# 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:**

# Personal & Digital Branding for Doctoral Scholars

Kola, Ijeoma [ijeoma@cohortsistas.org](mailto:ijeoma@cohortsistas.org) 973-444-4076

4/1/2024

ID 1293

## Abstract:

Are you prepared to advance your academic journey? In this comprehensive workshop, you'll discover the importance of crafting a compelling personal brand as a doctoral scholar and learn practical strategies to establish a robust digital presence. From defining your personal mission statement to leveraging social media to promote your research, this workshop covers essential topics to help you stand out in your field.

Guiding this hands-on interactive session is Dr. Ijeoma Kola, a seasoned digital marketing expert who has adeptly utilized blogging, podcasting, and social media marketing to amplify both her personal and academic brand. Whether you're just starting out online or looking to refine your existing scholarly brand, this masterclass delivers tailored, actionable insights meticulously crafted for doctoral students, propelling their success within academia and beyond.

## Notes:

Gonzalez, Cody [cody.gonzalez@utsa.edu](mailto:cody.gonzalez@utsa.edu) 951-902-9057

4/23/2024

ID 1294

## Abstract:

Transition from graduate school to post-academia is a difficulty and strenuous journey. Resilience and grit are essential to surviving as a young professional, post-academia. In this talk, I propose to lead an interactive session on Resilience: resilience as a scholar, resilience post-academia, and resilience on the job market. By sharing my personal experiences and inviting other current, or soon

-to-be post-academia young professionals, I will provide key takeaways on surviving in the post- academia (graduate school) world and on how to avoid some of the pitfalls that occur in the transition to a postdoc or tenure-track faculty position.

**Notes:**

# Industry Grant Writing

Overby, Katrina [kmogpt@rit.edu](mailto:kmogpt@rit.edu) 317-460-4425

5/1/2024

ID 1295

## Abstract:

In this session, panelists will share the keys to successfully receiving internal funding for peer-to- peer mentoring initiatives. Practical tips shared from a mid-tenure faculty member and an industry expert will reveal practical strategies and insider tips for crafting compelling grant proposals and narratives that resonate with decision-makers. From outlining your initiative objectives to showcasing the evidence of necessity, delve into the nuances of securing financial support through grants. Explore case studies of successful funding proposals and gain actionable insights into overcoming common challenges. Join us as we master the art of grant writing so that you too can secure the bag.

## Notes:

Session panel includes Dr. Donta' Council

Gilliam, Shantesica [shantesicagilliam@spelman.edu](mailto:shantesicagilliam@spelman.edu) 770-873-1123

6/12/2024

ID 1296

## Abstract:

Obtaining a PhD represents a culmination of rigorous intellectual, emotional, and financial investment. Often, after experiencing the "high" of passing the defense and getting hooded, many PhDs encounter an unexpected psychological phenomenon known as the "arrival fallacy" — the mistaken belief that achieving a long-term goal will lead to sustained happiness and fulfillment. This presentation aims to elucidate the arrival fallacy, explore its impact on mental health post-PhD, and provide strategies for navigating this complex phase. Drawing on contemporary psychological research and firsthand accounts from recent SREB doctoral scholar graduates, this session will offer an in-depth examination and discussion of the arrival fallacy. We will discuss how the intense focus on completing a PhD can overshadow the realities of post-doctoral life, often leading to feelings of disillusionment, depression, and anxiety when the anticipated sense of significant accomplishment is not realized.

Key points to be addressed include:

1. Understand the origins and psychological underpinning of the arrival fallacy.
2. Analyze the specific challenges faced by doctoral graduates, including post-PhD depression, imposter syndrome, and anxiety about future career prospects.
3. Share experiences from doctoral scholar graduates who have navigated these challenges, highlighting common themes and coping mechanisms.
4. Offer evidence-based strategies such as mindfulness, cognitive-behavioral techniques, and building a support network to manage expectations, foster resilience, and foster a fulfilling post-PhD life.
5. Discuss how academic institutions can better support PhD graduates in their transition, including career counseling, mental health resources, and mentorship programs.

This presentation sheds light on the arrival fallacy and its implications, seeking to empower PhD graduates with the knowledge and tools necessary to maintain mental well-being and achieve a balanced, satisfying life post-PhD.

## Notes:

Co-Presenter: Dr. Kharine Jean, [kjean012@gmail.com](mailto:kjean012@gmail.com)

# Mentoring Relationships

Hardy, Tabitha [tamhardy@iu.edu](mailto:tamhardy@iu.edu) 601-479-7610

6/25/2024

ID 1297

## Abstract:

Tabitha M. Hardy, Ph.D and Randall J. Roper, PhD, Indiana University Indianapolis

Communicating expectations between student and mentor is essential for a successful graduate experience. Yet, such expectations are not expressly communicated, may change over time, and may be hidden because of cultural differences. Challenges often arise when mentors and mentees have misunderstandings about expectations for the graduate experience. Whether a beginning or continuing Ph.D. student, this session will address how to effectively establish expectations. We will discuss how to approach the subject of expectations with your mentor, how to learn about what their expectations are for you, how to define your own expectations for your mentor, and how to discover possible cultural differences that may affect these expectations. Establishing ongoing communication about expectations will lead to a more positive mentor-mentee relationship with more efficient achievement of educational goals.

## Notes:

Co-presenter: Randall J. Roper

# Faculty Role

Wedderburn, Trish [talktotrishw@gmail.com](mailto:talktotrishw@gmail.com) 240-581-3234

6/30/2024

ID 1298

## Abstract:

Practice Makes Progress: Strategies for Effectively Navigating the Faculty Role (A Response to the Call for Black Women to Address Wellness in the Academy)

Abstract: The faculty role at any institution is significant, as it requires juggling many responsibilities and impacts institutional success. And while faculty are trained for scholarship and primed for service, they are often not prepared for teaching. Faculty of color not only experience this challenge, they often receive additional responsibilities due to lived experience expectations and the needs of students of color. So it is imperative to learn how to manage it all. In response to Dr. Nadrea Njoku and Danie Marshall’s call to action for Black women to address wellness in the academy [hyperlinked], efforts are being made to facilitate better experiences for marginalized faculty. And faculty of color still need to determine what works best for their individual needs. Join me in reflection, examination, and the development of strategies for effectively navigating the faculty role (and its responsibilities) as a person of color.

Hyperlink: [https://www.diverseeducation.com/opinion/article/15661985/ring-the-alarm-a-call-to-](http://www.diverseeducation.com/opinion/article/15661985/ring-the-alarm-a-call-to-) action-for-black-women-to-address-wellness-in-the-academy

## Notes:

I am available for additional programming options to deliver on the following topics: developing a teaching philosophy, teaching for the first time, teaching with AI (or not), managing the faculty- student relationship, developing course policies, strategies for inclusion, developing objectives, developing materials, engagement, assessment strategies, feedback strategies, inclusive materials, antiracist pedagogy.

Kimbrough, Carla [ckimbrough@vccs.edu](mailto:ckimbrough@vccs.edu) 303-919-4135

7/9/2024

ID 1299

## Abstract:

Graduate students who love teaching and interacting with students may find working at community colleges fulfilling. Community colleges play an essential role in the higher education landscape.

Unlike the traditional four-year institutions, these open-access institutions offer first-generation, working adults, and people of color an environment that helps them get a start or a start-over in pursuing post-secondary education at a lower cost, which diminishes student debt. Faculty who come from similar backgrounds can inspire students to persist in their efforts to gain skills and education they need for a better life.

## Notes:

The ideal speakers would be those who work in the community college sector. The Virginia Community College System, which has 23 community colleges in Virginia, would love to participate on such a panel. I believe such a session would make the Institute more fruitful for recruiters at community colleges. Without bringing such opportunities to the attention of scholar participants, students just bypass community colleges that attend the Institute and that have faculty opportunities. Plus, career wise the focus is on teaching, rather than research, which may reduce stress or remove an aspect of faculty work that some find less appealing. I hope that community colleges can be a part of the expanded career options for graduate students. Thank you for the consideration.

# success

Elmore, Shakeyrah [selmore31@gmail.com](mailto:selmore31@gmail.com) 614-483-8644

9/20/2024

ID 1300

## Abstract:

It is with great enthusiasm that I submit this request to become a presenter for the Institute on Teaching and Mentoring 2025. I am proposing a session focused on stress reduction, health and well-being for students, staff, and faculty. Communities of color, who the Institute on Teaching and Mentoring serves is disproportionately affected by the consequences of stress due to macro level pressures such as racism, social and economic policies, intersectional identities such as sexism, classism, ableism, amongst others. Additionally, participants of the Institute are engaged in mentally and physically demanding positions. This could translate both personally and professionally. Stress management strategies and skills are important to reduce stress-related illness and improve overall health and well-being. This session is curated to ensure that the participants who attend this session leave with practical strategies and skills they can use immediately. This includes a personal toolbox of stress reduction strategies and resources.

The Institute on Teaching and Mentoring participants would greatly benefit from this session, and I can guarantee participants will enjoy it. It is my hope that even greater, long-term benefits would include healthier, happier, more engaged, conscious, intellectual students, staff, and faculty!

## Notes:

This is a participant engaged session.

# Process

Hayes, Elizabeth Naranjo [enhayes@truman.edu](mailto:enhayes@truman.edu) 619-966-8978

11/16/2024

ID 1301

## Abstract:

In this session by a 2022 SREB Graduate who started a tenure track professor position Fall 2022 and who has already served on two hiring committees since then, attendees will learn secrets from behind the scenes to help them get a job.

Attendees will learn how to understand their career goals, what to do prior to being on the job market, what professional development they should be participating in, the timeline for how the application process occurs, all the application documents that they will need for positions, and they will learn important tips for having the best opportunity to get an interview.

## Notes:

I presented this in NOLA 2024 with a co-presenter, but next time around I will be presenting on my own.

[enhayes@truman.edu](mailto:enhayes@truman.edu) 619-966-8978

## Abstract:

I am first gen, a daughter of Mexican immigrants, and had three children very young, yet I earned my PhD in 2022, got a tenure-track position right out of my PhD, and in two years I have served on two hiring committees. In this session, I will share the tips, tricks, and secrets I have learned, especially now that I have been behind the scenes. Come learn how to set yourself up for success as you navigate the job market, what hiring committees are looking for in the documents submitted, how to prepare for the interviews, and what to expect when you are brought to campus for an in- person interview. These are all the things I wish someone would have told me, but now that I have learned them the hard way, I want my fellow SREB scholars to learn from me and be as prepared as possible.

## Notes:

I presented this 2024 with a co-presenter, but she will no longer be able to present in 2025, so she asked me to go ahead without her. The reviews said it was very helpful, and I am incorporating more on the interviews, as requested by the feedback. I will also make it shorter to allow for more Q & A time, also as requested by feedback.

This interactive session highlights how mentors/administrators can remain progressive, innovative and solution focused within the changing landscape in 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 mentors to empower their mentees to proclaim their multiple identities, prioritize self-care and overall purpose within higher education and beyond. The session will equip mentors with tools to help their mentees identify their “Why” and outline time-referenced plans for personal and professional goal achievement.

## Notes:

Led by the founder of PhinisheD/FinishEdD #WhoGotNext, this interactive motivational charge is designed to empower future doctors to develop time-referenced degree completion and career trajectory plans. Scholars will establish goals and objectives relative to: avoiding writer’s/researcher’s block, navigating marginalization, demystifying the defense, challenging imposter syndrome, the importance of self-care, avoiding weapons of mass distraction and intentional preparation for graduation and beyond. Utilizing the “I Am… I Will…” framework, participants will proclaim their identity (I Am), declare their desired outcomes (I Will) and develop time-referenced action plans for doctoral achievement. The session includes “Memoirs of a Child Almost Left Behind, highlighting intimate details of how the SREB Graduate #524 moved from a 1.9 GPA to the Doctoral Salute!

**Notes:**

# Advocacy for Diverse Faculty

Collins Woods, Dr. Shani [drshanikcollins@gmail.com](mailto:drshanikcollins@gmail.com) 662-299-4598

2/9/2025

ID 1305

## Abstract:

This workshop addresses diverse faculty's unique challenges in balancing service, scholarship, and personal well-being, particularly within the tenure track. Participants will explore strategies for self- care, boundary-setting, and self-advocacy while navigating institutional expectations. Through interactive discussions, Dr. Woods will examine internal and external pressures, their impact on career progression, and techniques for maintaining balance. Faculty will gain practical tools to prioritize wellness, set professional boundaries, and cultivate supportive networks. This session fosters a space for reflection, empowerment, and actionable strategies to sustain success and well- being in academia.

## Notes:

Dr. Shani Collins Woods is an SREB alumni, an Associate Professor of Social Work, and the BSW Program Director at Austin Peay State University.

1. Gutiérrez y Muhs, G., Niemann, Y. F., González, C. G., & Harris, A. P. (2012). Presumed Incompetent: The Intersections of Race and Class for Women in Academia. University Press of Colorado.
2. Rockquemore, K. A., & Laszloffy, T. (2008). The Black Academic’s Guide to Winning Tenure Without Losing Your Soul. Lynne Rienner Publishers.
3. Turner, C. S. V., González, J. C., & Wong (Lau), K. (2011). Faculty of Color in Academe: Bittersweet Success. Allyn & Bacon.
4. Matthew, P. A. (2016). Written/Unwritten: Diversity and the Hidden Truths of Tenure. University of North Carolina Press.
5. Montoya, M., & Valdes, F. (2008). "Latina/os and the Politics of Knowledge Production," Indiana Law Journal, 83(4), 1197–1215.