

**CAMPBELL-MONTALVO, Rebecca** (UConn), **MARCETTE, Jana** (MSU-Billings), **IDLEBIRD, Candice** (HSSU & iEMBER), **MCDOWELL, Gary** (Lightoller LLC), **MOORE, Michael** (UC Davis), and **PUCCIA, Ellen** (Beta Rsch Assoc Inc) *Collaboration Workshop: Interdisciplinary Networking for Research in Undergraduate Biology/STEM Educational Equity*. In biology and STEM, there are differential undergraduate major declaration and persistence outcomes for various students. Minoritized students often face learning environments rife with microaggressions, stereotyping, discrimination, etc. In seeking to address these realities, our coordination network is hosting a collaboration workshop to provide an opportunity for SFAA attendees to form new, interdisciplinary teams interested in conducting research on school contexts and the larger social contexts in which undergraduate biology/STEM education occurs. The workshop seeks to facilitate the creation of research teams to support evidence-based, sustainable change in the structure of education. [rebecca.campbell@uconn.edu](mailto:rebecca.campbell@uconn.edu) (19-4)

**GATEWOOD, John B.** (Lehigh U) and **LOWE, John W.** (Cultural Analysis) *Cultural Consensus Analysis*. This five-hour workshop is an introduction to cultural consensus analysis and how to use it to study the social organization of knowledge. Topics include: the original problem that consensus analysis addresses; the “formal” versus “informal” methods and the kinds of data collections appropriate for each; the need to counter-balance items when using the informal method; using consensus analysis to study sub-cultural variation; how different distributional patterns of knowledge affect the key indicators of consensus; and number of questions needed for reliable assessments of respondent-by-respondent similarity. Discussion of recent developments with CCA and issues in participants’ own research, as time allows. (19-3)

**GOLDMACHER, Amy** (Amy Goldmacher LLC) *Academic Backgrounds Serving Work Outside Academia: Proven Strategies for Forging Your Career*. The shrinking academic job market means anthropology students and graduates must carefully consider their employment options. If unsure how to transition to industry, the process of finding work can be filled with anxiety, but it doesn’t have to be. In this 60-minute seminar-style workshop, Amy Goldmacher, PhD will share how she forged her own career path outside academia and provide concrete actions you can take NOW that will help you transition when you are ready. (18-7)

**GONZÁLEZ, Melinda** (LSU), **LESTER, Rebecca** (WUSTL), and **REYES-FOSTER, Beatriz** (UCF) *2021 AMHIG Workshop: Fostering and Addressing Graduate Student Mental Health in Anthropology*. Recent studies have identified a growing crisis in graduate student mental health. Program policies that perpetuate structures of social, racial, and other inequalities and academic bullying have been persistent and intractable problems in graduate education. Many anthropology programs are also failing to adequately prepare their students for potentially traumatic experiences in the field. Despite increasing alarm in the United States about the college student mental health crisis, graduate students are often overlooked in university initiatives focused on undergraduate well-being. Graduate students and mentors are left largely unsupported. This half-day (4-hour) workshop will focus on capacitating graduate program directors and advisors/mentors of graduate students to better understand and respond to the mental health needs of graduate students before, during, and after fieldwork. The workshop will feature graduate student, mental health professional, and graduate advising perspectives on topics such as the scope of challenges in graduate student mental health, how to locate, access, and direct students to existing resources, and how to create program-specific resources where none are available. Taking an intersectional approach, the workshop will include discussions of various challenges faced by members of marginalized communities, such as Black and Indigenous people of color (BIPOC), members of the LGBTQ+ community, people with disabilities, students facing poverty, first-generation college students, religious minorities, and other marginalized communities. Participants will create a mental health preparedness document, including a list of local and national resources as well as clear plans for implementing program-level or individual mentor-level best practices to better attend to graduate students’ mental health. This workshop is being organized by Rebecca Lester, PhD, LCSW, professor at Washington University in St. Louis and president of the Society for Psychological Anthropology and Beatriz Reyes-Foster, PhD, graduate coordinator at the University of Central Florida Department of Anthropology and co-chair of the Anthropology of Mental Health Interest Group, a Special Interest Group of the Society for Medical Anthropology. [gonzalez.melly@gmail.com](mailto:gonzalez.melly@gmail.com) (18-4)

**GRAHAM, Molly** (NOAA Voices Oral History Archives) *Introduction to Oral History Methodology*. This webinar is meant to teach potential oral history practitioners the basics of how to conduct a life-course oral history. Identifying participants, conducting pre-interview research, informing interviewees of their rights, release forms, and interview etiquette will be discussed. The goal at the end of the workshop is for participants to be able to independently conduct their own oral history in their local communities. Samples of the necessary forms will be provided. Additionally, the legal and ethical issues involved in doing oral history will be discussed. [molly.graham@noaa.gov](mailto:molly.graham@noaa.gov) (18-3)

**NOLAN, Riall** (Purdue U/Cambridge U) *Becoming a Practicing Anthropologist: A Workshop for Anthropologists Seeking Non-Academic Careers*. This workshop shows anthropologists (undergraduate, Master’s and PhD students as well as recent PhDs) how to prepare themselves for practice, even within a traditional anthropology program. Six areas will be covered: 1) Practice careers; 2) Practice competencies; 3) Making graduate school count; 4) Career planning; 5) Job-hunting; and 6) Job success. The workshop is three hours long. [rwnolan@purdue.edu](mailto:rwnolan@purdue.edu) (18-1)

**NOLAN, Riall** (Purdue U/Cambridge U) *Moving Out of the Faculty: A Workshop for Faculty Members Contemplating a Career in Practice*. In these times, a non-academic career path is beginning to look more and more attractive to many faculty members. Although for many people a fair degree of anxiety and uncertainty surrounds this option, the news is generally good; most academic anthropologists are highly employable on the outside. Getting a job as a practitioner is quite different from the search for an academic position, however. This workshop will help you understand your strengths and capabilities, your likely career options, and your best

search strategies. We'll cover four areas: the nature of non-academic employment; career planning; locating opportunities; and securing offers. [rwnolan@purdue.edu](mailto:rwnolan@purdue.edu) (19-2)

**SNYDER, Joel** (Audio Description Assoc & Audio Description Proj of the American Council of the Blind) *Audio Description: If Your Eyes Could Speak*. At this interactive, multi-media session, participants will experience how Audio Description (AD) makes visual images accessible for people who are blind or have low vision—the visual is made verbal. Using words that are succinct, vivid, and imaginative, describers convey the visual image that is not fully accessible to a significant segment of the population: 26.9 million Americans who are blind or have trouble seeing even with correction (American Foundation for the Blind, 2019). Participants will learn how AD makes performing and visual arts programming, websites and myriad activities more accessible – and more enjoyable for all. [jsnyder@audiodescribe.com](mailto:jsnyder@audiodescribe.com) (19-1)