

Caring for you while applying for academic promotion

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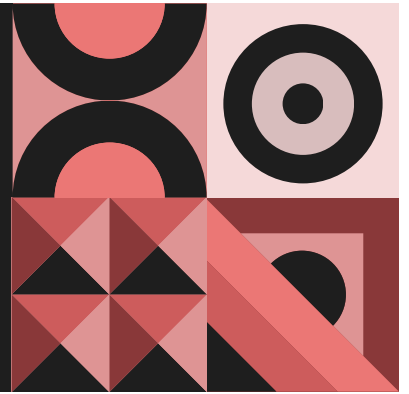


Table of Contents

Getting started...wellbeing is a part of the process

Being kinder to myself in the process

Organizing myself

Academic house keeping

I didn't get promoted before

When I think about evidence of my teaching I get stuck

Ok, so I sit on many committees, but what does this mean for promotion?

I'm a good academic citizen, but promotions panels don't care about this...or do they?

Impact statement ideas...where do I start

Celebrating your accomplishments

On cultivating positive relationships in academic work

Getting started...wellbeing is a part of the process

Let's talk strategic writing tips balanced with self-care and wellbeing. The basic framework to approaching academic promotion requires you to plan for and sustain care for yourself in these areas:

1. **Set Realistic Goals:** Setting realistic goals is key to achieving success in academic writing. Be clear about your objectives and break them down into smaller, achievable tasks. This will help you avoid feeling overwhelmed and ensure that you make steady progress towards your goals.
2. **Prioritize Self-Care:** Taking care of yourself is essential for maintaining the energy and focus needed for successful writing. You want to think about what do you need to do to help you grow, maintain and protect your wellness and wellbeing at this time. Drawing on a variety of areas of wellbeing science is critical and checking in with yourself regularly is a must - think diversity in strategies you engage with.
3. **Use a Writing Schedule:** Establishing a writing schedule is important for maintaining consistency in your writing routine. Decide on a regular time and place for writing, and stick to it as much as possible. This will help you develop a habit of writing and make it easier to focus when you sit down to work.
4. **Set Boundaries:** It's important to set boundaries to protect your time and energy. This can include saying no to nonessential commitments or limiting your availability during certain hours. By setting clear boundaries, you can avoid exhaustion or panic and ensure that you have the time and energy you need for writing.
5. **Seek Feedback:** Seeking feedback from peers, colleagues, or mentors can help you improve your writing and achieve academic success. Be open to constructive criticism and use it to improve your work. At the same time, remember to balance feedback with self-care by setting limits on the amount of feedback you receive at the same time.

Your strategic approach to these areas is a part of the process. Not often talked about but so required. What will they be for you?

Here are some journal prompts related to strategic writing tips for academic promotion where you embrace self-care:

1. What are my realistic writing goals for academic promotion, and how can I break them down into achievable tasks?
2. How can I prioritize self-care in my writing routine to maintain energy and focus?
3. What is my current writing schedule, and how can I establish a consistent routine that works for me?
4. What are some boundaries I need to set to protect my time and energy for writing, and how can I communicate these boundaries effectively?

5. Who are some peers, colleagues, or mentors that I can seek feedback from, and how can I balance feedback with self-care to avoid feeling over committed?
6. How can I adjust my writing routine or goals to accommodate for changes in my mental or physical health?
7. What strategies can I use to manage stress and anxiety related to academic writing and promotion?
8. How can I celebrate and recognize my writing accomplishments along the way to academic promotion?



Being kinder to myself in the process

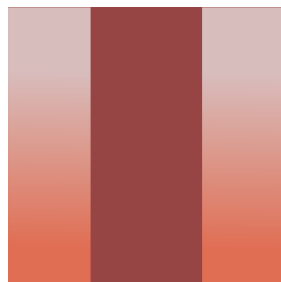
Are you feeling overwhelmed or self-doubtful about applying for academic promotion? It's natural to feel this way, but it's important to approach this process with kindness and self-compassion.

Let's explore some journal prompts that can help you cultivate self-compassion as you work towards your academic goals.

1. What are my strengths and accomplishments in my academic career? Write them down and take a moment to acknowledge them.
2. What challenges have I faced in my academic career? How did I overcome them? Reflect on the skills and resilience that you have demonstrated.
3. Imagine a supportive and encouraging mentor or friend. What would they say to you about your academic achievements? Write down their words and use them to motivate and uplift yourself.
4. What are some self-care practices that help me manage stress and anxiety during the promotion process? Write down a list of activities that you can turn to when you need to take care of yourself.
5. What are my core values and motivations for pursuing an academic career? Reconnect with your passion for your work and remind yourself of the impact that you can make in your field.
6. Reflect on your inner critic. What negative self-talk do you tend to engage in? Challenge those thoughts with evidence of your achievements and strengths.
7. What would it look like to approach the promotion process with self-compassion? Write down some specific actions you can take to be kinder to yourself throughout the

process.

8. How can you use your experiences with academic promotion to help guide and mentor other scholars who are working toward similar goals?
9. What are some of the most valuable lessons you have learned about yourself and your research during the academic promotion process, and how can you apply those lessons going forward in your career?
10. How can you leverage your academic promotion to advance your research, teaching, and service goals, both within and outside of academia?
11. What are some of the most effective ways to showcase your impact and contributions in your field in your academic promotion materials, and what specific evidence can you use to support those claims?



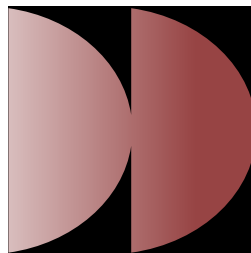
Organizing myself

Academic promotion can be a challenging and overwhelming process, especially when it comes to finding the time to write up your application. With so many demands on your time, it can be easy to put off the task and feel daunted by the sheer volume of work that needs to be done. Additionally, self-doubt can creep in and make the process even more challenging. However, there are ways to approach time management and organization that can make the process feel more manageable and less overwhelming. In this section, we will explore some journal prompts that can help you think about how to effectively manage your time and stay organized during the academic promotion process. By taking the time to reflect on these prompts and develop a plan, you can feel more confident and in control as you move forward with your promotion application.

Begin with these journal prompts that may help you with time management and organization when working on your academic promotion:

1. What are my main priorities in this project? Write down the top three tasks that need to be accomplished in order to complete your academic promotion.
2. What are the specific steps needed to accomplish each of these tasks? Break down each task into smaller, more manageable steps.
3. How much time will I need to complete each task? Be realistic in your estimation, and include time for unexpected obstacles or delays.

4. What are my current time management habits, and how can I adjust them to be more productive? Take an honest look at your current routines and identify areas for improvement.
5. What tools or strategies can I use to help manage my time and stay organized? Consider using a planner, calendar, or project management software to help you stay on track.
6. How can I hold myself accountable for staying on schedule? Set up a system of accountability for yourself, such as sharing your progress with a mentor or accountability partner.
7. What can I do to minimize distractions and stay focused? Identify potential distractions and develop strategies for minimizing their impact.
8. How can I balance my promotion work with other responsibilities and obligations? Determine how much time you realistically have available each day or week, and schedule your work accordingly.
9. What self-care practices can I incorporate into my routine to help manage stress and maintain focus? Identify self-care practices that work for you, such as exercise, meditation, or spending time with loved ones, and schedule them into your routine.
10. What can I do to celebrate my progress and acknowledge my hard work? Take time to recognize your achievements and reward yourself for your hard work and dedication.



Academic house keeping

Creating a system for recording your impact and evidence is important for academic promotion. I call this academic housekeeping. We hate it, we forget about it or we find any way not to do it, but like cleaning the house, if we let it go, we spend more time in the regret space. Some tips to help you begin an academic house keeping ritual for yourself may include:

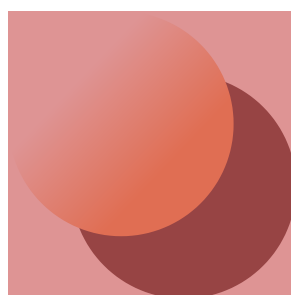
1. Create a document or spreadsheet where you can track your accomplishments and impact statements. Make sure to include key information such as the date, the specific accomplishment or project, the significance of the accomplishment, and the impact it had on your field or community.
2. Include evidence to support your impact statements. This may include publications, presentations, awards, grants, teaching evaluations, or other forms of recognition or

achievement. Make sure to include specific details such as the title, date, and venue for each piece of evidence.

3. Organize your impact statements and evidence by category. This could include categories such as research, teaching, service, leadership, mentoring, or community engagement. This will make it easier to present your accomplishments in a clear and organized way.
4. Update your impact document regularly. Make sure to add new accomplishments and evidence as they arise, and to revise your impact statements as needed. This will ensure that your impact document is up-to-date and reflects your most recent accomplishments.
5. Use your impact document to prepare for academic promotion reviews. Review your document regularly to ensure that you are prepared to discuss your accomplishments and impact statements in detail during your promotion review. This will help you to present a compelling case for your promotion and to highlight the value you bring to your institution and field.

Consider these journal prompts:

1. What motivates you to create a document to track your accomplishments and impact statements? What challenges have you faced in keeping track of your achievements in the past?
2. How do you prioritize which accomplishments to include in your impact document? What criteria do you use to determine the significance of an accomplishment?
3. In what ways do you think organizing your impact statements and evidence by category will help you to present your accomplishments in a clear and organized way? How do you think this will benefit you during academic promotion reviews?
4. How do you ensure that your impact document remains up-to-date? What strategies have you found helpful for remembering to add new accomplishments and evidence as they arise?
5. How do you plan to use your impact document during academic promotion reviews? What steps will you take to prepare to discuss your accomplishments and impact statements in detail?
6. What do others do that can inspire you?

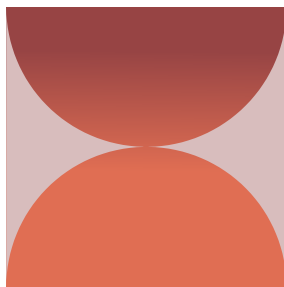


I didn't get promoted last time

It can be a crushing blow to go through the academic promotion process and not receive the recognition that you have worked so hard for. You may feel hurt, upset, and undervalued. You may wonder if it is worth it to try again. However, it is important to remember that being unsuccessful in your first attempt does not mean that you are not deserving of promotion.

It's understandable to feel hurt, upset, and undervalued. Remember, you are not alone in this experience, and it is possible to overcome the disappointment and feelings of being undervalued. Here are some journal prompts that can help you approach the situation moving forward:

1. What is it I love doing? How can I do more of this?
2. What were the reasons for my previous unsuccessful promotion?
3. What were the strengths and weaknesses in my previous promotion application?
4. How can I improve on those weaknesses in my next promotion application?
5. What support systems can I put in place to help me with my promotion application (e.g., colleagues, mentors, writing groups)?
6. How can I reframe my past unsuccessful promotion as a learning opportunity for growth and improvement?
7. How can I work on building my resilience and self-compassion to help me handle potential future setbacks in the promotion process?
8. What are some achievable short-term and long-term goals I can set for myself to help me stay on track with my promotion application?
9. How can I celebrate my accomplishments and progress along the way, regardless of the outcome of the promotion process?



When I think about evidence of my teaching I get stuck

When it comes to teaching, sometimes we hit a blocker in how to write this up. These journal prompts are designed to help you think about evidence of impact of teaching:

1. What strategies have you implemented to improve student learning outcomes? How have these strategies impacted student achievement?
2. What types of assessments have you used to measure student learning? How have you used this data to inform your teaching practice?
3. How have you adapted your teaching methods to meet the needs of diverse learners? What evidence do you have of the impact of these adaptations?
4. How have you incorporated feedback from students into your teaching practice? What changes have you made as a result of this feedback?
5. What evidence do you have of your ability to engage students in active learning and critical thinking? How have you encouraged students to take ownership of their learning?
6. What role have you played in curriculum development or program improvement? What evidence do you have of the impact of these efforts on student learning outcomes?
7. How have you collaborated with colleagues to improve teaching and learning in your department or institution? What evidence do you have of the impact of these collaborations?
8. How have you incorporated technology into your teaching practice? What evidence do you have of the impact of these efforts on student learning outcomes?
9. What evidence do you have of your commitment to ongoing professional development in teaching? How have you applied what you have learned to improve student learning outcomes?
10. What evidence do you have of your impact on students beyond the classroom (e.g. mentoring, advising, community engagement)?



Ok, so I sit on many committees, but what does this mean for promotion?

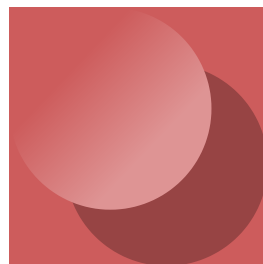
I've developed a basic habit tracker matrix for effectively evidencing committee membership. It is a beginning guide to support how you can think about your leadership, service, and impact and begin to craft this narrative in your promotion application.

| Committee Membership | Collaborative-based | Innovation-based | Advocacy-based | Outreach-based |
|-----------------------------|---|---|--|--|
| Description/Role | Worked closely with other faculty members to develop a new interdisciplinary course on climate change | Led the implementation of a new learning management system that significantly improved student engagement and learning outcomes | Advocated for the creation of a new scholarship program to support underrepresented students | Helped to organize a series of public lectures on topics relevant to our local community |
| Specific Activities | Researching and incorporating relevant material from different disciplines, engaging with students to ensure the course met their needs | Coordinating with faculty and staff to ensure a smooth transition, providing training and support to ensure successful adoption | Advocating for the program's creation, communicating its benefits to decision-makers | Reaching out to local organizations and businesses to promote the events, collaborating with faculty and students to ensure high-quality presentations |
| Impact/Evidence | Increased enrollment in the new course, positive feedback from students, recognition from | Increased student engagement and satisfaction, improved student learning outcomes, positive feedback | Increased diversity in the student body, positive feedback from underrepresented | High attendance at the events, positive feedback from attendees, increased visibility of the institution |

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|--|-------------------------------|---------------------------|-----------------------------|------------------------|
| | colleagues and administrators | from faculty and students | students and their families | in the local community |
|--|-------------------------------|---------------------------|-----------------------------|------------------------|

Here are some journal prompts to help you think about how to effectively evidence your committee membership and its impact:

1. Reflect on your role in the committee. What specific responsibilities did you have and what actions did you take to fulfill them? Write down some examples of your contributions and how they contributed to the committee's goals.
2. Consider the impact of your committee membership. How did your contributions influence the committee's decisions and outcomes? Write down specific examples of the positive impact you had on the committee's work.
3. Think about the challenges you faced as a committee member. How did you overcome them and what skills did you use to do so? Reflect on the resilience and adaptability you demonstrated in your committee work.
4. Consider the perspective of others on your committee work. What feedback have you received from colleagues or committee leaders on your contributions? Write down any positive feedback you've received and how it demonstrates your value to the committee.
5. Reflect on the skills you developed through your committee membership. What new skills or knowledge did you gain through your work on the committee? Write down how you can apply these skills in other areas of your academic career.



I'm a good academic citizen, but promotions panels don't care about this...or do they?

Academic citizenship is a crucial aspect of being a successful academic. It involves not only excelling in your research, teaching, and/or leadership but also engaging with the academic community and contributing to its growth and development. Be the change you want to be! A motto that is incredibly important for so many reasons.

Good academic citizenship can take many forms, from participating in interdisciplinary research collaborations to serving on editorial boards or mentoring colleagues. In this section, we will explore additional ways to evidence good academic citizenship and track your impact. By doing so, you can celebrate your contributions to the academic community and demonstrate your value as a scholar.

Ways to evidence good academic citizenship. Here are some additional suggestions:

- Serving as a reviewer for academic journals or conferences
- Organizing or participating in interdisciplinary research collaborations
- Engaging with and contributing to public scholarship or outreach activities
- Developing and delivering training or workshops for colleagues or students
- Participating in academic or professional organizations and contributing to their activities
- Collaborating with industry partners or external organizations to promote knowledge transfer and impact
- Serving on editorial boards for academic journals or book series
- Participating in peer mentoring or peer review programs within your department or university

To record your impact and evidence for academic citizenship, you can create a similar habit tracker as the one provided earlier, but with categories specific to academic citizenship. For example:

| Category | Habit | Evidence | Impact Statement |
|---------------------|---|---|---|
| Inclusive community | Attend or organize events promoting diversity and inclusion | Photos, event programs, attendee feedback | 1. Organized and participated in a workshop on inclusive teaching practices, resulting in increased student satisfaction and engagement. 2. Attended a conference on diversity and inclusion, leading to the establishment of a new committee on campus focused on promoting equity and inclusion. 3. Organized a panel discussion featuring diverse voices in academia, resulting in increased awareness and understanding of diversity issues among faculty and students. |
| Career development | Mentor a junior colleague or provide peer | Thank you notes, | 1. Mentored a graduate student on a research project, resulting in the publication of a co-authored paper. 2. Provided peer review feedback on a colleague's manuscript, resulting in improvements and eventual publication. 3. |

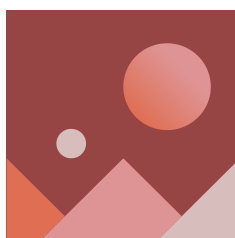
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|--------------------|---|--|--|
| | review feedback | mentorship evaluations | Co-supervised a postdoctoral fellow, providing guidance and mentorship on their career development goals. |
| Civic engagement | Participate in a community outreach event | Event programs, news coverage | 1. Volunteered at a local elementary school, providing science education and mentoring to underprivileged children. 2. Participated in a panel discussion on climate change at a community event, leading to increased public awareness and engagement. 3. Collaborated with a community organization to conduct a needs assessment and develop a community-based research project, resulting in improved understanding and engagement with community needs. |
| Leadership roles | Serve on a departmental or university committee | Committee reports, meeting minutes | 1. Served as chair of a departmental committee focused on curriculum development, resulting in the establishment of a new interdisciplinary program. 2. Participated in a university-wide committee on student mental health, leading to the establishment of new resources and support services for students. 3. Served on a hiring committee for a faculty position, resulting in the successful recruitment of a highly qualified candidate. |
| Reviewer/Editorial | Serve as a reviewer for an academic journal | Reviewer reports, journal acknowledgment | 1. Served as a reviewer for a top-tier academic journal, providing detailed feedback and suggestions for improvement on multiple manuscripts. 2. Edited a special issue of an academic journal, resulting in increased visibility and impact of the topic area. 3. Contributed to the development of new editorial policies and guidelines for an academic publisher, resulting in improved quality and consistency of published works. |
| | | | 1. Collaborated with researchers from different disciplines on a project focused on the impact of climate change on coastal ecosystems, |

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|---------------------------------|--|--|--|
| Interdisciplinary collaboration | Participate in an interdisciplinary research project | Collaborator list, project outcomes | <p>resulting in multiple co-authored publications.</p> <p>2. Participated in a research consortium focused on developing new cancer therapies, resulting in the successful translation of basic research findings to clinical trials. 3.</p> <p>Collaborated with industry partners and researchers from other institutions on a project focused on developing new sustainable energy technologies, resulting in significant funding and recognition for the team's efforts.</p> |
| Public scholarship | Participate in a public outreach activity | Photos, news coverage, attendee feedback | <p>1. Participated in a science outreach event at a local museum, engaging with hundreds of members of the public and raising awareness of the importance of science in everyday life. 2.</p> <p>Wrote a popular science article on the importance of biodiversity conservation, resulting in widespread</p> |

And to assist you, some journal prompts are:

1. Reflect on a time when you served as a reviewer for an academic journal or conference. How did this experience impact your understanding of the peer review process and your field of study? What feedback did you provide and how did it contribute to the overall quality of the publication or conference?
2. Describe a time when you participated in an interdisciplinary research collaboration. How did working with researchers from different disciplines enhance your understanding of your own research? What were the outcomes of the collaboration, and how did they impact your field of study?
3. Think about a time when you engaged with and contributed to public scholarship or outreach activities. What was your role in making academic work accessible to a broader audience? How did you measure the impact of your contributions, and what feedback did you receive from attendees of the event?
4. Reflect on a time when you developed and delivered a training or workshop for colleagues or students. What skills or knowledge did you share, and how did this contribute to building a strong academic community? What feedback did you receive from workshop participants, and how did it impact your future work?

5. Describe your involvement in an academic or professional organization. How has being an active member of this organization provided opportunities for networking and professional development? What outcomes or achievements have resulted from your involvement?
6. Think about a time when you collaborated with industry partners or external organizations to promote knowledge transfer and impact. What was the goal of the collaboration, and how did it impact your field of study or the practical applications of academic research? What outcomes or achievements resulted from the collaboration?
7. Reflect on your experience serving on an editorial board for an academic journal or book series. How did you provide expertise and guidance for the publication of academic work? What journals or book series have you served on, and what outcomes or achievements resulted from your involvement?
8. Describe your participation in peer mentoring or review programs within your department or university. How have these programs helped to build a supportive academic community? What feedback have you received from mentees or peers, and how has it impacted your own professional development?



Impact statement ideas...where do I start?

By using this matrix, you can begin to identify the key areas of your work that are most relevant for academic promotion and develop impact statements that showcase your accomplishments and contributions to the field. They are just starting points to help when you get stuck.

| Key Areas of Academic Promotion | Impact Statement Examples |
|---------------------------------|--|
| Research | <p>"My research has resulted in X publications in high-impact journals and has been cited X times by other scholars in the field."</p> <p>"My research has led to X grant awards and collaborations with X industry partners, resulting in the development of X new technologies or products."</p> |

| | |
|--------------------------|---|
| | <p>"My research has been recognized with X awards, including the X award from the X society."</p> <p>"My research has been featured in X media outlets, including the X and X."</p> <p>"My research has led to X invited talks and presentations at conferences and universities around the world."</p> |
| Teaching | <p>"My teaching has consistently received high evaluation scores from students, with an average rating of X on a scale of 1-5."</p> <p>"I have developed and taught X new courses or programs, resulting in increased enrollment and positive feedback from students and colleagues."</p> <p>"My teaching has been recognized with X awards, including the X teaching award from the X association."</p> <p>"I have developed and implemented X innovative teaching strategies, resulting in increased student engagement and learning outcomes."</p> <p>"My teaching has been highlighted in X publications or presentations, including the X conference."</p> |
| Service | <p>"I have served on X committees or task forces, contributing to the development of policies and initiatives that have had a positive impact on the department or university."</p> <p>"I have been actively involved in X professional organizations, serving in leadership positions and organizing X conferences or events."</p> <p>"My service has been recognized with X awards, including the X service award from the X society."</p> <p>"I have contributed to X community service projects, including X and X."</p> <p>"I have provided mentorship and support to junior colleagues, including X and X."</p> |
| Professional Development | <p>"I have completed X professional development programs or courses, gaining new skills and knowledge that have informed my teaching and research."</p> <p>"I have been awarded X fellowships or grants, enabling me to pursue new research projects and collaborations."</p> |

| | |
|---|--|
| | <p>"I have been invited to participate in X workshops or conferences, presenting my work and engaging with other scholars in my field."</p> <p>"I have developed new collaborations with scholars in X disciplines or countries, expanding the impact of my research."</p> <p>"I have contributed to X publications or presentations, including the X journal and X conference."</p> |
| <p>Impact and Outreach</p> | <p>"My research has had a significant impact on public policy, resulting in X changes in legislation or regulations."</p> <p>"I have engaged with X community organizations or groups, sharing my expertise and research findings in ways that have had a positive impact on local or global communities."</p> <p>"I have developed and implemented X outreach programs, including X and X."</p> <p>"I have provided expert commentary on X issues, including X and X news."</p> <p>"I have developed and maintained strong relationships with X industry partners, resulting in the translation of my research into real-world impact."</p> |
| <p>Engagement Outside of the University</p> | <p>"I have been actively involved in X community organization, serving as a board member and volunteering for X programs."</p> <p>"I have provided expert consulting services to X companies or organizations, contributing to their growth and success."</p> <p>"I have contributed to X media outlets, including X and X, to share my expertise and insights on X issues."</p> <p>"I have developed and implemented X outreach programs, including X and X, to</p> |

And for a quick formula think:

I have done x, the significance is x, and the impact is x



Celebrating your accomplishments

Some journal prompts to assist you on one of the most difficult things we seem to be able to do – appreciation and celebration of self on successes in our academic work:

1. What successes have I achieved in my academic work, no matter how small or seemingly insignificant?
2. How do I typically respond to my successes? Do I take time to acknowledge and celebrate them, or do I tend to move on to the next task without much fanfare?
3. How can I intentionally make time to acknowledge and celebrate my successes, and what specific strategies can I use to do so?
4. Who are the people in my life who support and celebrate my academic successes, and how can I share my successes with them?
5. How do I feel when I take the time to celebrate my successes, and how does this impact my motivation and joy in my work?
6. What are some creative or unique ways that I can celebrate my successes, beyond just giving myself a pat on the back?
7. How can I celebrate the successes of others in my academic community, and how might this contribute to a culture of celebration and support?
8. What are some potential obstacles to celebrating successes in my academic work, and how can I overcome these?
9. How can I ensure that I am celebrating successes in a way that aligns with my values and priorities as an academic?
10. How can I incorporate celebration and acknowledgement of successes into my overall strategy for academic success?



On cultivating positive relationships in academic work

Building positive relationships with colleagues, peers, and mentors is essential to a fulfilling and successful academic career. These relationships provide support, guidance, and opportunities for collaboration, ultimately contributing to personal and professional growth. However, with busy schedules and competing demands, it can be challenging to prioritize and cultivate these relationships. In these journal prompts, we explore the importance of positive relationships in academic work and reflect on practical ways to build and maintain them. By considering our values, interests, and challenges, we can develop strategies to connect with others in meaningful ways and reap the benefits of strong relationships in our academic careers while thinking about how we can translate this into our academic promotion application.

1. Who are the colleagues, peers, and mentors that I have positive relationships with, and what makes these relationships special?
2. How do positive relationships with colleagues, peers, and mentors contribute to my sense of joy and fulfillment in my work?
3. How can I make time to connect with others in my academic work, despite a busy schedule?
4. What are some practical ways that I can cultivate positive relationships with colleagues, peers, and mentors?
5. What challenges do I face in building positive relationships in my academic work, and how can I overcome them?
6. How can I support and uplift my colleagues, peers, and mentors, and how might this benefit my own work?
7. What are some common interests or values that I share with my colleagues, peers, and mentors, and how can I use these to build stronger relationships?
8. How can I cultivate positive relationships with people from diverse backgrounds, cultures, or perspectives?
9. What are some of the most important lessons or insights I have learned from my positive relationships in my academic work?
10. How can I prioritize building and maintaining positive relationships as a part of my overall strategy for academic success?

Reflecting on these prompts can help academics identify ways to cultivate positive relationships with colleagues, peers, and mentors in their academic work, leading to greater joy, fulfillment, and success.

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