This is a rough draft of the topic discussion.

I will present at the Atlanta conference in 2019.

# Medical School Admissions

Cunningham, Tara [tara.cunningham@tcu.edu](mailto:tara.cunningham@tcu.edu) 817-735-2541

8/28/2018

ID 1180

## Abstract:

Admission to MD-degree granting institutions is competitive and tailored to meet the unique needs of the medical schools' mission. While each medical school is unique, there are general components that any applicant can expect to endure during the application and selection process: national application, school-specific secondary application, interviews and more. Attend this session if interested in learning more about the holistic review in admission paradigm that gives equal and balanced consideration to academic, personal and professional readiness, and you can explore the requirements in advance to find institutions that align with your personal professional goals.

NOTE to abstract reviewers: this could be shared with others in a panel discussion, Q&A style, to meet a broader goal.

## Notes:

Dr. Tara K Cunningham is the associate dean for admissions and student diversity and associate professor at the Texas Christian University and University of North Texas Health Science Center School of Medicine in Fort Worth, Texas. Prior to Texas, she spent 10 years building a new medical school at the University of Arizona College of Medicine - Phoenix and over the years, she led staff and programs in admissions and diversity, K-20 pipeline and outreach, financial aid, student records and student affairs. Dr. Cunningham’s teaching includes unconscious bias, electives and mentors students' scholarly research projects.

Dr. Cunningham is committed to medical students and education. She has admitted more than 500 students into medicine based on a comprehensive, holistic approach that seeks to look beyond metrics as evidence of potential, and has led award-winning pipeline programs for young, aspiring physicians in the community. own research efforts include the development of a video-based Situational Judgment Test, an assessment tool to measure the “professionalism” of a future student. Her work received the Stephen Abrahamson Award for Innovation during the annual medical education research symposium at the University of Southern California in 2015.

# online casino real money

Bousquet, Samantha [samanthabousquet@gmail.com](mailto:samanthabousquet@gmail.com) 403-866-7616

8/30/2018

ID 1181

## Abstract:

cassino

casino games real money casino games real money casino games

cassino

## Notes:

cassino

casino games real money casino games real money casino games

cassino

# online casino real money

Spiro, Hiram [hiramspiro@web.de](mailto:hiramspiro@web.de) 605-367-589

9/1/2018

ID 1182

## Abstract:

online casino gambling casino online

slot game slot game

play casino games online

## Notes:

online casino gambling casino online

slot game slot game

play casino games online

# online gambling casino

Estes, Francesca [francescaestes@arcor.de](mailto:francescaestes@arcor.de) 079-219-11908

9/1/2018

ID 1183

## Abstract:

best online casino casino games casinos online best online casino

play casino games online

## Notes:

best online casino casino games casinos online best online casino

play casino games online

# online gambling casino

McDavid, Mohamed [mohamed.mcdavid@gmail.com](mailto:mohamed.mcdavid@gmail.com) 03.-95.-05.66.52

9/8/2018

ID 1184

## Abstract:

casino online best online casino casinos online casino online

casino games real money

## Notes:

casino online best online casino casinos online casino online

casino games real money

# Go ahead by going abroad: Postgraduate studies in Europe from grant application to career success.

Slattum, Gloria [slattum@mpi-cbg.de](mailto:slattum@mpi-cbg.de) 491-522-2594697

9/12/2018

ID 1185

## Abstract:

I attended the compact for faculty diversity, for the first time, in 2013. There were many memorable learning experiences but three key messages have stayed with me through the years: build the supportive network you need to succeed, seize the opportunity, and shape the academic career you want. If you want to expand your supportive network worldwide, enjoy getting to know other cultures and want to bring a more diverse experience into your future career, then, this section is for you.

I will share practical tools to apply for international grants/fellowships, the principle of scientific mobility and key facts about the ups and downs of studying abroad. I am a recipient of a long term Postdoctoral fellowship award from the European Molecular Biology Organization (EMBO). My postdoctoral experience at the Max Planck Institute of Molecular Cell and Genetics in Germany, broaden my outlook towards science and education. My goal is to enable minority graduate students, to access top-global academic institutions to boost their future faculty promotion and retention.

**Notes:**

# slot game

Gotch, Galen [galengotch@aol.com](mailto:galengotch@aol.com) 068-135-02777

9/25/2018

ID 1186

## Abstract:

online casino slots online casino slots slot game

play casino games online cassino

## Notes:

online casino slots online casino slots slot game

play casino games online cassino

# online casino games

Joris, Anglea [angleajoris@googlemail.com](mailto:angleajoris@googlemail.com) 067-610-4491

9/27/2018

ID 1188

## Abstract:

online casino gambling online casino games online casino

online gambling casino online gambling casino

## Notes:

online casino gambling online casino games online casino

online gambling casino online gambling casino

# From a Dream to Reality: Overcoming Barriers And Obstacles To Achieve Successful STEM Careers

Johnson, Ashanti [dr.ashantijohnson@gmail.com](mailto:dr.ashantijohnson@gmail.com) 214-604-2797

10/20/2018

ID 1189

**Abstract:**

**Notes:**

# casinos online

Joris, Clarice [claricejoris@googlemail.com](mailto:claricejoris@googlemail.com) 05.-53.-71.34.26

10/21/2018

ID 1190

## Abstract:

casino slots

online casino games slot game

online casino real money best online casino

## Notes:

casino slots

online casino games slot game

online casino real money best online casino

# Faculty Retention Encounters: Memoirs of a Child Almost Left Behind

Jean, Daniel [danieljean@wordstravel.org](mailto:danieljean@wordstravel.org) 201-532-2353

11/4/2018

ID 1191

## Abstract:

This interactive seminar is designed for educators who seek further development in creating student success strategies connected to the overall goals of learning, retention and satisfaction. Topics include: producing active Alum, removing the barriers YOU create to hinder student success, orientation is a two-way street, other duties not assigned, avoiding burnout, navigating school politics, withdrawal testimonials, and the road to graduation. Each participant leaves with an "Educator Swagger Score,” a time-referenced goal setting sheet, and a wealth of resources essential for professional development and student achievement. The session also includes case studies and ultimately concludes with “Memoirs of a Child Almost Left Behind,” as the presenter shares intimate details of the retention encounters with educators that transformed him from a

1.9gpa to the Doctoral Salute.

## Notes:

It's an HONOR to stay connected to the SREB Network!

# Discover Your Doctoral Swagger! Five Msgs to Get PhinishedD/FinishEdD

Jean, Daniel [danieljean@wordstravel.org](mailto:danieljean@wordstravel.org) 201-532-2353

11/4/2018

ID 1192

## Abstract:

Topics include: This session is designed for future doctors who like to map out a time-referenced strategy to earning their doctorate. Topics include: The tribulations of a trailblazer, avoiding writer/research block, breaking down the barriers YOU create with YOUR committee, PhDvsEdD, mentorship matters, demystifying the defense, and strategic career planning. Each participant leaves with a "Doctoral Swagger Score,” a time-referenced goal, and a wealth of resources essential for professional development and student achievement. The session includes “Memoirs of a Child Almost Left Behind, highlighting intimate details of how he moved from a 1.9 GPA to the Doctoral Salute!”

**Notes:**

# Improving the Grad Rates of So-Called At-Risk Scholars

Jean, Daniel [danieljean@wordstravel.org](mailto:danieljean@wordstravel.org) 201 532

12/28/2018

ID 1193

## Abstract:

This seminar is designed for educators who seek further development in creating student persistence strategies connected to the overall goals of learning, retention and satisfaction. The presenter will share details of the enrollment management framework that has led to a 61% increase in the four-year graduation rate of a so-called “at-risk” cohort. Topics include: moving students from prospect to active alumni status, orientation is a two-way street, eliminating the barriers YOU create that hinder student success, other duties not assigned, avoiding burnout, data driven decisions/services, campus politics 101, voluntary/involuntary withdrawal testimonials and the road to graduation.

**Notes:**

# Discovering Your Doctoral Swagger: Getting PhinisheD/FinishEdD and Beyond!

Jean, Daniel [danieljean@wordstravel.org](mailto:danieljean@wordstravel.org) 201 532

12/28/2018

ID 1194

## Abstract:

This seminar is designed to equip and empower future doctors to develop time-referenced degree completion and career strategies. Participants will discuss developing and choosing the right research topic/questions, choosing the appropriate research methods,avoiding writer’s/researcher’s block, strategies for navigating marginalization, defending and demystifying the proposal/final defense, breaking down the barriers YOU create with YOUR committee and intentional career growth strategies.

**Notes:**

# Professional Dispositions that Contribute to Academic and Non- Academic Career Success

Esters, Levon [lesters@purdue.edu](mailto:lesters@purdue.edu) 765-414-9734

1/16/2019

ID 1195

## Abstract:

Session Overview:

This session is intended for graduate and undergraduate students, and early career professionals. The overall goal of this session is to provide the audience with strategies that will contribute to the educational and professional mobility of women and underrepresented minority graduate students. More specifically, session participants will better understand the role of key professional growth areas they must enhance (e.g., skills, behaviors & attitudes) in order to thrive in the workplace and contribute to their long-term career success in academic and non-academic career positions.

Session Objectives:

The purpose of this session will be to: 1) describe key professional dispositions that contribute to graduate students’ academic and non-academic career success, 2) describe the role and importance of specific professional dispositions and how they contribute to graduate student’s career success, 3) describe specific learning experiences that graduate students should pursue to help develop key professional dispositions, and 4) describe key metrics and milestones that will enable graduet students to monitor their growth and development across key professional disposition areas.

Presenter Bio for Levon T. Esters:

Dr. Levon T. Esters is an Associate Professor in the Department of Youth Development and Agricultural Education, Director of the Mentoring@Purdue Program, and Senior Research Associate at The Penn Center for Minority Serving Institutions at the University of Pennsylvania. He is recognized nationally and internationally as an expert and scholar within the field of mentoring. His research focuses broadly on issues of educational equity and access of underrepresented minorities with a concentration on the mentoring of women and underrepresented minority graduate students; STEM career development of racial and ethnic minorities attending Historically Black Land-Grant Colleges and Universities; and educational and professional mobility of women and underrepresented minority graduate students and faculty.

Presenter Bio for Janelle L. Williams:

Janelle L. Williams is the Assistant Director for Health Policy at The University of the Sciences in Philadelphia and a Visiting Scholar at the Penn Center for Minority Serving Institutions at the University of Pennsylvania. Additionally, she currently serves on the Board of Directors for the Cheyney University Foundation. Her scholarship investigates college choice at historically Black colleges and universities (HBCUs), the intersectionality of race and college selection, culturally inclusive approaches to address challenges facing HBCU enrollment, and HBCU advocacy in the higher education landscape through qualitative inquiry.

## Notes:

This will be an interactive workshop. Also, the co-author is Dr. Janelle Williams [(jlw1089@gse.upenn.edu)](mailto:(jlw1089@gse.upenn.edu)

# Developing a Mentoring Philosophy for Careers in Academia

Torrie, Cropps [tcropps@purdue.edu](mailto:tcropps@purdue.edu) 336-987-7928

1/31/2019

ID 1196

## Abstract:

Mentoring has been recognized as an effective strategy to increase persistence, strengthen academic achievement, and enhance sense of belonging of women and racially minoritized graduate students. Further, mentoring can help marginalized graduate students navigate microaggressions, stereotypes, and a lack of role models. A mentoring philosophy explains the ways that you as a mentor approach the personal and professional development of your mentee as they develop into professionals. Common themes of mentoring philosophies include identifying students’ goals, developing mutual respect, and creating a safe environment where mentees can learn from their mistakes. Many institutions of higher education are recognizing the importance of mentoring, and have begun requesting a mentoring philosophy with candidates’ application materials. This interactive session will guide session participants through the process of developing a mentoring philosophy, as well as provide examples of mentoring philosophies.

## Notes:

2nd author: Levon Esters, Ph.D., [lesters@purdue.edu](mailto:lesters@purdue.edu)

# Getting PhinisheD/FinishEdD and Beyond:

Jean, Daniel [danieljean@wordstravel.org](mailto:danieljean@wordstravel.org) 201-532-2353

2/11/2019

ID 1197

## Abstract:

This interactive session is designed to equip and empower future doctors to develop time- referenced degree completion and career strategies. The topics include a) Developing and choosing the right research topic and questions b) Research roundtables with current and future doctors c) Qualitative, quantitative, or mixed research methods d) Avoiding writer’s/researcher’s block e) Strategies for navigating marginalization f) Writing, defending and demystifying the proposal/final defense (sample defense rubric will be provided!)

g) Breaking down the barriers YOU create with YOUR committee h) Developing an accountability group and an informal committee i) Challenging self-doubt, the inner critic and the importance of self

-care j) Avoiding weapons of mass distraction k) Beyond the coursework: All But Dissertation (ABD) and doctoral studies withdrawal testimonials l) The intersection between doctoral studies and strategic career planning

**Notes:**

# Faculty Retention Encounters: Memoirs of a Child Almost Left Behind

Jean, Daniel [danieljean@wordstravel.org](mailto:danieljean@wordstravel.org) 201-532-2353

2/11/2019

ID 1198

## Abstract:

This interactive seminar is designed for educators who seek further development in creating student persistence strategies in and out the classroom connected to the overall goals of learning, retention and satisfaction. Topics include: retention encounters, moving students from prospect to active alumni status, orientation is a two-way street, eliminating the barriers YOU create that hinder student success, other duties not assigned, avoiding burnout, data driven decisions/programming, campus politics 101, (in) voluntary withdrawal testimonials and the road to graduation. Each participant leaves with an "Retention Assessment Score,” a time-referenced goal, and a wealth of resources essential for professional development and student achievement. The session concludes with “Memoirs of a Child Almost Left Behind,” as the presenter shares intimate details of the educator retention encounters that transformed his life.

**Notes:**

# Discover Your Doctoral Swagger! Five Msgs to Get PhinishedD/FinishEdD (first timers only)

Jean, Daniel [danieljean@wordstravel.org](mailto:danieljean@wordstravel.org) 201-532-2353

2/11/2019

ID 1199

## Abstract:

This interactive seminar is designed for first time attendees and provides a framework to get PhinishEdD within a timely fashion Five intentional tips will be shared and each participant will leave with a doctoral swagger score, accountability partners and resources to earn their doctorate.

## Notes:

(first timers only)

# Use the U.N.I.Q.U.E. Formula to Connect to Your Personal Power

Fairbank, Christopher [christopher@christopherfairbank.com](mailto:christopher@christopherfairbank.com) 803-361-0618

2/11/2019

ID 1200

## Abstract:

In this talk Christopher will help the audience better understand how they can discover their own personal power. He does that by demonstrating the Six steps that are essential for each of us to better understand our own uniqueness and how to use this U.N.I.Q.U.E. formula to increase self- esteem and achieve success in every aspect of life.

Your audience will learn how to:

* Uncover their true self
* How to Never give up using the positive change within
* The Importance of self-discipline and Individuality

Christopher Fairbank was a renowned ballet dancer turned Cop turned inspiring motivational speaker. He has audiences laugh and realize that anyone can achieve their deepest and greatest goals. He has created a positive change in our communities as well as businesses, universities and students all over the country.

His experience as a mentor, public information officer, certified hostage negotiator, and a retired professional ballet dancer who was privileged to dance for three consecutive Presidents of the United States of America, makes him indispensable to thought leaders and influential corporations.

His life experiences and stories are unique, motivating, funny, and captivating.

## Notes:

I have spoken on this topic many times for those who are starting mentoring, and who have been mentors for years. This topic is an excellent way to motivate not only ourselves but others around us. Especially those who are being mentored.

# Being a C.O.P. Does Not Define Leadership

Fairbank, Christopher [christopher@christopherfairbank.com](mailto:christopher@christopherfairbank.com) 803-361-0618

2/11/2019

ID 1201

## Abstract:

Whether or not you are a parent, teacher, mentor, coach, CEO, or student, we have all heard the phrase, “because I said so”, or “I’m the parent that’s why” or better yet, “I’m the boss and you’ll do as I say”. In this talk Christopher will help the audience realize and understand that, that mentality is not only self-destructing but also demeaning to others around us. Christopher shares his formula to better and constructive leadership. Your audience will learn how to:

•Better serve using the “C.O.P.” formula

•Lead by example with respect

•Check the ego at the door for better results

•To be educated and get a given obedience with grace

## Notes:

This topic is great for emerging leaders and those that are already leaders and serving. Those who have attended this session have become better and more respected leaders in their field. This session is a must NOT miss session. Everyone values this session as it teaches the true and correct principals of leadership.

# Strategies for identifying a thesis/dissertation advisor

Batta, Rajan [batta@buffalo.edu](mailto:batta@buffalo.edu) 716-645-0972

2/15/2019

ID 1202

## Abstract:

Identifying a thesis/dissertation advisor is a challenging task for many students. The outcome of a graduate education often hinges on the topic of the thesis or dissertation and the quality of work that is performed. A synergy between the student and advisor is needed to accomplish these goals.

The student must have a passion for the topic and the advisor must have significant knowledge in the area. There are also intangibles like an advisor's mentoring style (e.g., how hands off are they) and job prospects that result from working with a particular advisor (e.g., how helpful are they in helping students find suitable employment). In this session, a panel consisting of faculty members from a variety of departments/schools at the University at Buffalo will present their views on this important topic and solicit/answer questions from the audience. Particular attention will be paid by panelists to challenges that relate to underrepresented minority students in advisor selection.

**Notes:**

# Becoming a Public Intellectual

Wise Whitehead, Karsonya [todaywithdrkaye@gmail.com](mailto:todaywithdrkaye@gmail.com) 917-716-8739

2/20/2019

ID 1203

## Abstract:

Hands-On Workshop teaching academics how to become public intellectuals

## Notes:

Dr. Whitehead is a tenured professor, an award-winning talk radio host and an Op-Ed columnist for the Baltimore Afro.

# How Can One Maintain Flexible Pathways across Academia, Industry, and Practice?

Stratigakos, Despina [despina@buffalo.edu](mailto:despina@buffalo.edu) 716-645-6200

2/26/2019

ID 1204

## Abstract:

This session is intended for students who are uncertain about what career choice to follow. Increasingly, professionals are moving seamlessly across the traditional boundaries of academia, industry, and private practice. Our panelists will consider how to structure career pathways to keep transitions open, and the benefits of flexible career paths. How can you keep your options open so that you can experience different kinds of positions before committing to a particular career path or if your interests should change? What does a hybrid career, which spans academia, industry, and practice, look like?

## Notes:

Panelists will include faculty in engineering, medicine, and the Provost of the University at Buffalo.

# Everything a new faculty member needs to know about becoming an effective advisor and mentor.

McGregor, Loretta [Lmcgregor@astate.edu](mailto:Lmcgregor@astate.edu) 809-723-064

3/12/2019

ID 1205

## Abstract:

The learning curve for new faculty members is extremely steep during their first year of employment. They must learn the physical layout of the campus, gauge the climate of the college and/or department, prep for new courses, and cultivate a research agenda in a new environment.

Oftentimes, seasoned faculty members are eager to provide assistance and guidance in these endeavors.

However, many new faculty members do not receive advice on how to become a good advisor or mentor. Senior faculty members often leave new faculty to their own devices with the expectation that “they will figure it out.” The lack of training in mentorship specifically can prove detrimental to the very students who might benefit most from a quality relationship with a faculty member. This session will discuss important aspects of being a good mentor and advisor. Specific topics to be covered include how to write successful letters of recommendations, how to select competent lab assistants, the difference between mentoring and advising a student, setting appropriate boundaries and expectations, defining the relationship, and soliciting and responding to feedback. The presenters will give special attention to the topics of mentoring students of color and non-traditional students. We draw on our combined 40+ years of experience mentoring undergraduate and graduate students, describing mistakes and lessons learned.

Dr. McGregor is the author of “Teaching and mentoring racially and ethnically diverse students” in the Handbook of Teaching of Psychology (Buskist & Davis, 2008), and co-author of “Important considerations for ethnic minority graduate students,” in Your graduate training in psychology: Effective strategies for success (Giordano, Davis, and Licht. 2012). She was the 2015-16 recipient of the Arkansas State University’s Faculty Award for Excellence in Academic Advising and the 2017 Honor’s Professor of the Year.

Dr. Bridges is the recent recipient of the SREB Faculty Advising Award and the APA Kenneth & Mamie Clark APAGS mentoring award in 2016- for psychologists who have made outstanding contributions to the professional development of ethnic minority graduate students.

## Notes:

Presenters: Loretta Neal McGregor, PhD., Arkansas State University and Ana Julia Bridges, PhD., University of Arkansas.

# Five Tips For Career Advancement in Academia

Jean, Daniel [danieljean@wordstravel.org](mailto:danieljean@wordstravel.org) 201-532-2353

4/10/2019

ID 1208

## Abstract:

Topics include: writing your cover letter, cv, and references, connection your passion to several positions, networking internally and externally, smart goals, avoiding weapons of mass distraction and landing your dream career.

**Notes:**

# STEM-Minority Students Guide to Recognizing Microaggressions in Group Work

Thime, Cassy [cassydthime@gmail.com](mailto:cassydthime@gmail.com) 347-471-1231

4/22/2019

ID 1211

## Abstract:

Educators use group work in hopes of enhancing student performance in STEM. However, this session will facilitate discussions of the impact of diversity on producing deleterious microaggressions for STEM-minorities. This session will guide STEM-minority students in recognizing these microaggressions and will close with recommendations and call to action to be successful in STEM.

Key Words: group work, microaggressions, student performance, STEM-Minority

## Notes:

Group Work In Higher Education

There are many benefits to group work in STEM. Teachers use group work as an active, educationally purposeful activity in enhancing student learning and performance (Ledford, Saperstein, Cafferty, McClintick & Bernstein, 2015). It can greatly supplement lecture-style classes. Additionally, group work promotes students to have confidence and motivation to participate in discussions and ask questions with their group members, helping to reduce anxiety in large classroom settings, like lectures. Moreover, group work provides the opportunities for groups of students to interact through communication, cooperation and collaboration (Jehn, Northcraft & Neale, 1999). Through this, group work serves as a medium for students to form social relationships (Byrd, 2007). Finally, group work supports academic success and matriculation for STEM students. A challenge with group work is that, outside of organizations of workplaces and higher education institutions, different racial/ethnic groups seldom interact on a personal level (Byrd, 2007).

Intersectional analyses of group work and diversity illuminate how interlocking systems of power, privilege, and oppression shape key issues such as gatekeeping and achievement gaps. For example, social relationships in the classroom mirror the socialized larger society, as students tend to interact with others like themselves and less likely to have meaningful interactions with those different from themselves. Similarity-attraction paradigm supports this phenomenon by highlighting that the more similar one perceives another person to be, the more that the other person is liked (Ensher & Murphy, 1997). These similarities can be perceived in demographics (e.g., educational backgrounds, age, gender, and race/ethnicity) or cultural values. In contrast, perception in differences in these variables can create poor communication and excessive that can impact group cohesion and group performance. This proves disadvantageous for STEM-minorities like Blacks/African-Americans, Non-White Hispanics, Indigenous, Pacific-Islanders, and women, who are underrepresented in STEM majors and classes.

Evidence-Based And Culturally-Responsive Recommendations

With an increasingly diverse STEM student body on many dimensions (e.g., age, gender, ethnicity) enrolling in higher-education institutions, there is a call to action for students to be aware of the impact of diversity in group performance. Using Byrd’s model of organizational culture (Figure 1), which highlights that a diverse student body, as displayed in differences in demographic, cultural, technical or cognitive differences, is affected by group processes (e.g., communication, conflict, cohesion, information, and creativity). These processes, in turn, affect group outcomes, like performance, satisfaction, or turnover, which is seen by the educator as a higher or lower grade on an assignment.

Figure 1: The model: The effects of diversity on group processes and outcomes. Replicated from: Byrd, M. Y. (2007). The effects of racial conflict on organizational performance: A search for theory. New Horizons in Adult Education and Human Resource Development, 21(1-2), 13-28.

Students should, also, be aware of micro-aggressions, or negative micro-messages, and how they manifest in diverse STEM student groups engaged in group work. National Alliance for Partnerships in Equity (NAPE) identified micro-messages as a critical but insufficiently addressed phenomenon (2015). NAPE’s cultural wheel (Figure 2) shows how microaggressions can come from biases and cultural stereotypes and that these micro-messages can lead to an accumulation of disadvantage performance outcomes in affected students and lower self-efficacy, especially for STEM-minorities. Subsequently, perceptions of one’s self-efficacy can lead to behavioral changes in students. While many efforts have been placed on teaching undergraduate students and staff to reflect on bias and stereotypes and their own behaviors (NAPE, 2015), further efforts should be used with students in discovering and addressing micro-messages in the classroom.

Figure 2: Replicated from: NAPE, 2015. Mighty Micromessages for Student Success. National Alliance for Partnerships in Equity. Retrieved at: Avid.org.

Students should also be privy to impact and sources of the three different types of diversity: informational diversity, social category diversity, and value diversity (Jehn, Northcraft, & Neale, 1999). Informational diversity comes from differences in educational background and training experiences. Social category diversity comes from differences in race, gender and ethnicity, between members in a group. This can come from members of a group choosing to show favoritism to members that belong to their social category. Value diversity comes from differences in the group that exist in what the group’s real task, goal, target or mission should be (p. 745). In a group work setting at a higher institution, for example, value diversity could present itself when members value effectiveness while others value efficiency. Examination of the diversity types in a group, for a student, can help students be proactive or to predict the different types of diversity that may arise and how that can enhance or impede interpersonal relations, or group cohesion, within the group.

Jehn, Northcraft, and Neale (1999) conducted a significant study that measured diversity and workgroup performance. They used a study sample of 545 employees that formed various work units or teams in one of the top three firms in the household goods moving industry. The researchers found that relationship conflict was often caused by social category diversity and value diversity, with informational diversity being the least likely of the three to form relationship conflict in the group. The research supported the hypothesis that process conflict will mediate the effects of informational diversity on workgroup performance. This research concluded that for a team to be effective, members should have high information diversity and low value diversity and for a team to be efficient, members should have low value diversity. Students, alongside educators, can support these findings by promoting effectiveness and efficiency practices in group work.

Differences in race between members, a type of social category diversity in a group, can be a big reason for micro-messages. For instance, non-marginalized racial members of a group, or STEM- majorities, through a culture of privilege, can cause members of a marginalized group, like STEM- minorities, to not function at their highest level of performance (Byrd, 2007). Stressful situations, like those created by the perceptions of micro-inequities in a group, can lead groups members who differ from the majority to develop negative psychological and physiological factors, like depression, anger, nervousness, anxiety, and elevated blood pressure. Additionally, manifestations of dysfunctional psychological outcomes, like low self-worth and self-esteem, can occur. Students should learn to recognize these negative psychological and physiological factors and intervene.

Students, with the aide of their educators, should encourage group cohesion is a group process, the forces interacting to keep a group intact, in group work (Nagel, 2015). Nagel (2015) defined group cohesion by three variables: (a) interpersonal attraction, a shared attachment to members of the group; (b) task commitment, a share commitment to the group’s tasks; and (c) group pride, the

share importance of being a member of the group. In a higher education settings, group performance is dependent on group cohesion (Byrd, 2007). Actions like avoidance, closed and unfriendly communication, unwillingness to communicate, and failure to offer assistance leave an individual with unsatisfied social interactions. Supported by Maslow’s theory in psychology, a lack of sense of belonging and group identification in a group decreases an individual’s drive to the performance outcome. Additionally, performance of an individual in conditions of stress and anxiety interferes with learning capacity and performance ability. With unsatisfied social needs in a group, a STEM-minority student may show lower levels of psychological commitment, higher levels of turnover intent, and absenteeism. Students should be made aware of these types of “push out” behaviors that can impact group work and group performance, in order to address them.

Call To Action

At the conclusion of this workshop, students will be called to action to create dialogues in their classroom that will promote the examination of micro-messaging on diversity, group cohesion, and group performance in higher education settings for STEM-minority students. STEM-minority students will be called to ask educators to intervene when they realize that microaggressions are negatively affecting their educational success. Lastly, attendees will realize that they have the power to break interlocking systems of power and privilege and to increase representation of STEM- minorities, like themselves, to matriculation.

D

References

Byrd, M. Y. (2007). The effects of racial conflict on organizational performance: A search for theory. New Horizons in Adult Education and Human Resource Development, 21(1-2), 13-28.

Ensher, E. A., & Murphy, S. E. (1997). Effects of race, gender, perceived similarity, and contact on mentor relationships. Journal of Vocational Behavior, 50(3), 460-481.

Jehn, K. A., Northcraft, G. B., & Neale, M. A. (1999). Why differences make a difference: A field study of diversity, conflict and performance in workgroups. Administrative science quarterly, 44(4), 741-763.

Ledford, C. J., Saperstein, A. K., Cafferty, L. A., McClintick, S. H., & Bernstein, E. M. (2015). Any questions? an application of Weick's Model of organizing to increase student involvement in the large-lecture classroom. Communication Teacher, 29(2), 116-128.

NAPE, 2015. Mighty Micromessages for Student Success. National Alliance for Partnerships in Equity. Retrieved at: avid.org

Nagel, R. L., Pappas, E. C., Swain, M. S., & Hazard, G. A. (2015). Exploration of Engineering Students’ Values with Respect to Behaviors in Group Work. International Journal of Higher Education, 4(2), 181.

Schnellmann, J., & Gibbons, J. L. (1984). Microinequities in the Classroom: The Perception by Minorities and Women of a Less Favorable Climate in the Classroom.

# Culturally Attuned Mentoring Paradigms –Relationships in Community Context

Windchief, Sweeney [sweeney.windchief@montana.edu](mailto:sweeney.windchief@montana.edu) 406-994-3339

7/3/2019

ID 1213

## Abstract:

How do mentors learn to mentor? Professional mentoring in higher education typically mirrors higher education in the contemporary American context, meaning that we tend to mentor the way we were mentored. This presentation builds upon the implementation of a program designed to develop the knowledge, skills and dispositions of faculty who mentor American Indian and Alaska Native graduate students in the STEM fields and is recalibrated for current faculty in other fields as well as those considering academia as a career. The goal of this session is for participants to consider how they can become active in co-constructing their own, identity informed, professional mentor/mentee platform. We also will discuss the concept of self-authorship in order to activate one’s own agency in developing a “constellation of mentors”. Different Institutional types and the specific disciplines in which we work have their own unique cultures, geographies, infrastructure, and resources that need to be considered.

## Notes:

May co-present with Dr. Blakely Brown depending on the date we might be scheduled. If at all possible we would prefer a presentation day other than Thursday. Thank your your consideration.

Dr. Sweeney Windchief

# Recruitment and Retention of Diverse Faculty: A look at the Rochester Institute of Technology

Stinebiser, Lorraine [losofr@rit.edu](mailto:losofr@rit.edu)

585-475-5775

8/5/2019

ID 1215

## Abstract:

Woven throughout the Rochester Institute of Technology strategic plan is its student-centered approach toward diversifying the faculty and administration with an emphasis on increasing the number of female faculty in STEM fields and AALANA faculty in all fields. RIT sees this as a driving force to positively impact undergraduate student diversity as well as aiding in improving graduation rates across all demographics.

Collaborating with colleges, departments, Human Resources and administration, the RIT Office of Faculty Diversity & Recruitment employs a variety of programs and initiatives to increase the pipeline of candidates for faculty searches and to support the retention of historically unrepresented faculty populations. The presentation will highlight the following:

--Future Faculty Career Exploration Program: signature four-day program to bring diverse scholars to campus. This program allows scholars to get a better understanding of the faculty search and interview process, and allows the institution to get a better understanding of their research agenda and potential fit.

--College Liaisons for Faculty Recruitment: partnership the Deans’ offices, human resources and the Office of Faculty Diversity and Recruitment to facilitate search and selection process.

--Faculty Recruiters: a team of recruiters works directly with search committees proactively reaching out to historically underrepresented scholars to increase representation in the candidate pools.

--Holistic Approach to Retention: Supported through the Divisions of Academic Affairs and Diversity and Inclusion there are number of programs to support, retain and promote the career success of AALANA and women faculty including dual career, tenure and promotion and mentoring.

Presenters:

Dr. Keith B. Jenkins, Professor of Communication, Vice President and Associate Provost, Division of Diversity & Inclusion, Rochester Institute of Technology

Dr. Donathan Brown, Associate Professor of Communication, Assistant Provost and Assistant Vice President for Faculty Diversity and Recruitment, Rochester Institute of Technology

## Notes:

This session proposal was submitted by Lorraine Stinebiser on behalf of Dr. Jenkins [(kbjgpt@rit.edu)](mailto:(kbjgpt@rit.edu) and Dr. Brown [(dlbddi@rit.edu)](mailto:(dlbddi@rit.edu)

# What are education employers looking for?

Penaloza, Carlos [carlospe@hawaii.edu](mailto:carlospe@hawaii.edu) 917-592-6332

8/22/2019

ID 1216

## Abstract:

Inching toward ABD status and beginning to negotiate a post-doc or your first faculty position can seem daunting. Higher education is in constant flux, and while your subject matter expertise is what you are primarily hired for, institutions are looking for a little more. This session will define some major competencies we are looking for, which are the subject of teaching philosophy and interview scrutiny. Focus on current challenges faced by students, institutions and communities; as well as typical “additional duties” reflected in job descriptions. How do you prepare for your interview and first Full Time teaching job.

**Notes:**

# The Genomics Education Partnership (GEP): A community of practice that enhances research opportuniti

Key, S. Catherine S. [ckey@nccu.edu](mailto:ckey@nccu.edu) 919-530-5365

9/17/2019

ID 1217

## Abstract:

Since 2006, the Genomics Education Partnership (GEP; [http://gep.wustl.edu)](http://gep.wustl.edu/) has incorporated authentic genomics research experiences into the undergraduate curriculum, introducing thousands of students to eukaryotic gene structure, comparative genomics, and the evolution of Drosophila.

Our 100+ participating institutions include community colleges, primarily undergraduate institutions, minority-serving institutions (MSIs), historically black colleges and universities, and research- intensive PhD-granting institutions. For many faculty and their students, the accessible, immersive curriculum, and custom bioinformatics tools represent a unique opportunity to participate in genomics research. GEP faculty benefit from membership in a national network of like-minded colleagues and professional development opportunities that include training, research, and publication in peer-reviewed journals.

The GEP provides a wide array of materials for faculty to implement with students at any level.

This workshop will utilize the GEP “Understanding Eukaryotic Genes” modules (available on CourseSource at https://doi.org/10.24918/cs.2017.13) to show how they can be applied in a high school or introductory college classroom or lab to help students master difficult biological concepts, such as eukaryotic genome structure and alternative splicing. Furthermore, we will discuss how faculty can engage undergraduate students in GEP research projects that can lead to co-authorship on scientific publications: resolving sequencing/assembly problems and generating high-quality gene models for GEP analyses.

The GEP is actively recruiting additional faculty members, especially from community colleges and MSIs, to participate in regional and national (in person or online) professional development to use the GEP curriculum in their classrooms. Further, the GEP is seeking science partners to collaborate with GEP members on funding and development of additional projects, and science education partners to collaborate on curriculum development and assessments. Please contact us through the contact forms at [http://gep.wustl.edu/contact\_us.](http://gep.wustl.edu/contact_us) Supported by NSF IUSE-1431407 to SCRE, NSF IUSE-1915544 to LKR, and NIH IPERT-1R25GM130517-01 to LKR.

## Notes:

Goals of the proposed workshop:

1. Familiarize audience with the Genomics Education Partnership (GEP) network of faculty and colleges throughout the United States, Puerto Ricco and Canada.
2. Attendees bringing laptops with internet access will have hands-on introduction to the Genome Browser using GEP Curriculum tools (Module 1 of a GEP Curriculum package): <http://gep.wustl.edu/curriculum/introducing_genes>
3. Invite attendees to Regional Node 1-2 day events held throughout the USA and/or the Centralize training session held annually at Washington University in St. Louis, MO

co-presenters are Indi Bose and Srebrenka Robic

# Test Proposal

Stern, Karen [kstern@project18.com](mailto:kstern@project18.com) 770-331-1982

9/27/2019

ID 1218

## Abstract:

Test Abstract

## Notes:

Test Test Test

# The balance of teaching and completing your degree

Phanor, Tonia [tphanor@westga.edu](mailto:tphanor@westga.edu) 404-649-4297

10/9/2019

ID 1219

## Abstract:

It can be a daunting task to manage teaching part-time or full-time and completing your degree, not to include other personal responsibilities. However, it can be done with proper planning and accountability to reach your goals.

**Notes:**

# PhinisheD/FinishEdD #WhoGotNext

Jean, Daniel [danieljean@wordstravel.org](mailto:danieljean@wordstravel.org) 201-532-2353

10/28/2019

ID 1220

## Abstract:

PhinisheD/FinishEdD #WhoGotNext Seminar is designed to equip and empower future doctors to develop time-referenced degree completion and career strategies. Topics include developing and choosing the right research topic and questions, choosing qualitative, quantitative, or mixed research methods, avoiding writer’s/researcher’s block, strategies for navigating marginalization, writing, defending and demystifying the proposal/final defense, breaking down the barriers YOU create with YOUR committee, challenging self-doubt, the inner critic, the importance of self-care, avoiding weapons of mass distraction, the intersection between doctoral studies and strategic career planning beyond graduation.

**Notes:**

# Getting PhinisheD/FinishEdD #WhoGotNext

Jean, Daniel [danieljean@wordstravel.org](mailto:danieljean@wordstravel.org) 201-532-2353

12/28/2019

ID 1221

## Abstract:

The Future Doctor seminar is designed to equip and empower future doctors to develop time- referenced degree completion and career strategies. Participants will learn 5 intentional strategies to get PhinisheD/FinishEdD; network with future and current doctors; and learn about the following topics:a)Developing and choosing the right research topic and questions b)Research roundtables with current and future doctors c)Qualitative, quantitative, or mixed research methods d)Avoiding writer’s/researcher’s block e)Strategies for navigating marginalization f)Writing, defending and demystifying the proposal/final defense (sample rubric will be provided!) g)Breaking down the barriers YOU create with YOUR committee h)Developing an accountability group and an informal committee i)Challenging self-doubt, the inner critic and the importance of self-care j)Avoiding weapons of mass distraction k)Beyond the coursework: All But Dissertation (ABD) and doctoral studies withdrawal testimonials l)The intersection between doctoral studies and strategic career planning m)Planning for graduation and beyond

**Notes:**

# Discovering Your Faculty Swagger! Improving Scholar Learning, Retention and Satisfaction

Jean, Daniel [danieljean@wordstravel.org](mailto:danieljean@wordstravel.org) 201-532-2353

12/28/2019

ID 1222

## Abstract:

This interactive session is designed for educators dedicated to improving operations, creating a culture of collaboration, and increasing student success. Topics include: 1) Connecting with a diverse changing population of scholars, 2) Developing effective partnerships, 3) Making data driven decisions 4) How to avoid weapons of mass distraction, 5) Innovation or Stagnation? 6)Engagement In and Outside the classroom. Every participant leaves with a Swagger Grade/Score, a photo, a wealth of resources and a time referenced goal. The session concludes with "Memoirs of a Child Almost Left Behind" as the presenter shares intimate details of the retention encounters with Educators that moved him from a 1.9GPA to earning his doctorate and living his career passion & purpose.

**Notes:**

# Communicating Resistance and Cultivating Resilience

Sandoval, Jennifer [jennifer.sandoval@ucf.edu](mailto:jennifer.sandoval@ucf.edu) 818-943-9310

1/28/2020

ID 1223

## Abstract:

For years white women and people of color have been told the best way to respond to the stress of managing institutions not created for them is self-care. While some forms of self-care can be important it is not enough for finding ways to engage our organizations in ways that feel authentic and honest. This session focuses on cultivating a practice of resilience, on constructing communities of care, and finding ways to enact resistance to practices that are used to disempower and often silence us in our organizational structures.

## Notes:

This has been one of my more popular workshops lately, but as a communication faculty and consultant I have many additional sessions on communication across difference and difficulty if any of those would be more helpful.

# Active Learning for All Courses

Anderson, Crystal [cander8@gmu.edu](mailto:cander8@gmu.edu) 336-254-4197

2/4/2020

ID 1224

## Abstract:

Have you heard about active learning, but wondered if it is something that you can use in your class? Are you someone who wants to take the use of active learning to the next level in your course? Active learning includes teaching methods and strategies that involve student participation and engagement with course material in a meaningful way during class time. The instructor is present to act as a resource to facilitate learning. Research has shown that such strategies enhance student learning and performance, especially for members of underrepresented groups. Its use has increased in fields that range from science and technology to the social sciences. Such strategies are effective whether you teach small seminar-style classes to seniors or large introductory courses to freshmen. This session will introduce participants to a variety of active learning strategies, help them to use such strategies to support the learning goals for their classes and overcome some of the common challenges of active learning to ensure successful implementation.

**Notes:**

# Convening recruiters and scholars to explore best practices in hiring (and challenges faced)

Gillian-Daniel, Don [dldaniel@wisc.edu](mailto:dldaniel@wisc.edu) 608-263-0249

2/13/2020

ID 1225

## Abstract:

We want to propose a pre-conference session for representatives from recruiting institutions to meet and share best practices in hiring faculty candidates from underrepresented groups.

Presentations about good practices

Then, have a conference session where recruiters who attended the pre-conference session speak to Institute attendees about best practices in hiring faculty candidates from underrepresented groups. This would let Institute grad students and post-docs "peek behind the curtain" to hear about institutional best practices.

There should also be a session specifically by and for grad students and post-docs, in which individuals who have been applying for positions across disciplines can share successes and challenges that they faced in the job application/interview/negotiation process.

Last, We'd like to propose a session that connects grad students and post-docs with members of the Aspire Alliance to collectively brainstorm ways to help connect hiring institutions with interested candidates from underrepresented groups.

## Notes:

Spoke with Ansley 02/13/20, and am submitting this as a follow-up to that conversation to keep track of the ideas we generated.

# Paying it Forward - Driving Mission Home

Peñaloza, Carlos [carlospe@hawaii.edu](mailto:carlospe@hawaii.edu) 808-455-0215

2/14/2020

ID 1226

## Abstract:

A diverse workforce in higher education for the 21st century, is not only a necessity, but a major challenge. While underserved/underrepresented groups have made gains in education attainment across the board; these gains have in-part been a response to increase in population, and not major proportional improvements in educational attainment for minorities. Education is becoming second nature, and access continues to improve; but we are still far from reducing these educational and workforce gaps. This, in part, is a result of first-generation lack of know-how; and currently, barriers in increasing college and university workforce to reflect the composition of the communities served. Often, individuals that have achieved a certain level of success, will attribute this to the personalized attention of those that served in a key teaching or mentoring capacity. The challenge remains, teaching and mentoring is more realistic, during the latter years of education, and not where it most counts. Reflecting back, you probably recognize that small actions during your freshman and sophomore year had a big impact in defining your path; and that later, a little work and momentum got you here today.

Everyone aspires. It is important to recognize that paying it forward is not only nice, but for our kind, it’s a need. You reflect the communities we need to impact. Your faces and your stories represent the relatedness that our future needs to hear, so that they not only see that success is possible, but that they relate to you, as we related to our mentors. You could be a hero to many, but few would know unless you made yourself available to them.

This session will focus on national data and trends on representation in higher education; and the qualitative impact that exists in allowing others to think of us as heroes. We each have a mission; maybe you have thought about yours; and missions can change. Reflect on this: if your support mechanisms weren’t there, would you be here today? Now think of the majority of individuals that don’t have that support mechanism? How can I make all the stars align for another individual?

At this end of this session, you should consider the impact of reframing your personal and professional missions to paying-it forward. The future of my children depends on this.

**Notes:**

# The Non-Traditional Postdoc: Insights from the Social Sciences

Overby, Katrina [kmogpt@rit.edu](mailto:kmogpt@rit.edu) 317-460-4425

2/19/2020

ID 1227

## Abstract:

This panel explores the experiences of postdoctoral fellows in the social sciences who hold non- traditional positions in their respective academic institutions that differ from those in STEM related fields. In this session, panelists will share their insights related but not limited to: research expectations, negotiating salary, day-to-day tasks, teaching, start-up funds, professional development and socialization. As postdoctoral positions are increasing in various fields, we find it critical to increase knowledge about navigating and securing a postdoctoral fellowship with current SREB scholars.

## Notes:

Session Leaders:

Donta Council, Ph.D., American University

Katrina Overby, Ph.D., Rochester Institute of Technology

The proposed session leaders are SREB alums who have completed their Ph.D. 's within the social sciences (Public Administration and Communications). We observed, over time, a lack of education and exposure of the postdoctoral experience at the Institute. Many of us only were only aware of traditional tenure track positions within the academy. Given the rise of postdocs in the social sciences, we find it critical that every social science SREB fellow has the adequate knowledge necessary to navigate career paths within the academy. We are happy to build this component into the Institute as a part of their professional development.

# Social Justice Literacy and the Common Reader as an Institutional Diversity Initiative

White, Artress Bethany [artress.white@gmail.com](mailto:artress.white@gmail.com) 859-494-2362

2/20/2020

ID 1228

## Abstract:

In my time as a 2017-2019 National Endowment for the Humanities Visiting Professor at Albright College in Reading, Pennsylvania, I worked with the First-Year Writing Seminar faculty to initiate a campus-wide diversity common reader. I would love to have the opportunity to share the results of this experience, my diversity insights, and subsequent publication at the upcoming 2020 Institute on Teaching and Mentoring in Tampa, Florida. (A more detailed outline of my professional accomplishments/publications can be viewed on my author website at artressbethanywhite.com).

I would be happy to share my experiences in the following TWO sessions at the conference: Session One: Social Justice Literacy and the Common Reader as an Institutional Diversity Initiative

* The importance of creating a climate for change and inclusion on campus through faculty buy-in.
* Why common readers lose efficacy at the faculty and administrative level.
* How resistance to terms like "safe space" and "trigger warnings" point to deeper neglect on college campuses.
* Yes, social justice literacy can really make a difference.
* My goal in compiling a book like "Survivor's Guilt: Essays on Race and American Identity" to be used by post- secondary educators and administrators.

Session Two: The Road to Publication While Working at Teaching Institutions

* The road to publication when teaching a 4/4 or 3/3 teaching load.
* Fulfilling your need to create a tangible legacy as part of your academic career.
* The many options of publishing with academic, cultural, or creative national journals.
* The allure of anthologies and preparing book chapters for tenure promotion.

## Notes:

Artress Bethany White, PhD is a poet, essayist, and literary critic. She received her doctoral degree from the University of Kentucky and is a specialist in twentieth and twenty-first century African American literature. She served as 2017-2019 National Endowment for the Humanities Visiting Professor of American Cultural Studies at Albright College in Reading, Pennsylvania. Her essay collection, "Survivor’s Guilt: Essays on Race and American Identity" is forthcoming from New Rivers Press/Minnesota State University in March 2020.?White has received the Mary Hambidge Distinguished Fellowship from the Hambidge Center for Creative Arts for her nonfiction, The Mona Van Duyn Scholarship in Poetry from the Sewanee Writers’ Conference, and writing residencies at The Writer’s Hotel and the Tupelo Press/MASS MoCA studios. She teaches writing workshops for the Rosemont College MFA program.

# Exploring Your Career in the Academy

Stinebiser, Lorraine [losofr@rit.edu](mailto:losofr@rit.edu)

585-475-5775

2/27/2020

ID 1229

## Abstract:

Woven throughout the Rochester Institute of Technology’s strategic plan is its student-centered approach toward diversifying the faculty and administration. With an emphasis on increasing the number of female faculty in STEM fields and AALANA faculty in all fields, RIT continues to expand its efforts to recruit and retain an excellent and diverse faculty. The Office of Faculty Diversity and Recruitment works with PhD, MFA, and post-doc scholars and artists interested in a career in academia.

This presentation will highlight and discuss the following:

--Making the Move to Professor: Sharing of best practices for compiling a competitive faculty application along with tips for making the transition from graduate student to Assistant Professor.

--Future Faculty Career Exploration Program: RIT’s signature four-day, all-expense paid program that brings diverse scholars to campus, allowing participants a “behind the scenes” glimpse into life as both a faculty member at RIT, and community member within the Greater Rochester area. This program allows scholars to gain a better understanding of the faculty search and interview process, present their search, meet with faculty, staff, students and administrators, while also attending faculty-led workshops and presentations.

--The RIT Scholars Network: RIT’s signature network that not only connects individuals with discipline-specific faculty and fellowship opportunities on our campus, but also connects interested individuals with specific search committee chairs as well. Those within our network are also privy to speaking with members of our Office of Faculty Diversity and Recruitment about specific faculty searches as well.

Everyone in attendance will be provided materials about our Future Faculty Career Exploration Program along with instructions for joining our Scholars Network

Presenters:

Dr. Keith B. Jenkins, Professor of Communication, Vice President and Associate Provost, Division of Diversity & Inclusion, Rochester Institute of Technology

Dr. Donathan Brown, Associate Professor of Communication, Assistant Provost and Assistant Vice President for Faculty Diversity and Recruitment, Rochester Institute of Technology

**Notes:**

# Caring Climate: Addressing Microaggressive Behaviors to Improve Campus Environment

Berke, Melissa [mberke@unomaha.edu](mailto:mberke@unomaha.edu) 402-312-7245

3/3/2020

ID 1230

## Abstract:

This session will outline a campus program that was designed to improve campus climate by raising awareness of microaggressions that can occur in the campus environment and microresistance strategies for addressing them. This program utilizes a "train the trainers" model to cost-effectively raise awareness across the university.

The session will define microaggressions, suggest strategies for mitigating microaggressive behaviors as well as provide an overview of a campus-wide program designed to train faculty and staff to recognize and address these behaviors when they occur.

## Notes:

My co-presenter is Cynthia Ganote, Ph.D., Assistant Dean for Diversity and Community Engagement, College of Arts and Sciences, University of Louisville

# Notes from a Faculty Search Chair

Gordon, Ali P. [ali@ucf.edu](mailto:ali@ucf.edu) 407-267-2227

3/3/2020

ID 1231

## Abstract:

For those interested in faculty positions, the process of applying, interviewing, and getting an offer from a university can contain long stretches of time without hearing anything from a search committee. Have you ever wondered what the search committee was up to? And what are they looking for? In this session, a search committee chair gives a unique perspective of the timeline of the search process along with key details of how numerous faculty search committees leverage a tiered system to rank potential hires. Real data from recent tenure-track faculty searches are presented to show when you should respond to an advertisement, what to include in your application, what your competition looks like, and more. The concept of tenure indicator parameters (TIP) is presented. Profiles on Ideas on how to make your application stand out are also included. This session also includes some role play to show you some critical do's and don'ts when interacting with search committee members. Use the information presented here to tailor your application and job talk for success.

## Notes:

If possible, a session duration of 1.5 hours is preferred. Additionally, feedback garnered from the 2019 survey responses have been incorporated into the 2020 session.

# Navigating Academic Politics as a Junior Faculty Member

Weisleder, Noah [noah.weisleder@osumc.edu](mailto:noah.weisleder@osumc.edu) 908-358-7248

3/4/2020

ID 1232

## Abstract:

Just like any other workplace politics are a major part of the academic landscape. The success of scholars as they move into a faculty position could depend on how well they can navigate the sometimes rough waters of academic politics. This presentation focuses on how to consider the politics associated with applying for a faculty position, starting a new position or when they pursue promotion and tenure. Specific skills and approaches that will help you to survive and thrive in academic politics will be presented for all of these career steps. These skills that help navigate politics include networking, communication, emotional intelligence and conflict resolution.

## Notes:

This presentation has components of didactic presentation as well as short discussion exercises. It will be of use to all scholars who are interested in faculty positions, regardless of their specific discipline. The presentation will focus on presenting challenges and skills to overcome these challenges.

# Hold for CSGS and Suzanne

President, CSGS [ansley.abraham@sreb.org](mailto:ansley.abraham@sreb.org) 404-879-5573

3/13/2020

ID 1233

## Abstract:

Please hold for them

**Notes:**

# Becoming a Postdoc: How to choose the right mentor and make the most of your postdoctoral training

Hernandez, J. Marcela [hernandez.16@osu.edu](mailto:hernandez.16@osu.edu) 614-688-4624

3/18/2020

ID 1234

## Abstract:

Postdoctoral training is a necessary step to become faculty in most STEM fields. Recently postdoctoral positions in the social sciences and humanities have become common as well. This session will focus on the critical aspects graduate students need to consider when selecting a postdoc position. Choosing the right postdoctoral mentor is crucial for success but this is not enough. Understanding their responsibility for driving their career and professional development is also essential. Learning what resources to look for and how to approach this training period increases the chances of success at this level. This workshop will include topics such as funding, mentorship, career development, job responsibilities, and benefits.

## Notes:

This presentation will be very interactive. After a presentation about tips for success, we’ll have a group exercise to identify how participants need to evaluate postdoctoral opportunities.

# Give Us The Tools, So We Can Get (Ph)inishe(D): Exploring The Black Male Doctoral Experience

Ottley, Dr. Jason [drjasonottley@gmail.com](mailto:drjasonottley@gmail.com) 202-276-3462

3/24/2020

ID 1235

## Abstract:

Black men are encouraged to pursue doctoral degrees as a means of upward career

mobility; however, the NCSES (2018) reported that Black males obtained only 2.19% of the total 54,904 doctorate degrees in the U.S. in 2016. This disparity may be explained by Black men encountering doctoral programs at historically White institutions entrenched with barriers to success, gendered racism, and Black misandry. This session explores the experiences of Black men navigating doctoral programs.

## Notes:

PROGRAM

1. Barriers are facing African American males who are pursuing doctoral degrees. This session will engage with professionals who are interested in pursuing doctorate degrees through the lens of individuals who have experienced and overcome racial battle fatigue and imposter syndrome throughout their

educational pursuit. Our program is innovative as it centers the voices of professionals seeking to ensure Black male doctoral success is a reality over the next 100 years.

1. The content for this program evolved from conversations among presenters concerning our personal experiences in doctoral programs at various institutions across the nation. We relied on research and theory to support and guide the topic of this program.
2. While each of us is and were enrolled at historically white institutions,

these institutions vary in size and geographic location. Additionally, the tips and strategies we will provide for participants will transcend institutional lines.

1. Our assessment process will include collecting email addresses and phone numbers of participants to follow-up and see how our program assisted in their admission into or

continued journey through doctoral programs. It is our hope to gather data from the participants in regard to their academic progress.

LEARNING OUTCOMES

After the session, participants should be able to:

1. Comprehend the theoretical frameworks of racial battle fatigue, impostor syndrome, and sense of belonging
2. Understand the experiences of Black male students and professionals enrolled in doctoral programs
3. Discuss ways to challenge and cope with pursuing a doctoral degree, while supporting and advocating for students and others who may be pursuing their doctoral degree.
4. Identify effective practices and strategies for excelling in and supporting those in doctoral programs.

# A Different World: Realigning Support and Redefining Academic Programs for Students of Color

Ottley, Dr. Jason [drjasonottley@gmail.com](mailto:drjasonottley@gmail.com) 202-276-3462

3/24/2020

ID 1236

## Abstract:

Faculty must shape pedagogical practices by recognizing the complex fluidity of students’ identities and the impact it plays in their academic programs. The Geometric Model of Student Persistence and Achievement (Swail, 2004) serves as practical guide to enlist a realignment of academic support services in an academic unit. The presenters will share results of student focus groups to aide in redefining current programs, services, and campus policies in support of multiple identities.

The purpose of this program is to assist faculty with the necessary tools to redefine and realign academic affairs practices in order to be inclusive of all students. The presenters highlight Helm’s Model of White Identity Development (1992) to provide a historical background of the college experience and illustrate the flawed design of student development and the necessity of white individuals to play an active role in breaking the cycle of their power, privilege, and bias inherently perpetuating “a racist society” (Patton et al., 2016, p. 260). In addition, the Model of Multiple Dimensions of Identity (2007) exposes the institutions’ focus on creating a campus culture that benefited it years ago, but no longer serves as a positive experience for students.

## Notes:

LEARNING OUTCOMES(s)

Learning Outcome #1:Evaluate how the Model of Multiple Dimensions of Identities and Swail's Geometric Model of Student Persistence and Achievement (2004) intersect in realigning programs, services, or policies to help incoming students make meaning of their multiple identities

Learning Outcome #2:Investigate multiple ways to redefine the academic affairs programs through student narratives

Learning Outcome #3:Examine how shifting campus demographics can promote reciprocal relationships between senior leadership and the new generation through student and senior leadership narratives

# Why teaching at a Liberal Arts college might be right for you?

Pena-Shaff, Judith [jpenaper@ithaca.edu](mailto:jpenaper@ithaca.edu) 607-351-8593

4/30/2020

ID 1237

## Abstract:

Core goals of Liberal Arts College Institutions are to: 1) provide students with broad, diverse course work, ideas, and perspectives while encouraging mastery in a particular area of interest, 2) build students' character, 3) develop mentoring relationships between students and faculty; and 4) foster critical thinking and problem-solving skills (Best Value Schools, 2020). This setting provides unique opportunities for faculty to balance their passion for teaching and mentoring undergraduate students with their own research interests. This session explores the perks of teaching and conducting research at a liberal arts institution

## Notes:

Authors: Judith Pena-Shaff, Belisa Gonzalez & Brad Hougham

Main areas of discussion will focus on 1) student (mentoring, undergraduate students research, interaction with students); 2) research (e.g. opportunities to combine serious interests in teaching with research), 3) teaching innovations; 4) climate.

# Situs web tentang SEO.

Hendrix, Eric [erichendrix@gmail.com](mailto:erichendrix@gmail.com) 336-724-3429

7/26/2020

ID 1238

## Abstract:

Postingan yang menarik sekali. Saya amat menyukainya. Thanks ya. Kunjungi juga blog sederhana https://jambu.id ya.

## Notes:

Postingan yang menarik sekali. Saya amat menyukainya. Thanks ya. Kunjungi juga blog sederhana https://jambu.id ya.

# THE EXPERIENCE OF A FORMER DOCTORAL SCHOLAR IN CREATING AN ENGAGING LEARNING

Reynolds, Darrial [darrialreynolds@southtexascollege.edu](mailto:darrialreynolds@southtexascollege.edu) 956-534-7403

9/28/2020

ID 1239

## Abstract:

The purpose of this presentation is to take a closer look at how former Doctoral Scholars can create an engaging learning environment. Attendees will learn how to (1) synthesize information and present it to students in ways that make sense; (2) organize student evaluations; and (3) teach in a multicultural age.

## Notes:

My name is Darrial Reynolds and I am a Political Science Professor at South Texas College. I was a WICHE Doctoral Scholar from 1994 to 1997. I graduated in May of 1997 with a Doctor Degree in Political Science from Idaho State University. Please accept my proposal to be a presenter at the next Institute on Teaching and Mentoring. I am a Political Science Professor at South Texas College.

# THE EXPERIENCE OF A FORMER DOCTORAL SCHOLAR IN CREATING AN ENGAGING LEARNING

Reynolds, Darrial [reynolds@southtexascollege.edu](mailto:reynolds@southtexascollege.edu) 956-534-7403

9/29/2020

ID 1240

## Abstract:

The propose of this presentation to provide some valuable information into different ways that Former Doctoral Scholars can create engaging learning environments as they start their teaching careers. Topics discussed include (1) synthesizing information and presenting it to students in ways that make sense; (2) organizing student evaluations; and (3) teaching in a multicultural age.

## Notes:

I am a Political Science Professor at South Texas College. I was a WICHE Doctoral Scholar from 1994 to 1997. I graduated in May of 1997 from Idaho State University with a Doctoral Degree in Political Science. Please accept my proposal to present at the Institute on Teaching and Mentoring scheduled to be held in April of 2021.

# quantify

Troy Walker, Troy Walker [Hilma.Willms@yahoo.com](mailto:Hilma.Willms@yahoo.com) 130-175-73310

2/16/2021

ID 1241

## Abstract:

purple

## Notes:

Research

# The Art of Course Selection: Maximizing your Industry Market Value in Graduate School

Grady, Michael [michael.grady@gtri.gatech.edu](mailto:michael.grady@gtri.gatech.edu) 205-915-2258

3/9/2021

ID 1242

## Abstract:

Taking graduate-level courses is an essential requirement in order to gain both the depth and breadth of knowledge necessary to achieve independence of thought. Whether you are in a graduate program that offers a lot of structure and guidance in selecting these courses or you need external direction, then this workshop is for you! If you desire to have the ultimate marketability by the time you leave your program, then this workshop is for you!

This workshop outlines the unique art behind selecting graduate school courses. Knowing this art of course selection will enhance your particular combination of skills and experience within your industry and will in turn increase your industry market value. This workshop covers the following topics: (a) determining your industry market value, (b) tackling the course selection process, (c) developing a rubric for course selection, (d) the art of course selection, and (e) example courses that can increase your marketability.

**Notes:**

# Creating Intentional Space for BIPOC Students to Connect, Reflect, Heal & Thrive

Zounlome, Nelson O. O. [nzounlom@indiana.edu](mailto:nzounlom@indiana.edu) 574-286-6703

3/26/2021

ID 1243

## Abstract:

The 2020-21 academic year has been a challenging year for Black, Indigenous, and People of Color (BIPOC) communities, especially students of color. Between the COVID-19 pandemic, anti-Black and anti-Asian sentiment, police brutality, and the death of community icons, many students of color have experienced endless chaos this year. Amid this pain, it is vital to have culturally relevant resources to help them persist and successfully navigate these unprecedented times. One such resource is Letters To My Sisters & Brothers: Practical Advice to Successfully Navigate Academia as a Student of Color. This workbook contains a collection of online responses from a survey of current undergraduate and graduate students of color across the U.S. who provide culturally relevant advice to incoming students of color on how to navigate higher education. These students offer their

insight, experiences, and encouragement to aid others along their academic journey. Accompanying their testimonies, the end of each section contains an activity created to better put their advice into practice and coloring pages for additional self-care. This session will: 1) inform attendees about the Letters To My Sisters and Brothers workbook, 2) describe how student, faculty, and administrators can utilize this resource to support BIPOC students, and 3) provide tangible strategies about how to create intentional space for BIPOC students to connect, reflect, heal, and thrive in academia.

## Notes:

Bio: Nelson O. O. Zounlome, M.S.Ed. is a first-generation college student, child of immigrants, and native of South Bend, IN. He is also an author, former McNair Scholar, Ford Foundation Fellow, Herman B. Wells Graduate Fellow, and counseling psychology Ph.D. candidate at Indiana University (IU). Nelson earned bachelor's degrees in Psychology & Sociology and a master's degree in Educational Psychology from IU. He studies academic persistence and mental wellness to promote holistic healing among Black, Indigenous, and People of Color (BIPOC). Nelson is also the founder of Liberate The Block Collective, LLC: an organization dedicated to helping BIPOC Communities liberate themselves and achieve their wildest dreams. In the fall, he will begin his career as an assistant professor of counseling psychology at the University of Kentucky.

# The Art of Course Selection: Maximizing your Industry Market Value in Graduate School

Grady, Michael [michael.grady@gtri.gatech.edu](mailto:michael.grady@gtri.gatech.edu) 205-915-2258

4/22/2021

ID 1244

## Abstract:

Taking graduate-level courses is an essential requirement to gain both the depth and breadth of knowledge necessary to achieve independence of thought. Whether you are in a graduate program that offers a lot of structure and guidance in selecting these courses, whether you are seeking assistance on how to leverage currently attained skillsets, or you are in need of external direction in identifying a course of action, then this workshop is for you! If you desire to maximize your industry market value by the time you leave your program, you are invited to attend this valuable conversation.

This workshop outlines the unique art behind selecting graduate school courses. Knowing this art of course selection will enhance your particular combination of skills and experience within your industry and will in turn increase your industry market value. This workshop will introduce participants how to (a) determine their industry market value, (b) tackle the course selection process, (c) develop a rubric for selecting courses, and (d) the art of course selection. During this session, participants will be given course selection examples that are proven to advance professional skillsets. Attendees will also engage in a live opportunity to roadmap current and future opportunities to increase their industry market value.

## Notes:

This session will be interactive and participants will have a chance to engage with the speaker. At the end of the session, students will walk away with tangible methods to increase their industry market value.

# Being Queer/Trans in Academia

Gonzalez, Gabi [gabi\_gonzalez@brown.edu](mailto:gabi_gonzalez@brown.edu) 323-201-1959

4/25/2021

ID 1245

## Abstract:

We are inviting LGBTQ+ identified scholars to join a conversation about queerness, gender bending, professionalism, and academia. We hope to foster a dialogue about strategies to not just survive but thrive as a queer/trans person in the academy as well as ways to find moments of joy that uplift your authentic self.

## Notes:

I am open to collaborating with other scholars interested in this topic!

# Notes from a Faculty Search Committee Chair

Gordon, Ali [ali@ucf.edu](mailto:ali@ucf.edu) 407-267-2227

6/3/2021

ID 1246

## Abstract:

For those interested in faculty positions, the process of applying to, interviewing for, and getting an offer from a university can contain long stretches of time without hearing anything from a search committee. Have you ever wondered what the search committee was up to? And what are they looking for? In this talk, a search committee chair gives an insider’s perspective of the timeline of the search process along with key details of how numerous faculty search committees leverage a tiered system to rank potential hires. Real data from recent tenure-track faculty searches are presented to show when you should respond to an advertisement, what to include in your application, what your competition looks like, and more. Numerous attendees of this session have successfully used the information presented here to tailor their applications, interview responses, and job talks for success.

**Notes:**

# Leveraging Academic Pipeline Programs to Support Your Transition to Becoming Faculty

Byrd, Curtis [cdbyrd@gsu.edu](mailto:cdbyrd@gsu.edu) 404-313-6056

6/11/2021

ID 1247

## Abstract:

Academic pipeline programs can serve to support and enhance diversity efforts that are the result of institutions welcoming vast numbers of underrepresented minority (URM) students entering the academy. URM students are projected to nearly match the number of majority of students on college campuses by 2022 (USDE, 2014). Garrett (2006) reveals that the presence of URM faculty and staff enhances a supportive atmosphere for URM students, especially at predominately white institutions (PWIs). Therefore, institutions around the country are equipping themselves with programs to support all these projections.

This presentation is based on our newly released Lever Press publication titled: Academic Pipeline Project: Diversifying Pathways from the Bachelors to the Professoriate (https://academicpipelineproject.com/). The significance of our session is that participants will learn about national academic pipeline programs (i.e. post-doc, faculty professional development) that support underrepresented minority (URM) students in their transition from their doctoral programs to faculty positions. Our book highlights hallmark initiatives and illustrate them in a user-friendly database. We will have an in-depth conversation with conference attendees about our publication that explains best practices of these programs and how to use these initiatives to be successful faculty members. We will preview our interactive GIS mapping system and database of national URM programs, such as the RIT Future Faculty Career Exploration Program, Sisters of the Academy (SOTA); National Center for Faculty Diversity and Development (NCFDD), The University of California (UC) President’s Postdoctoral Fellowship program and the Creating Connections Consortium (C3) program to name a few. Our goal is to take a deep dive into leveraging academic pipeline programs, that provide mentorship, networks, to scholarly publishing skills to enhance the academic journey. Although, the book only features 21 URM academic pipeline program, more than 300 are featured in our interactive database, where students can review the benefits of these initiatives. The SREB Doctoral Scholars and Sloan Fellowship programs are both highlighted in the book. Therefore, conference participants are learning about similar initiatives that can lead to pathways into the professoriate and industry.

**Notes:**

# Leveraging Academic Pipeline Programs to Support Your Transition into Graduate Study

Byrd, Curtis [cdbyrd@gsu.edu](mailto:cdbyrd@gsu.edu) 404-313-6056

6/11/2021

ID 1248

## Abstract:

Academic pipeline programs can serve to support and enhance diversity efforts that are the result of institutions welcoming vast numbers of underrepresented minority (URM) students entering the academy. URM students are projected to nearly match the number of majority of students on college campuses by 2022 (USDE, 2014). Garrett (2006) reveals that the presence of URM faculty and staff enhances a supportive atmosphere for URM students, especially at predominately white institutions (PWIs). Therefore, institutions around the country are equipping themselves with programs to support all these projections.

This presentation is based on our 2021 Lever Press publication titled: Academic Pipeline Project: Diversifying Pathways from the Bachelors to the Professoriate (https://academicpipelineproject.com/). The significance of our session is that participants will learn about national academic pipeline programs that support underrepresented minority (URM) students in their transition from their undergraduate programs to graduate study. Our book highlights hallmark initiatives and illustrate them in a user-friendly database. We will have an in-depth conversation with conference attendees about our publication that explains best practices of these programs and how to use these initiatives to be successful doctoral students. We will preview our interactive GIS mapping system and database of national URM programs, such as the Institute for the Recruitment of Teachers, Leadership Alliance, National GEM Consortium, and the Annual Biomedical Research Conference for Minority Students to name a few. Our goal is to take a deep dive into leveraging academic pipeline programs, that provide mentorship, networks, to research skills to enhance the academic journey. Although, the book only features 21 URM academic pipeline program, more than 300 are featured in our interactive database, where students can review benefits of these initiatives. The SREB Doctoral Scholars and Sloan Fellowship programs are both highlighted in the book.

Therefore, conference participants are learning about similar initiatives that can lead to pathways into doctoral programs and beyond.

**Notes:**

# Building you Academic Brand and Brand Management Dispersion

Ducoste, Joel [jducoste@ncsu.edu](mailto:jducoste@ncsu.edu) 919-334-8232

6/24/2021

ID 1249

## Abstract:

Brands and product brand management have been a critical part of every company’s strategy to get the information distributed about what their products can do for the consumer. Without proper distribution of those benefits, it is very likely that companies would struggle to sell the products they create. Researchers must also be able to share the excellence of the work they are producing to their target audience. While researchers in academia primary vehicle of distributing their research is through presentations at technical conferences and publications in prestigious journals, this strategy does not account for the many alternative communication exchange portals that are available today. Moreover, depending on the target audience, these alternative portals may be more strategic in reaching intended audiences that will help your brand and ultimately, your career grow. This presentation will discuss brand management and distribution with the target audience in mind.

**Notes:**

# Becoming a Postdoc: How to choose the right mentor and make the most of your postdoctoral training

Hernandez, Julia Marcela [hernandez.16@osu.edu](mailto:hernandez.16@osu.edu) 614-296-4688

6/25/2021

ID 1250

## Abstract:

Postdoctoral training is a necessary step to become faculty in most STEM fields. Recently postdoctoral positions in the social sciences and humanities have become common as well. This session will focus on the critical aspects graduate students need to consider when selecting a postdoc position. Choosing the right postdoctoral mentor is crucial for success but this is not enough. Understanding their responsibility for driving their career and professional development is also essential. Learning what resources to look for and how to approach this training period increases the chances of success at this level. This workshop will include topics such as funding, mentorship, career development, job responsibilities, and benefits.

## Notes:

This presentation will be very interactive. After a presentation about tips for success, we’ll have a group exercise to identify how participants need to evaluate postdoctoral opportunities

# How to successfully navigate graduate school as a single parent.

Carter-Veale, Wendy [drwcarter@yahoo.com](mailto:drwcarter@yahoo.com) 252-348-2338

7/14/2021

ID 1251

## Abstract:

Funding your education

-Pell Grants (vary by year, FAFSA, workshop)

-Fellowship vs scholarship

-LocalMinority Grants

-SEOG grant

-SLOAN

-Bridges to the Doctoral

-GEM (internships, grades)

-FORD (grad predoctoral, citizenship)

Navigating the educational space that is not set- up for single Parents

-Issues of the first-generation

-Campus Family Housing

-On & off-campus childcare

-Child-support

-Balancing and prioritizing graduate school and parenting responsibilities

-To disclose or not disclose your parental status

Building Relationships: Mentoring Creating your own Board of Directors to tell you the truth

-Don’t give up

-No one cares more than you

-Victimhood: Don’t build your house in the “victimhood”

-You’re going to fall down how will you get back up

-Discounting the experience of others (Counter narratives)

-Single Parenting is hard, difficult, but possible

-Beyond food and shelter; Preparing the next generation

-Self Care vs. Self-sacrifice

-Emotional Support

-Romantic Relationships and Single money

## Notes:

AS two single parents who successfully navigated graduate school, this workshop is a joint workshop presentation with Dr. Janet Awokoya

# The Killing Fields: Navigating the Culture of Despair, Anxiety and Trauma in High Education

Hamilton, Aretina [ahamiton@brandeis.edu](mailto:ahamiton@brandeis.edu) 231-640-0979

10/11/2021

ID 1252

## Abstract:

While higher education is frequently viewed as the great equalizer and a pathway to upward mobility for many BIPOC and historically excluded individuals, seldom do we interrogate the mental and psychological costs to entering the hallowed halls. In recent years there has been a drive to recruit graduate students, postdocs, faculty and staff who are more representative of the general student population, but these plans and initiatives fail short as marginalized individuals experience these environments are toxic, tokenizing and unequal.

In this session, I will examine the multiple sites of un-belonging within academia and examine how the organization of the academy creates a site of contestation. Using own experience as a graduate, faculty member and staff I unpack these tensions in the academy. Lastly, I will provide a space for participants to unpack their traumas and fears from the academy and reimagine healthy alternatives.

**Notes:**

# The Killing Fields: Navigating the Culture of Despair, Anxiety, and Trauma in High Education

Hamilton, Aretina [ahamilton@brandeis.edu](mailto:ahamilton@brandeis.edu) 305-903-3482

10/12/2021

ID 1253

## Abstract:

While higher education is frequently viewed as the great equalizer and a pathway to upward mobility for many BIPOC and historically excluded individuals, seldom do we interrogate the mental and psychological costs of entering the hallowed halls. In recent years there has been a drive to recruit graduate students, postdocs, faculty, and staff who are more representative of the general student population, but these plans and initiatives fail short as marginalized individuals experience these environments are toxic, tokenizing, and unequal.

In this session, I will examine the multiple sites of un-belonging within academia and examine how the organization of the academy creates a site of contestation. Using my own experience as a graduate, faculty member, and staff I unpack these tensions in the academy. Lastly, I will provide a space for participants to unpack their traumas and fears from the academy and reimagine healthy alternatives.

Requested Time: 90 minutes (if possible)

## Notes:

Inputted by AAA

# Empirically Based Self-Care Approaches to Prevent Burnout among College Faculty

Collins Woods, Shani [drshanikcollins@gmail.com](mailto:drshanikcollins@gmail.com) 662-299-4598

11/6/2021

ID 1254

## Abstract:

Empirically Based Self-Care Approaches to Prevent Burnout among College Faculty

This presentation will explain factors that influence burnout among college faculty, describe empirically based professional approaches to prevent burnout, and help faculty develop and implement a self-care plan of action.

The spiritual, mental, physical, etc. commitment required to manage one’s professional and personal obligations can be overwhelming. For many college faculty, the concept of work-life balance is elusive. Research studies have found that being overwhelmed and feeling stressed can lead to compassion fatigue, burnout, and a lack of professional productivity. Because burnout can increase feelings of hopelessness and frustration among college faculty, this subject matter is significant to explore.

This presentation will:

•Explain the most salient factors that influence burnout among faculty.

•Describe empirically based professional approaches to prevent burnout; and

•Help faculty develop and implement a self-care plan of action.

This presentation will explain factors that influence burnout among college faculty, describe empirically based professional approaches to prevent burnout, and help faculty develop and implement a self-care plan of action.

The spiritual, mental, physical, etc. commitment required to manage one’s professional and personal obligations can be overwhelming. For many college faculty, the concept of work-life balance is elusive. Research studies have found that being overwhelmed and feeling stressed can lead to compassion fatigue, burnout, and a lack of professional productivity. Preventing and reducing burnout can lead to positive physical and mental health outcomes among faculty.

## Notes:

Presenter: (SREB ALUMNI) Shani Collins Woods, PhD, MSW

Assistant Professor of Social Work Austin Peay State University Clarksville, TN 37040

Phone: 931-221-7299

Email: [collinswoodss@apsu.edu](mailto:collinswoodss@apsu.edu)

# Faculty in Your Future?

Stinebiser, Lorraine [losofr@rit.edu](mailto:losofr@rit.edu)

585-475-5775

11/29/2021

ID 1255

## Abstract:

Are you a graduate student or postdoc interested in exploring a faculty career? It is extremely important for underrepresented minorities to best position themselves in the academic job market by making a competitive application and preparing for the interview. This session will cover the job market information that your advisors haven’t told you about.

Learn how to best position yourself before you apply by understanding the institution, branding yourself, and crafting your application documents that specifically address what you bring to the position. We’ll also cover what to ask Department Chairs and Deans during the interview, and go over the nuts and bolts of an offer letter so you can make the best judgment about your fit and future with the institution.

You're on the tenure track, you need to be selfish - learn to say no, create balance and find yourself mentors and sponsors as you navigate the tenure and promotion process as you make a successful move from grad student to assistant professor. The ultimate goal is to see more diverse scholars obtain and be successful in faculty roles.

## Notes:

The presentation will use a standard PowerPoint with speakers who will share personal stories and real-life examples of how search committees process applications and ultimately hire faculty. Having given similar presentations to scholars, we anticipate an honest and lively discussion. We set the tone from the beginning that the presentation and discussion are a safe space to share, ask questions and be honest and transparent with each other.

As a result of attending this session participants will leave with a complete understanding of the search and selection process, how to craft a compelling application, and answers to questions they want to ask the search committees but are too afraid to.

# Autopilot Software to Find, Contact & Close Clients (Don’t miss this..)

Gatehouse, Milla [gatehouse.milla@gmail.com](mailto:gatehouse.milla@gmail.com) 04.-47.-54.19.87

11/30/2021

ID 1256

## Abstract:

Hey there,

Drop everything you are doing right now, and read this very important message.

All of us do marketing for a while now, right?

Whatever it is affiliate marketing, video marketing, video production or FB Ads…

But do you know which niche is the most profitable

at this very moment?(…yet 90% of marketers don’t see it). I’ll tell you!

I’m talking about Small Businesses all around the world.

Did you actually know there are 28 million small business owners in the U.S alone? Why should you care about this?

Underneath this number lays a hidden Golden Ticket Opportunity! Wanna know why?

All these small business owners are desperately trying to keep

up with all the fast-phase changes happening on a daily basis online.

They need their business to be right in front of their customers

since over 64% of the customers’ purchase products from small businesses through the online space.

Imagine having the power of finding pre-qualified businesses that desperately needs your help TODAY.

This is exactly what you can get your hands on (right now)

You see 2 experienced local marketers have figured out a brilliant solution to find and convince any offline businesses to get services from you.

Introducing brand new client-producing software that is literally attracting $2000+ clients on AUTOPILOT without a single cold call!

You can check out the details here:

>> https://bit.ly/profits360

The future of the lead generation is HERE – this software has just been launched!

If this won’t “float your boat”, I don’t know what will… Point in…

You have 2 choices.

You can dedicate 5-10 minutes of your time to check this out (and prepare yourself for results you probably never had!)

or…

Ignore everything and do nothing(like most mediocre people do..) and expect the same kind of results you have been getting

But I trust your judgment to make the right choice here. Over and out…

## Notes:

Hey there,

Drop everything you are doing right now, and read this very important message.

All of us do marketing for a while now, right?

Whatever it is affiliate marketing, video marketing, video production or FB Ads…

But do you know which niche is the most profitable

at this very moment?(…yet 90% of marketers don’t see it). I’ll tell you!

I’m talking about Small Businesses all around the world.

Did you actually know there are 28 million small business owners in the U.S alone? Why should you care about this?

Underneath this number lays a hidden Golden Ticket Opportunity! Wanna know why?

All these small business owners are desperately trying to keep

up with all the fast-phase changes happening on a daily basis online.

They need their business to be right in front of their customers

since over 64% of the customers’ purchase products from small businesses through the online space.

Imagine having the power of finding pre-qualified businesses that desperately needs your help TODAY.

This is exactly what you can get your hands on (right now)

You see 2 experienced local marketers have figured out a brilliant solution to find and convince any offline businesses to get services from you.

Introducing brand new client-producing software that is literally attracting $2000+ clients on AUTOPILOT without a single cold call!

You can check out the details here:

>> https://bit.ly/profits360

The future of the lead generation is HERE – this software has just been launched!

If this won’t “float your boat”, I don’t know what will… Point in…

You have 2 choices.

You can dedicate 5-10 minutes of your time to check this out (and prepare yourself for results you probably never had!)

or…

Ignore everything and do nothing(like most mediocre people do..) and expect the same kind of results you have been getting

But I trust your judgment to make the right choice here. Over and out…

# Get 96% Off on Hosting, Domains [Ends on Jan 17]

MRankerwer, MRankerwer [offers@affhost.com](mailto:offers@affhost.com)

1/13/2022

ID 1257

## Abstract:

Namecheap releases its New Year offer. Get up to 96% off on Hosting, Domains, easyWP (WordPress Hosting), Professional Email, SSL Certificates, FAST VPN. The campaign ends on Jan

17. Hurry up, take what you need.

Grab your deals: https://cutt.ly/nc-newyear

## Notes:

Namecheap releases its New Year offer. Get up to 96% off on Hosting, Domains, easyWP (WordPress Hosting), Professional Email, SSL Certificates, FAST VPN. The campaign ends on Jan

17. Hurry up, take what you need.

Grab your deals: https://cutt.ly/nc-newyear

# 65% Off on Domain, Hosting, WordPress Transfer Till 28 FEB

Hosting OfferScona, Hosting OfferScona [nc-trans@masum.cc](mailto:nc-trans@masum.cc)

2/24/2022

ID 1258

## Abstract:

Save a hundred dollars every month to transfer your domains, hosting on NameCheap. It is an Official Offer of NameCheap, and the offer is valid until 28 Feb 2022.

Domain Transfer Offers:

.Com <>0% Off - $6.98 Only with 1 Year Renewal]

.Net <>9% Off - $8.48 Only with 1 Year Renewal]

.Org <>5% Off - $8.48 Only with 1 Year Renewal]

See more domain extensions offer here: https://itwise.link/nc-transferweek

Hosting Transfer Offers:

Shared Hosting - Steller Plus <>5% Off - $23.88 for 1 Year]

-Unlimited Website

-Unlimited SSD Storage

-Unlimited Bandwith

-Unlimited Email

-Free CDN

-Free Comodo SSL

-Auto Backup tools

Get it Here: https://itwise.link/nc-transferweek

WordPress Hosting Transfer Offers:

EasyWP Starter - <>0% Off - $17.44 for 1 Year]

-10GB SSD Storage

-50GB Bandwidth

-3X faster than traditional hosting

-Hosted on Namecheap Cloud

-Easy backups and restores

-Transfer in under 90 seconds

Get it Here: https://itwise.link/nc-transferweek

# All Plan with 30Days money-back guarantee

# After Purchase, chat with support. They will transfer your Domains, Hosting, WordPress site. You do not need to worry about the transfer.

## Notes:

Save a hundred dollars every month to transfer your domains, hosting on NameCheap. It is an Official Offer of NameCheap, and the offer is valid until 28 Feb 2022.

Domain Transfer Offers:

.Com <>0% Off - $6.98 Only with 1 Year Renewal]

.Net <>9% Off - $8.48 Only with 1 Year Renewal]

.Org <>5% Off - $8.48 Only with 1 Year Renewal]

See more domain extensions offer here: https://itwise.link/nc-transferweek

Hosting Transfer Offers:

Shared Hosting - Steller Plus <>5% Off - $23.88 for 1 Year]

-Unlimited Website

-Unlimited SSD Storage

-Unlimited Bandwith

-Unlimited Email

-Free CDN

-Free Comodo SSL

-Auto Backup tools

Get it Here: https://itwise.link/nc-transferweek

WordPress Hosting Transfer Offers:

EasyWP Starter - <>0% Off - $17.44 for 1 Year]

-10GB SSD Storage

-50GB Bandwidth

-3X faster than traditional hosting

-Hosted on Namecheap Cloud

-Easy backups and restores

-Transfer in under 90 seconds

Get it Here: https://itwise.link/nc-transferweek

# All Plan with 30Days money-back guarantee

# After Purchase, chat with support. They will transfer your Domains, Hosting, WordPress site. You do not need to worry about the transfer.

# Effective Graduate Mentoring: Evidence Based Practices from IUPUI

Hardy, Tabitha [tamhardy@iupui.edu](mailto:tamhardy@iupui.edu) 317-278-4644

4/1/2022

ID 1259

## Abstract:

The recently established IUPUI Graduate Mentoring Center (GMC) serves over 500 faculty and graduate/professional students each year. In collaboration with the IUPUI Graduate Office, the GMC provides resources and opportunities for faculty and staff to strengthen their skills in mentoring graduate and professional students. The Center also serves graduate and professional students interested in learning more about mentoring and professionalism. The GMC offers National Research Mentoring Network (NRMN)/Center for the Improvement of Mentored Experiences in Research (CIMER) mentor training for faculty, staff, and graduate/professional students. A monthly seminar series for graduate and professional students addresses topics related to successful mentoring relationships and the development of professional skills. The GMC has also sponsored training and seminars on culturally aware mentoring and inclusive mentoring. This event will address successful mentoring practices and training used to disseminate these practices, and provide discussions about inclusive mentoring, mentoring students online, and similarities and differences in mentoring graduate and undergraduate students.

Contact information:

Tabitha Hardy, Assistant Vice Chancellor of Graduate Education, Assistant Dean for Student Development and Academic Affairs, [tamhardy@iupui.edu,](mailto:tamhardy@iupui.edu) 317-278-4644

Randall J. Roper, Director of the IUPUI Graduate Mentoring Center and Associate Professor, [rjroper@iupui.edu,](mailto:rjroper@iupui.edu) 317-274-8131

## Notes:

This proposal is geared towards faculty mentors

# Creating an environment for connection and mentoring in the classroom

Braide-Moncoeur, Otonye

[o.braide-moncoeur@northeastern.edu](mailto:o.braide-moncoeur@northeastern.edu) 404-702-0002

4/29/2022

ID 1260

## Abstract:

We have all heard that majority of learning happens outside of the classroom but how do we cultivate that dynamic? Fostering authentic opportunities where connections are formed between the instructor and students, and amongst the student themselves, is pivotal to a healthy learning environment. The hope is to create a space of reflection and shared experiences that will help encourage both students and instructors to

1. see each other as "real humans"
2. gradually build connection in the classroom and
3. outside of the classroom

And strategic ways to modify implementation depending on the class size and resources available.

**Notes:**

# The Virtual Dissertation Defense: Social Media Strategies to Promote It and Land the Right Job

Poe, Janita [JANITAPOE@BELLSOUTH.NET](mailto:JANITAPOE@BELLSOUTH.NET) 140-444-42955

6/22/2022

ID 1261

## Abstract:

Before COVID, if a dissertation defense appeared on YouTube or other social media sites, it most likely was a clip of an impromptu phone recording or something filmed from the back of a conference room with so-so sound quality. However, with more than 2 years of virtual presentation experience behind us, academia is seeing a growing number of engaging defenses that scholars are using to promote their research and find a job. This presentation will look at some well-marketed virtual defenses, innovative ideas and discuss the pluses and minuses of promoted your dissertation on social media.

## Notes:

This is just a quick pitch of a 2023 conference presentation idea that Dr. Abraham and I brainstormed this morning.

# Career Options: Teaching at Community Colleges

Kimbrough, Carla [ckimbrough@vccs.edu](mailto:ckimbrough@vccs.edu) 804-819-4937

7/8/2022

ID 1262

## Abstract:

Community colleges are valuable resources. With open admission policies, low tuition costs and geographic proximity, these colleges offer a pathway to post-secondary education for an increasing number of students of color, some of whom may be pioneers in pursuing college educations or have goals to improve their earning potential. Additionally, community colleges offer adult learners opportunities to gain workforce training or credentials. A growing number of community colleges also are partnering within four-year institutions to offer seamless transfer programs. Similar to other higher education institutions, community colleges are seeking to attract faculty of color who can support and inspire all students, modeling for some and challenging paradigms for others. For those who prefer teaching above all, choosing a career in community colleges may be perfect path.

## Notes:

A session featuring a panel of community college recruiters and/or faculty would raise the profile for these doctoral scholars who may not have considered a career in community colleges. I noticed that many students flock to the four-year institutions and ignore community college booths at the fair when I attended in 2019. Another community college recruiter discussed offering a panel such as this. Virginia Community College System has 23 colleges, nearly a quarter are or near majority- minority student institutions. Like other community colleges, We should be considered as a viable pathway in higher education.

# If I only knew then what I know now… Strategies in landing your first faculty position.

Penaloza, Carlos [carlospenaloza@gmail.com](mailto:carlospenaloza@gmail.com) 917-592-6332

7/11/2022

ID 1263

## Abstract:

Higher Education has evolved in the last decades. From simply requiring that you be an expert in your discipline, to knowing your discipline and how to teach, to now mastering your discipline, teaching and knowing higher education jargon that only higher education folks make use of.

Many of us may think we know what assessment is, and yet in the context of curriculum, programs, and services, they take a life of their own. Additionally, in the interview process, there is an expectation that you know this, and master it, even though we have traditionally focused in our discipline of study and research.

This presentation will address typical pitfalls in the application process, and ways in which your application will jump out. Additionally, preparing for your interview, not from a discipline perspective, but from the “other responsibilities as assigned” aspect of job descriptions and being able to respond to questions that may make a difference in the interview stages.

As someone that frequently hires, it is difficult to see how lack of understanding in something you ultimately know how to do can cost you your dream job. I mean, who doesn’t know how to assess their curriculum OR write meaningful Student Learning Outcomes? If I lost you, you need to attend this session. It is a lot simpler than it sounds.

You are needed a lot more than you can imagine; don’t let the little things you weren’t trained on derail you.

**Notes:**

# Inspiration, Innovation, and Invention – Ideation to Reality

Burg, Karen [kburg@uga.edu](mailto:kburg@uga.edu) 864-506-5615

7/28/2022

ID 1264

## Abstract:

The world would be a poorer place without innovators and inventors of diverse perspective, like Alfred Cralle, Charles Drew, Percy Julian, Garrett Morgan, and Ellen Ochoa, to name just a few. In this session we’ll discuss the importance of an innovative, creative mindset in research and in life, we’ll talk about how ideas evolve, where we find inspiration, how we persist in innovation, and the importance of intellectual property in realizing social impact. Impactful invention means being willing to listen to others rather than ourselves to fully appreciate the problem that needs solving. It also means being willing to change course, or pivot, releasing and refining ideas and being willing to admit that a new idea may be even better. Session attendees will participate in a hands-on invention exercise that highlights customer discovery, the importance of diversity of perspective in invention, and discovery of our inner inventor.

**Notes:**

# The Art of Course Selection: Maximizing your Industry Market Value in Graduate School

Grady, Michael [Michael.Grady@gtri.gatech.edu](mailto:Michael.Grady@gtri.gatech.edu) 205-.91-5.2258

8/17/2022

ID 1265

## Abstract:

Taking graduate-level courses is an essential requirement to gain both the depth and breadth of knowledge necessary to achieve independence of thought. Whether you are in a graduate program that offers a lot of structure and guidance in selecting these courses; whether you are seeking assistance on how to leverage currently attained skillsets; or you are in need of external direction in identifying a course of action, then this workshop is for you! If you desire to maximize your industry market value by the time you leave your program, you are invited to attend this valuable conversation.

This workshop outlines the unique art behind selecting graduate school courses. Knowing this art of course selection will enhance your particular combination of skills and experience within your industry and will in turn increase your industry market value. During this interactive session, participants will be given course selection examples that are proven to advance professional skillsets and will engage in a live activity to game plan for their dream role. At the end of this session, students will walk away with tangible methods to increase their industry market value.

**Notes:**

# Using Design Thinking to Navigate Your Career Path

Stone, Jana [jana.stone@gatech.edu](mailto:jana.stone@gatech.edu) 919-593-2435

9/7/2022

ID 1266

## Abstract:

Unsure exactly what you want to do professionally after graduate school or how you are going to get from here to there? You are not alone! In this workshop we will walk you through how to use a design thinking approach to build a life where you can flourish during and beyond graduate school. We will be using self-reflective and interactive exercises developed by the Stanford Life Design Lab. The facilitator for this session will be Jana Stone, Ph.D., Director of Professional Development and Professional development in Graduate and Postdoctoral Education at Georgia Tech.

## Notes:

Would need to be Saturday or Sunday as I have a conflict for most of Friday. I am registered as a Sloan Director.

# Improving School Mental Health: The Thriving School Community Solution

Peck, Charle [charle@thrivingschool.org](mailto:charle@thrivingschool.org) 859-878-6755

2/9/2023

ID 1267

## Abstract:

There is a mental health crisis in our school system. Teachers are burned out. Students are stressed out. Parents are checked out. School leaders are overextended as they struggle to meet their students’ mental health needs and retain staff. Though we’ve been trying to make improvements for decades, we’re still overwhelmed. The future of student achievement depends on how we respond, so it's essential to do something different now. Instead of fixing the problem with new products and extensive overhauls, which adds more to our to-do list, you’ll learn how to utilize the best resources you already have in place. You’ll gain practical tools to effectively improve the well-being of your whole school community, starting with you.

## Notes:

Your attendees will...

Manage their own mental health and wellness. Respond effectively to challenging student behaviors. Collaborate effectively with others through conflict.

# Making the Move from Grad Student to Professor - covering what your advisor hasn't told you

Stinebiser, Lorraine [losofr@rit.edu](mailto:losofr@rit.edu)

585-475-5775

2/17/2023

ID 1268

## Abstract:

It is extremely important for underrepresented minority scholars to best position themselves for the academic job market. In this workshop we’ll cover the job market information that advisors haven’t told you about.

Learn how to make a compelling faculty application by understanding the type of institution you are applying to, branding yourself, and crafting your application documents that specifically address what you bring to the position. We'll also share advice on making the move from grad student to assistant professor. You're on the tenure track and you'll need to be selfish - learn to say no, create balance and find yourself mentors and sponsors as you navigate the tenure and promotion process.

Attendees will learn how to create a compelling faculty application that makes them shine in the applicant pool and be successful in their new position as they enter the professoriate. We’ll cover the importance of

--Consulting the strategic plan and knowing your institutional audience

--Creating your brand

--Match your application to the job posting

--Drafting research, diversity, & teaching statements

--Interviewing – what to ask when

--Protect your time: Learn to say “No”

--Understanding the T&P process and requirements

--The importance of identifying mentors

--Balancing teaching, service, and scholarship

This session is geared for grad students and postdocs who are interested in exploring a faculty career.

## Notes:

During this session, the the speakers will share personal stories and real-life examples of how search committees process applications and ultimately hire faculty. Having given similar presentations to scholars, it’s anticipated that it will be an honest and lively discussion. The tone will be set from the beginning that the presentation and discussion is a safe space to share, ask questions, and to be honest and transparent with each other.

# The Importance of Self Advocacy

Lay , Aimee [alay@tamu.edu](mailto:alay@tamu.edu) 516-263-5311

3/1/2023

ID 1269

## Abstract:

Assisting Distinguished Scholars with the tools and practical skill set of being able to self advocate in various settings. Developing this skill provides individuals with the vital tools to be an empowered self advocate. These tools help individuals recognize their needs, communicate them effectively and gain the ability to differentiate between when to take action and when to ask for support.

**Notes:**

# Lucrative Ventures

Neil Parnes, Neil Parnes [investors.funding@bancofinancial.com](mailto:investors.funding@bancofinancial.com)

+14-127-751308

3/20/2023

ID 1270

## Abstract:

Good day,

I am Mr. Neil Parnes, I am a broker and Intl. Client Executive for Banco Financials, Which is also a subsidiary of Fund Recovery Forensics. We are a private financial Investment company, We do give ( Business investments to start up companies, projects or business partnership. We also do crypto investment,Fund Recovery and we do give loan services ) We do grant funding to qualified individuals and companies for Project finance, Business investment funding and Personal investment funding.

I am scouting for several potential business partnership and investment opportunities; ranging from project funding,startup project and company stake partnership/investments. I came across your contact through a professional SEO Network.

I'm in search of a reliable company owner/partner with good return on investment, seeking funding for the purpose of mutual benefits,Or seeking an investment to fund a startup company or existing company project. I believe we can be able to assist each other in these endeavors. We also have a crypto company

that anyone can invest in and watch your portfolio increase over time in value as the market grows, Alongside support from our social media influencers and revenue generated from our technology and services rendered, together we will expand.

We Fund companies on:

1. IT Project
2. Oil & Gas
3. Resort and Hotel project
4. Industrial Project and Waste Management project
5. Hospital Project
6. Educational Sector
7. Real estates
8. Loan Services
9. Construction
10. Cryptocurrency investment and fund recovery ( Through the Financial Conduct Authority | FCA and FinCEN | Financial Crimes Enforcement Network ).

Kindly revert back to me via email: " [Neilparneshamilton@hotmail.com](mailto:Neilparneshamilton@hotmail.com) " if you deem it necessary for me to elaborate more in this regard, I await your affirmative response so we can proceed.

Esteem Regards, Neil Parnes

Banco Financials & Fund Recovery Forensics

## Notes:

Good day,

I am Mr. Neil Parnes, I am a broker and Intl. Client Executive for Banco Financials, Which is also a subsidiary of Fund Recovery Forensics. We are a private financial Investment company, We do give ( Business investments to start up companies, projects or business partnership. We also do crypto investment,Fund Recovery and we do give loan services ) We do grant funding to qualified individuals and companies for Project finance, Business investment funding and Personal investment funding.

I am scouting for several potential business partnership and investment opportunities; ranging from project funding,startup project and company stake partnership/investments. I came across your contact through a professional SEO Network.

I'm in search of a reliable company owner/partner with good return on investment, seeking funding for the purpose of mutual benefits,Or seeking an investment to fund a startup company or existing company project. I believe we can be able to assist each other in these endeavors. We also have a crypto company

that anyone can invest in and watch your portfolio increase over time in value as the market grows, Alongside support from our social media influencers and revenue generated from our technology and services rendered, together we will expand.

We Fund companies on:

1. IT Project
2. Oil & Gas
3. Resort and Hotel project
4. Industrial Project and Waste Management project
5. Hospital Project
6. Educational Sector
7. Real estates
8. Loan Services
9. Construction
10. Cryptocurrency investment and fund recovery ( Through the Financial Conduct Authority | FCA and FinCEN | Financial Crimes Enforcement Network ).

Kindly revert back to me via email: " [Neilparneshamilton@hotmail.com](mailto:Neilparneshamilton@hotmail.com) " if you deem it necessary for me to elaborate more in this regard, I await your affirmative response so we can proceed.

Esteem Regards, Neil Parnes

Banco Financials & Fund Recovery Forensics

# Lucrative Ventures

Neil Parnes, Neil Parnes [investors.funding@bancofinancial.com](mailto:investors.funding@bancofinancial.com)

+14-127-751308

3/22/2023

ID 1271

## Abstract:

Good day,

I am Mr. Neil Parnes, I am a broker and Intl. Client Executive for Banco Financials, Which is also a subsidiary of Fund Recovery Forensics. We are a private financial Investment company, We do give ( Business investments to start up companies, projects or business partnership. We also do crypto investment,Fund Recovery and we do give loan services ) We do grant funding to qualified individuals and companies for Project finance, Business investment funding and Personal investment funding.

I am scouting for several potential business partnership and investment opportunities; ranging from project funding,startup project and company stake partnership/investments. I came across your contact through a professional SEO Network.

I'm in search of a reliable company owner/partner with good return on investment, seeking funding for the purpose of mutual benefits,Or seeking an investment to fund a startup company or existing company project. I believe we can be able to assist each other in these endeavors. We also have a crypto company

that anyone can invest in and watch your portfolio increase over time in value as the market grows, Alongside support from our social media influencers and revenue generated from our technology and services rendered, together we will expand.

We Fund companies on:

1. IT Project
2. Oil & Gas
3. Resort and Hotel project
4. Industrial Project and Waste Management project
5. Hospital Project
6. Educational Sector
7. Real estates
8. Loan Services
9. Construction
10. Cryptocurrency investment and fund recovery ( Through the Financial Conduct Authority | FCA and FinCEN | Financial Crimes Enforcement Network ).

Kindly revert back to me via email: " [Neilparneshamilton@hotmail.com](mailto:Neilparneshamilton@hotmail.com) " if you deem it necessary for me to elaborate more in this regard, I await your affirmative response so we can proceed.

Esteem Regards, Neil Parnes

Banco Financials & Fund Recovery Forensics

## Notes:

Good day,

I am Mr. Neil Parnes, I am a broker and Intl. Client Executive for Banco Financials, Which is also a subsidiary of Fund Recovery Forensics. We are a private financial Investment company, We do give ( Business investments to start up companies, projects or business partnership. We also do crypto investment,Fund Recovery and we do give loan services ) We do grant funding to qualified individuals and companies for Project finance, Business investment funding and Personal investment funding.

I am scouting for several potential business partnership and investment opportunities; ranging from project funding,startup project and company stake partnership/investments. I came across your contact through a professional SEO Network.

I'm in search of a reliable company owner/partner with good return on investment, seeking funding for the purpose of mutual benefits,Or seeking an investment to fund a startup company or existing company project. I believe we can be able to assist each other in these endeavors. We also have a crypto company

that anyone can invest in and watch your portfolio increase over time in value as the market grows, Alongside support from our social media influencers and revenue generated from our technology and services rendered, together we will expand.

We Fund companies on:

1. IT Project
2. Oil & Gas
3. Resort and Hotel project
4. Industrial Project and Waste Management project
5. Hospital Project
6. Educational Sector
7. Real estates
8. Loan Services
9. Construction
10. Cryptocurrency investment and fund recovery ( Through the Financial Conduct Authority | FCA and FinCEN | Financial Crimes Enforcement Network ).

Kindly revert back to me via email: " [Neilparneshamilton@hotmail.com](mailto:Neilparneshamilton@hotmail.com) " if you deem it necessary for me to elaborate more in this regard, I await your affirmative response so we can proceed.

Esteem Regards, Neil Parnes

Banco Financials & Fund Recovery Forensics

# Lucrative Ventures

Neil Parnes, Neil Parnes [investors.funding@bancofinancial.com](mailto:investors.funding@bancofinancial.com)

+14-127-751308

3/26/2023

ID 1272

## Abstract:

Hello There,

I've to start by introducing myself as an investment broker consultant working under the mandate of Banco Financials headquarters here in Ottawa, Canada to reach out to project owners

and business men and women for funding cooperation between their companies/firms.

In introducing the company I represent, Banco Financials is a private Investment Company, is one of the leading strategic investors based in Canada and the United States.

Since its establishment the company has focused on contributing to the sustainable development of the region while creating value through investments in fundamental growing sectors and

growth, through focusing on essential sectors including Oil & Gas, Banking & Finance, project management, tourism, Aviation, Real estate, Business Investment, Marine Projects, Solar project and industrialization, mathematics, agriculture, forest management, Education, printing, advertising, broker, mining, film, farm.

However, Banco Financials has put forward unique investment opportunities and facilitated the development of various projects that meet the local and international market needs.

Banco Financials is acting as a lender and the loan will be disbursed on a clear Loan of 3.5% Interest annually to project owners and Equity Partners for their Investment Projects.

They focus on seed Capital, Early-stage, start-up ventures, existing LLC and total completion and expansion of Investment Projects with immediate Funding.

Banco Financial can invest in any country on a good conduct with both parties.

Hope to hear from you if we've a common goal of a better tomorrow through investments. Kindly revert back to me via email: " [Neilparneshamilton@hotmail.com](mailto:Neilparneshamilton@hotmail.com) " if you deem it necessary for me to elaborate more in this regard, I await your affirmative response so we can proceed.

Best Regards,

Neil Parnes (Senior Investment Consultant) Banco Financials

Head Office: 340 Legget Drive, Suit 101, Ottawa, ON K2K 1Y6, Canada [www.Bancofinancials.com](http://www.Bancofinancials.com/)

## Notes:

Hello There,

I've to start by introducing myself as an investment broker consultant working under the mandate of Banco Financials headquarters here in Ottawa, Canada to reach out to project owners

and business men and women for funding cooperation between their companies/firms.

In introducing the company I represent, Banco Financials is a private Investment Company, is one of the leading strategic investors based in Canada and the United States.

Since its establishment the company has focused on contributing to the sustainable development of the region while creating value through investments in fundamental growing sectors and

growth, through focusing on essential sectors including Oil & Gas, Banking & Finance, project management, tourism, Aviation, Real estate, Business Investment, Marine Projects, Solar project and industrialization, mathematics, agriculture, forest management, Education, printing, advertising, broker, mining, film, farm.

However, Banco Financials has put forward unique investment opportunities and facilitated the development of various projects that meet the local and international market needs.

Banco Financials is acting as a lender and the loan will be disbursed on a clear Loan of 3.5% Interest annually to project owners and Equity Partners for their Investment Projects.

They focus on seed Capital, Early-stage, start-up ventures, existing LLC and total completion and expansion of Investment Projects with immediate Funding.

Banco Financial can invest in any country on a good conduct with both parties.

Hope to hear from you if we've a common goal of a better tomorrow through investments. Kindly revert back to me via email: " [Neilparneshamilton@hotmail.com](mailto:Neilparneshamilton@hotmail.com) " if you deem it necessary for me to

elaborate more in this regard, I await your affirmative response so we can proceed.

Best Regards,

Neil Parnes (Senior Investment Consultant) Banco Financials

Head Office: 340 Legget Drive, Suit 101, Ottawa, ON K2K 1Y6, Canada [www.Bancofinancials.com](http://www.Bancofinancials.com/)

# Lucrative Ventures

David Antonio, David Antonio [investors.funding@bancofinancial.com](mailto:investors.funding@bancofinancial.com)

+14-127-751308

4/6/2023

ID 1273

## Abstract:

Hello There,

I've to start by introducing myself as an investment broker consultant working under the mandate of Banco Financials headquarters here in Ottawa, Canada to reach out to project owners

and business men and women for funding cooperation between their companies/firms.

In introducing the company I represent, Banco Financials is a private Investment Company, is one of the leading strategic investors based in Canada and the United States.

Since its establishment the company has focused on contributing to the sustainable development of the region while creating value through investments in fundamental growing sectors and

growth, through focusing on essential sectors including Oil & Gas, Banking & Finance, project management, tourism, Aviation, Real estate, Business Investment, Marine Projects, Solar project and industrialization, mathematics, agriculture, forest management, Education, printing, advertising, broker, mining, film, farm.

However, Banco Financials has put forward unique investment opportunities and facilitated the development of various projects that meet the local and international market needs.

Banco Financials is acting as a lender and the loan will be disbursed on a clear Loan of 3.5% Interest annually to project owners and Equity Partners for their Investment Projects.

They focus on seed Capital, Early-stage, start-up ventures, existing LLC and total completion and expansion of Investment Projects with immediate Funding.

Banco Financial can invest in any country on a good conduct with both parties.

Hope to hear from you if we've a common goal of a better tomorrow through investments. Kindly revert back to me via email: " [davidantoniobanco@gmail.com](mailto:davidantoniobanco@gmail.com) " if you deem it necessary for me to elaborate more in this regard, I await your affirmative response so we can proceed.

Best Regards,

David Antonio (Senior Investment Consultant) Banco Financials

Head Office: 340 Legget Drive, Suit 101, Ottawa, ON K2K 1Y6, Canada [www.Bancofinancials.com](http://www.Bancofinancials.com/)

## Notes:

Hello There,

I've to start by introducing myself as an investment broker consultant working under the mandate of Banco Financials headquarters here in Ottawa, Canada to reach out to project owners

and business men and women for funding cooperation between their companies/firms.

In introducing the company I represent, Banco Financials is a private Investment Company, is one of the leading strategic investors based in Canada and the United States.

Since its establishment the company has focused on contributing to the sustainable development of the region while creating value through investments in fundamental growing sectors and

growth, through focusing on essential sectors including Oil & Gas, Banking & Finance, project management, tourism, Aviation, Real estate, Business Investment, Marine Projects, Solar project and industrialization, mathematics, agriculture, forest management, Education, printing, advertising, broker, mining, film, farm.

However, Banco Financials has put forward unique investment opportunities and facilitated the development of various projects that meet the local and international market needs.

Banco Financials is acting as a lender and the loan will be disbursed on a clear Loan of 3.5% Interest annually to project owners and Equity Partners for their Investment Projects.

They focus on seed Capital, Early-stage, start-up ventures, existing LLC and total completion and expansion of Investment Projects with immediate Funding.

Banco Financial can invest in any country on a good conduct with both parties.

Hope to hear from you if we've a common goal of a better tomorrow through investments. Kindly revert back to me via email: " [davidantoniobanco@gmail.com](mailto:davidantoniobanco@gmail.com) " if you deem it necessary for me to elaborate more in this regard, I await your affirmative response so we can proceed.

Best Regards,

David Antonio (Senior Investment Consultant) Banco Financials

Head Office: 340 Legget Drive, Suit 101, Ottawa, ON K2K 1Y6, Canada [www.Bancofinancials.com](http://www.Bancofinancials.com/)

# Design Your Done Dissertation: A 5-Step Method to Write Your Dissertation in One Year or Less

Goings, Ramon [rgoings@umbc.edu](mailto:rgoings@umbc.edu) 301-742-4930

6/2/2023

ID 1274

## Abstract:

Over 40% of doctoral students who enter a program do not finish with the dissertation process being recognized as a major contributing factor. The dissertation process often lacks the structure and support that is present during coursework. When combined with barriers like having to work full- time, take care of family, and having limited support from dissertation advisors, finishing the dissertation seems insurmountable. Additionally, in efforts to diversify faculty, more attention must be given to the dissertation process. As a result, this interactive presentation will provide attendees with insights on a five-step process developed by the presenter that has been used to help over 50 doctoral students write and defend their dissertation in one year or less.

**Notes:**

# Psychology Takes Center Stage in Permanent Weight Loss

Fleischer, Walker [walker.fleischer@gmail.com](mailto:walker.fleischer@gmail.com) 713-630-9753

9/9/2023

ID 1275

## Abstract:

In the ever-evolving landscape of weight loss programs, a new, proven contender has emerged, delivering a unique and psychologically-focused approach to shedding pounds and promoting a healthier lifestyle. "My Weigh Less," which is based around an incredible 15,000 1:1 clinical treatment hour’s experience, it is part of Oxford Therapeutics Limited.

At the core of "My Weigh Less" is the knowledge that sustainable weight loss begins with a deep understanding of one's relationship with food and their emotional triggers for overeating. Participants complete an exclusive Forensic Weight Loss Questionnaire where they are probed and asked some very deep questions, “do you eat when you are tired, bored, lonely, sad, depressed or maybe to please someone else, do you ever eat when you are physically hungry. The 90 question document has been the subject of several European University Presentations.

Martin and Marion appeared on Good Morning America to talk about their work around permanent weight loss and are the authors of two books on the subject of phycology and weight loss both published by Hay House. Their website https://myweighless.com is full of verified case studies along with before and after photos. The site also contains a number of endorsements and praise from the likes of Professor Zimbardo of Stanford University and professor Dryden of Goldsmiths University in London.

The complete programme consists of twelve studio produced one hour audio sessions, accompanied by twelve explainer videos, along with a number of other components. Interestingly the programme is currently being discussed as a possible partner for the new range of Injectable Weight Loss drugs. Early results for these new approaches demonstrate that they work extremely well….right up to the day when a person stops using them. The weight lost then returns. By completing the My Weigh Less course simultaneously there is an elevated chance of the dieter learning a range of new skills to help in ensuring their weight loss is permanent.

For full details, to read the media reviews take a look at https://myweighless.com

## Notes:

In the ever-evolving landscape of weight loss programs, a new, proven contender has emerged, delivering a unique and psychologically-focused approach to shedding pounds and promoting a healthier lifestyle. "My Weigh Less," which is based around an incredible 15,000 1:1 clinical treatment hour’s experience, it is part of Oxford Therapeutics Limited.

At the core of "My Weigh Less" is the knowledge that sustainable weight loss begins with a deep understanding of one's relationship with food and their emotional triggers for overeating.

Participants complete an exclusive Forensic Weight Loss Questionnaire where they are probed and asked some very deep questions, “do you eat when you are tired, bored, lonely, sad, depressed or maybe to please someone else, do you ever eat when you are physically hungry. The 90 question document has been the subject of several European University Presentations.

Martin and Marion appeared on Good Morning America to talk about their work around permanent weight loss and are the authors of two books on the subject of phycology and weight loss both published by Hay House. Their website https://myweighless.com is full of verified case studies along with before and after photos. The site also contains a number of endorsements and praise from the likes of Professor Zimbardo of Stanford University and professor Dryden of Goldsmiths University in London.

The complete programme consists of twelve studio produced one hour audio sessions, accompanied by twelve explainer videos, along with a number of other components. Interestingly the programme is currently being discussed as a possible partner for the new range of Injectable Weight Loss drugs. Early results for these new approaches demonstrate that they work extremely well….right up to the day when a person stops using them. The weight lost then returns. By completing the My Weigh Less course simultaneously there is an elevated chance of the dieter learning a range of new skills to help in ensuring their weight loss is permanent.

For full details, to read the media reviews take a look at https://myweighless.com

# Multi-Dimensional and Transitional Mentoring - What to look for in a mentor

Winger, Aris [aris.winger@gmail.com](mailto:aris.winger@gmail.com) 167-868-25677

9/11/2023

ID 1276

## Abstract:

As you move forward in your career after obtaining your doctorate, the need for mentorship is even more important than before. What are the qualities that you will seek in a mentor? In this talk, you will be introduced to two mentoring frameworks that will assist you in transitioning to a new place and help you succeed in that place.

**Notes:**

# Hello

Peter, Layne [bestcontent778@gmail.com](mailto:bestcontent778@gmail.com) 067-096-9731

9/15/2023

ID 1277

## Abstract:

Is there anyone available to talk?

## Notes:

Is there anyone available to talk?

# Pay it Forward - Careers at Community Colleges

Peñaloza, Carlos [carlospe@hawaii.edu](mailto:carlospe@hawaii.edu) 808-232-3365

12/1/2023

ID 1278

## Abstract:

Our pathways to fulfilling careers are not always clear. We admire, and aspire to be like those closest to us, that have achieved superior positions and recognition, and yet, is that what will fulfill your career goal(s). The traditional path is a given, you defend your dissertation, seek a post-doc OR first appointment and aim for a tenure track position. If you are research focused, this session isn’t for you, but if you are on the fence, or love the idea of paying it forward; careers at Community Colleges are goldmines. Imagine being able to nurture and inspire students that have the capacity but not as much direction or access. Many of us benefited from the trailblazing efforts of others, that recognized a need to support populations that have been historically underserved. For every 2 students that have found their path at a traditional 4-year college, there are another 8 that could have the same outcome, but need mentorship from someone that can show them the way, and that creates a sense of belonging because they can relate to you. Explore what it means to work for a Community College, and gain awareness of what we are looking for in our next hire. One application does not fit most. Being Mission centric isn’t something embedded in most doctoral programs, and yet it is arguably the most critical point to address in a cover letter and a teaching philosophy. Let’s explore what this means, and how it can lead to a fulfilling career.

**Notes:**

# From PhD to Self-Published Author

McKinney, Dr. Tiah [tem@mckinneyfoundation.org](mailto:tem@mckinneyfoundation.org) 313-475-8774

2/8/2024

ID 1279

## Abstract:

As Ph.D.s, you are trained to be thought leaders, researchers, and experts in your field. Does your work have broader implications and application? Is your research innovative with direct impacts for society-at-large? Do you feel compelled to publish the benefits of your work and findings beyond traditional scientific journal articles? Well, this workshop is for you. Join the discussion to glean lessons learned from the journey to PhD to becoming a self-published author and how you can begin your own journey, too. Among the topics to be discussed are: How do you know when your study should be the subject of a full-length book? Why self-publish over traditional publishing? How to get started without getting overwhelmed?

## Notes:

Please note this is a working title and a draft description for my session idea. Thank you in advance for your consideration.

# Navigating and Defining Educational & Career Success in Academia and Industry

Brown, Elizabeth [eabrown@odu.edu](mailto:eabrown@odu.edu) 843-817-9082

2/12/2024

ID 1280

## Abstract:

Since the inception of the 13 colonies, there has been an intentional process of erasing the identities, experiences, stories, language, and culture of Black, Brown, and Indigenous peoples. Today, we see the same erasure in taking away African American History courses and Diversity, Equity, and Inclusion programs. We want to provide a session where we create space for PhD students and candidates in order to provide them with resources to not only navigate spaces that were not created for them but also help them feel supported and be successful in their educational and professional endeavors.

As two Black women from different spaces in the African Diaspora, we want to demonstrate how our distinct identities helped us successfully navigate our PhD programs, academia, and industry positions. Dr. Sharon Adzo Sitsofe Attipoe-Dorcoo grew up in a multigenerational home in Ghana, grounded in the understanding of her identity as an African woman and her collective connection to family and ancestry. However, she experienced an immediate disconnect, which was not by choice, when she moved to the United States. Today, Sharon is a well-respected author and consultant. She is the Principal of a community-oriented small business, an Adjunct faculty, a human-centered designer, as well as a culturally responsive researcher, and evaluator. Dr. Elizabeth Ann Brown (nee Walker), who is a 2015-2018 SREB fellow, grew up in South Carolina but did not know her African culture, name, or identity. Walker is the name of the slave master who owned her African ancestors in Alabama. Today, Elizabeth is an Assistant Professor, health services researcher, and undergraduate public health program director in higher education.

We will highlight, in detail, how we connected with mentors, found opportunities for professional development, worked on self-reflection and emotional intelligence, and leveraged professional associations to better navigate different spaces. In many institutions, especially predominately white institutions, systematically marginalized people are not taught about who we are or how to find our place in American society. Sometimes we are the only one non-white person in our PhD programs, departments, and colleges, which can make it challenging to navigate these institutions.

Last, our hope is to connect our experiences and using self-reflective approaches to help PhD students and candidates be successful in their programs and beyond. In order to navigate spaces not designed for us, we must be aware and self-reflect. As poignantly stated by Dr. Sharon “truth about my identity is not a statement or definition handed to me by anyone other than myself. It is my positionality in the world and the claiming of that truth is mine, and mine alone. I can only accept it, walk in it, and manifest it.” We plan to give the audience tools to take back to their respective institutions, navigate coursework, dissertation, and professional endeavors after graduating. The goal is to encourage and support those who may feel erased, ignored, or defeated as they go through some of the most challenging times in their educational endeavors and professional careers.

Teaching Objectives:

Describe personal and professional experiences that shaped our careers as Black women with PhDs who work in academia and industry

Demonstrate how Black/African American history and culture can be used to strengthen our voices, teaching, and research

Examine how self-reflection can support professional growth in both academia and industry

## Notes:

CO-PRESENTERS: Elizabeth A. Brown, PhD, MPA, CPH (former SREB fellow) & Sharon Attipoe- Dorcoo, PhD, MPH

# Postdoc Abroad? Things to Know

Click, Timothy [tclick@alumni.ou.edu](mailto:tclick@alumni.ou.edu) 580-747-6154

2/13/2024

ID 1281

## Abstract:

If you have ever thought about doing a postdoc abroad, you will need to consider a few things before you pack up your belongings and board the plane. Living in another country may have some benefits, but you will face many challenges as well—some that may be unexpected. Dr. Timothy Click lived and worked in Taiwan for 6 years; he will offer insights into things he now knows that he wishes were available to him before he left the States.

**Notes:**

# Teaching at a Religious Institution

Click, Timothy [tclick@alumni.ou.edu](mailto:tclick@alumni.ou.edu) 580-747-6154

2/13/2024

ID 1282

## Abstract:

Do you want to share your faith as a faculty member? The U.S. has several religious schools available, but is a religious institution right for you? It can be rewarding, but if you apply for and accept a position at one, you will need to be aware of the differences from a secular university. Dr. Timothy Click has taught at three different religious institutions and will share some insight on what life may be like working for a faith-based university.

**Notes:**

# Building Research Skills: An Introduction to RStudio and the Tidyverse for Data Exploration

Totty, Njesa [ntotty@framingham.edu](mailto:ntotty@framingham.edu) 541-300-9349

2/14/2024

ID 1283

## Abstract:

Whether you are writing your first research article, the results chapter of your dissertation, or a grant proposal, you will eventually find that you need to analyze data. Effectively communicating your research results necessitates communicating what your data say about your research problem.

Having strong exploratory data analysis skills is a key to achieving this goal. You may have already learned to use point-and-click software for data analysis but learning a programming language can strengthen your statistical and computational skill set and launch you beyond the boundaries of point-and-click software for faster and more flexible data analysis. In this two-part workshop you will learn to use the R programming language for data visualization, wrangling, tidying, and summarization in RStudio. This session is for anyone wanting to improve their R programming skills; whether you have never used R, used R once in a statistics class and need a refresher, or use R often and want to learn something new.

## Notes:

This will be a two-part introductory workshop in R programming. The first part will focus on data visualization and the second will focus on data wrangling, tidying, and summarizing. Attendees should arrive at the session with R and RStudio downloaded to their PC (the desktop version) and a dataset that they would like to analyze. R and RStudio download link: https://posit.co/download/rstudio-desktop/.

# Discovering Your Doctoral Swagger

Jean , Daniel [jeand@montclair.edu](mailto:jeand@montclair.edu) 201-532-2353

2/19/2024

ID 1284

## Abstract:

This interactive seminar is designed to equip and empower future doctors to develop time- referenced degree completion and career strategies. Participants will learn five intentional strategies to get PhinisheD/FinishEdD, participate in research roundtables and network with future and current doctors. The session includes a comprehensive review of writing a dissertation, exploration of a proposal/final defense rubric and the development of a time-referenced graduation planner. The session concludes with, Memoirs of a Child Almost Left Behind as the presenter shares intimate details of how he overcame abject poverty and a 1.9gpa to earn his doctorate.

**Notes:**

# No Child Left Behind: Engaging the Post-Covid Scholar

Jean , Daniel [jeand@montclair.edu](mailto:jeand@montclair.edu) 201-532-2353

2/19/2024

ID 1285

## Abstract:

This session highlights how to remain progressive, innovative and solution focused within the changing landscape in higher academia. Strategies to develop meaningful connections with various scholar- types are examined while accounting for post-Covid learning loss, shorter attention spans, mental distress, less social engagement, and screen dependency. The seminar will also explore the “I Am… I Will...” framework charging participants to proclaim their identity and overall mission within higher education. The session will help mentors/educators identify their “Why” and outline time-referenced plans for personal and professional goal.

**Notes:**

# Demystifying the Faculty Job Search Process

Stinebiser, Lorraine [losofr@rit.edu](mailto:losofr@rit.edu)

585-755-7976

2/23/2024

ID 1286

## Abstract:

With just under a third of all newly minted PhD recipients planning to work in academia there is a crucial need for scholars to have a better idea of available career options. Many departments offer limited insight into the faculty job search and selection process, making it seem daunting. This session introduces scholars to the different professoriate pathways, job search stages, and how they can gain skills that will raise their application materials in the candidate pool.

By attending this session you will:

* Learn about academic careers in different educational settings
* Understand the right academic fit based upon your career goals
* Evaluate what skills and experiences you’ll need prior to being on the job market
* Build upon professional development opportunities
* Develop strong application materials beyond your CV

The process of searching for a faculty job from start to finish doesn’t need to be a mystery. We’ll guide you through it. Bring your questions for an interactive and lively discussion.

This workshop is designed specifically for graduate students, post-doctoral fellows, and others interested in pursuing academic careers. The session leaders have worked with faculty search committees as faculty diversity recruiters for over 10 years, providing a robust background to assist attendees in becoming strong candidates for academic positions and succeeding in landing an academic job.

Session Agenda:

* Background - short intro of myself and my experience in faculty diversity and recruitment
* Understanding your career goals - let's talk finding the right fit teaching, research, 2-yr or 4-yr colleges, faculty or postdoc
* Prior to being job market - what kinds of experiences can you gain that wil be helpful: networking, conferences, teaching and publishing
* Professional development - step outside of your program to gain skills through Future Faculty OPrograms, CITRL and more
* Timeline - we'll explore the 9 month schedule of the search process
* Application documents - we'll spend the most time here covering what should be included in your documents and how to structure them to clear up any ambiguity making it easier on the search committees
* Q&A

## Notes:

At this time it is anticipated that we will have at least two presenters. One being part of the RIT Office of Faculty Diversity and Recruitment, and the second a faculty member most likely a former participant of RIT's Future Faculty Career Exploration Program and/or an SREB Fellow.

# Navigating Global Perspectives: Crafting an International Dissertation Study

Bass-Flimmons, Erica [ebass3@gsu.edu](mailto:ebass3@gsu.edu) 423-255-8333

3/8/2024

ID 1287

## Abstract:

This presentation centers on the art and science of formulating a compelling international dissertation study, underscoring the critical role of mentorship in this process. As academia continues to evolve towards global collaboration, the session will delve into the nuances of designing and executing impactful international research.

Key Points:

Strategic Design: Crafting an international dissertation involves strategic planning to address the unique challenges posed by diverse cultural and contextual landscapes. This abstract will discuss how mentorship can guide students in developing a well-structured and culturally sensitive research design.

Mentorship Dynamics: The mentor-student relationship is pivotal in navigating the complexities of international research. We will explore effective mentorship dynamics that empower students to integrate global perspectives into their dissertation studies, fostering an enriching and supportive learning environment.

Practical Methodologies: An international dissertation study demands adaptable and innovative methodologies. This presentation will highlight mentor-supported strategies for students to employ practical and effective research methods, ensuring the robustness and relevance of their studies in diverse settings.

Cultural Competence: Understanding and appreciating cultural nuances is integral to meaningful international research. The abstract will touch upon how mentors can play a central role in cultivating cultural competence among students, enabling them to navigate research challenges with sensitivity and respect.

Dissemination Strategies: Beyond crafting a comprehensive study, successful researchers must effectively disseminate their findings on a global scale. We will explore mentorship strategies for guiding students in leveraging various platforms to share their international research, maximizing its impact and reach.

**Notes:**

# Bridging Disciplinary Boundaries: Navigating Interdisciplinary Dissertations

Bass-Flimmons, Erica [ebass3@gsu.edu](mailto:ebass3@gsu.edu) 423-255-8333

3/8/2024

ID 1288

## Abstract:

Abstract:

This presentation focuses on the intricate journey of crafting and navigating interdisciplinary dissertations, emphasizing the challenges and opportunities inherent in bridging disciplinary boundaries. As academic research increasingly transcends traditional silos, this session explores the strategies, considerations, and mentorship dynamics essential for successfully navigating the complex terrain of interdisciplinary studies.

Key Components:

Defining Interdisciplinary Research: The abstract will commence with a concise exploration of the concept of interdisciplinary research, establishing a foundation for understanding the unique characteristics and potential impact of dissertations that span multiple disciplines.

Navigating Challenges: Interdisciplinary research often presents inherent challenges, including divergent methodologies, varied terminologies, and distinct epistemological frameworks. This presentation will delve into practical strategies for overcoming these challenges and fostering a collaborative environment for doctoral candidates.

Mentorship Strategies: Recognizing the pivotal role mentors play in guiding interdisciplinary research, this abstract will discuss effective mentorship strategies. It will explore how mentors can facilitate meaningful collaboration, encourage innovation, and provide the necessary support to students navigating the complexities of interdisciplinary dissertations.

Innovative Methodologies: Interdisciplinary research demands innovative methodologies that can seamlessly integrate insights from multiple disciplines. The session will explore mentor-supported approaches for students to develop and apply creative research methodologies, ensuring the robustness and relevance of their interdisciplinary studies.

Effective Communication: Successful interdisciplinary dissertations require effective communication of complex ideas to diverse audiences. This abstract will touch upon mentorship strategies to enhance students' communication skills, enabling them to convey their research findings in a compelling and accessible manner.

Through a combination of theoretical insights, practical examples, and collaborative discussions, this presentation aims to equip both mentors and doctoral candidates with the tools and knowledge necessary to navigate the challenges and leverage the opportunities presented by interdisciplinary dissertations. Participants will gain valuable perspectives to foster interdisciplinary thinking, enrich their research endeavors, and contribute meaningfully to the evolving landscape of interdisciplinary scholarship.

**Notes:**

# Ethical Research Practices in Africa: A Roadmap for Scholarly Integrity

Bass-Flimmons, Erica [ebass3@gsu.edu](mailto:ebass3@gsu.edu) 423-255-8333

3/8/2024

ID 1289

## Abstract:

Abstract:

This conference presentation is dedicated to the critical exploration of ethical considerations in conducting research on the African continent. As research endeavors on the continent grow in significance and scope, it becomes imperative to address the unique ethical challenges associated with studying diverse cultures, communities, and ecosystems. This session aims to provide researchers, scholars, and practitioners with a comprehensive roadmap for conducting ethically sound and culturally sensitive research in Africa.

Key Components:

Cultural Sensitivity: The presentation will emphasize the paramount importance of cultural sensitivity in the research process. Attendees will gain insights into understanding and respecting the diverse cultural landscapes of Africa, fostering an ethical approach that acknowledges and values local perspectives.

Community Engagement: Ethical research on the African continent necessitates active community engagement. The conference will explore strategies for establishing genuine partnerships with local communities, ensuring that research activities are transparent, respectful, and contribute positively to the well-being of participants.

Informed Consent: A cornerstone of ethical research, obtaining informed consent takes on added dimensions in diverse African contexts. This session will delve into best practices for navigating language barriers, ensuring comprehension, and securing meaningful consent in various cultural and linguistic settings.

Power Dynamics and Equity: Researchers must navigate power dynamics and promote equity in their engagements. The abstract will discuss the importance of acknowledging and addressing power imbalances, fostering collaborative relationships, and working towards equitable research practices.

Data Privacy and Ownership: As data collection becomes more digitized, issues of privacy and data ownership become critical. The conference will provide insights into ethical data management practices, addressing concerns related to data sovereignty, confidentiality, and the responsible use of research data.

By combining theoretical frameworks with practical case studies and engaging discussions, this discussion aims to equip researchers with the knowledge and tools needed to conduct ethical research on the African continent. Participants will leave with a heightened awareness of the ethical nuances involved, enabling them to contribute responsibly to the advancement of knowledge while respecting the diverse cultures and communities that form the rich tapestry of Africa.

**Notes:**

# Getting that first tenure track position: Secrets from behind the scenes

Hayes, Elizabeth Naranjo [enhayes@truman.edu](mailto:enhayes@truman.edu) 619-966-8978

3/19/2024

ID 1290

## Abstract:

I was on the job market in 2022, landed a tenure track position right after graduation, and in 2023 I was asked to serve on a hiring committee for a tenure track position in my department. I am here to share insight as both a recent PhD graduate, as well as having just been "behind the scenes" on the hiring committee. Everything I wish I would have known will be passed on to you to help you be set up for success.

**Notes:**