

# STARTING YOUR ACADEMIC CAREER

As you begin your career at your new University you face three tasks which you may have to reassess over time:

- ! understanding your own values and goals
- ! developing a strategy for each component of your scholarly life
- ! sizing up your University and its “culture”

## UNDERSTAND YOUR VALUES AND GOALS

Decide what your goals really are--why you got a PhD in Planning. Then figure out how to achieve a sensible balance between what you want to do--and what you have to do--to get resources, raises, and promotion.

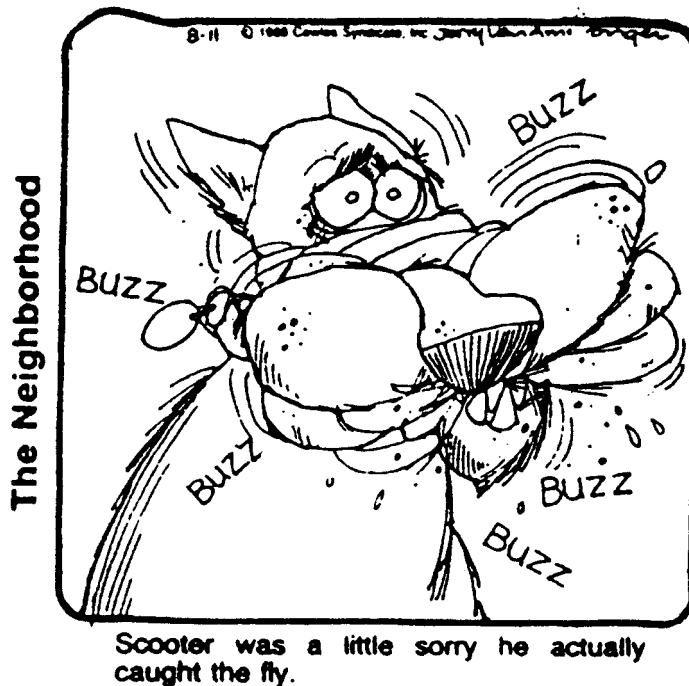
! Don't make yourself miserable for the next six years, doing things you hate, to achieve a goal you might not want when you get it.

# six years from now, when you're normally up for tenure, you may have moved to a Buddhist commune, joined the pro-golf circuit, or taken a high paying job in the private sector.

# or six years from now, after doing all the "right"--but meaningless or even demeaning--things, you may be faced by a new Dean who hates planning or a state budget crunch which cuts your whole department.

Stay in touch with your own values--and identify when your values complement or conflict with those of your institution. When there are conflicts you have a few choices:

! Live your life the way you want--with the knowledge that you may not be promoted or tenured--or even appreciated.



**! Try to convince your Department, School, and University that your activities are as important as those they now value, perhaps by balancing what they want with what you want (all in a 24 hour day).**

**! Leave at the first opportunity, taking a job whose real requirements match your interests (**nb**: it's amazing how often people leap from the frying pan into the fire!)**

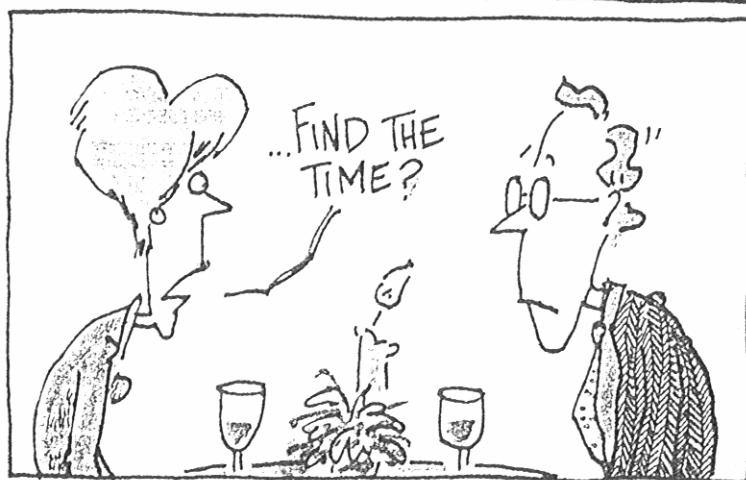
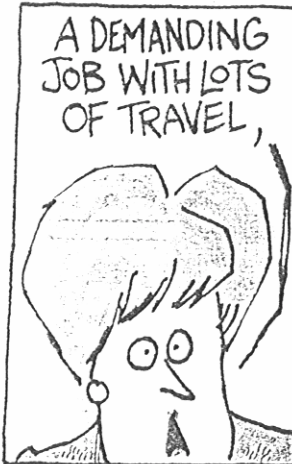
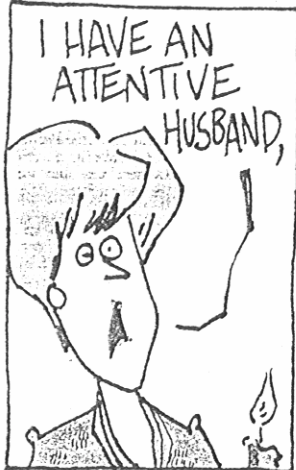
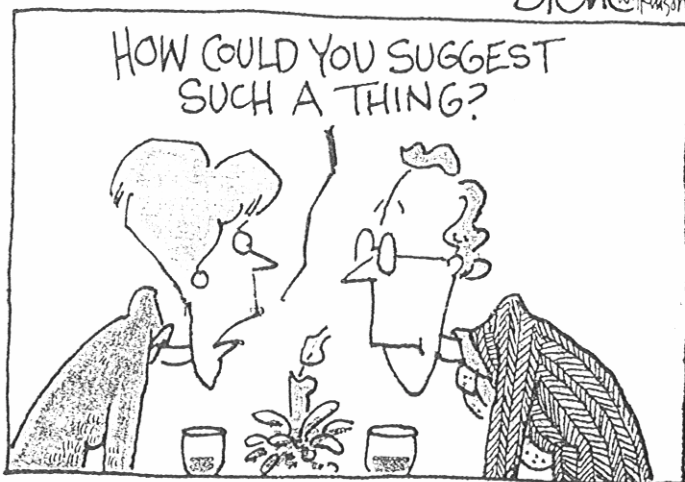
**! Decide how much and where you are willing to change—and do so in a timely fashion.**

**! Whine and complain that your colleagues don't understand you or your work and be astonished when you don't get tenure.**

**Obviously, it doesn't make sense to live your life in a way that compromises your value system and ignores your personal needs. But it's stupid not to see if some accommodation is possible between your values and those of your institution.**

# SYSTEMS MANAGEMENT

SIGNATURE



**! It's always possible, of course, that doing exactly what you want to do, exactly the way you want to do it, whenever you please, will so astonish your colleagues and superiors that they'll totally change their thinking.**

**# but don't make book on it.**

**! On the other hand, you may be able to effectively use information, and your sense of institutional process, to help you do most of what you want to do and remarkably increase your chances of getting promotions, meaningful salary increases, and travel and other resources.**

**# you can always tell them to go to hell after they've given you tenure--but be careful: people sometimes turn into what they pretend to be.**

**Do opportunity cost pricing; every hour spent at a conference or conducting research is an hour not spent leading a demonstration against the University's childcare policy, writing a letter to your mother, reading to your children, preparing a lecture, or taking a nap.**

**! Make sure that your use of time--a very scarce resource--reflects both your values and the things you need to do to get promoted.**

**! Occasionally keep track of what you're doing in each hour over a week; check to make sure that the actual time you're spending on various activities is reflective of your priorities and goals.**

**You'll only survive the next few years if you're clear about your goals and priorities and if you organize your time to meet those priorities.**

**! There are only 24 hours in the day--and all the time management techniques in the world can't change that. So decide what are the most important things to you and make sure you do them first.**

**# this often means not doing things at the bottom of your list, and not doing a perfect job on things in the middle of your list.**

**# just watch your male colleagues and see how easily they give a whole new meaning to the term "good enough."**

**Don't wake up six or seven years from now to find you can't recognize your partner, have missed your kid's childhood, and don't have anything to show for either the articles you've written or the demonstrations you've lead.**

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**J unior faculty hardly ever believe what we've just said.  
Like young Army recruits they think that they're invincible.**

**So just keep these ideas in the back of your head  
until the roof starts to fall in.**

**They may still help you  
when you know that you need help**

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## **DEVELOP A STRATEGY FOR EACH ACADEMIC COMPONENT**

**Once you understand what is expected of you, and what you're willing to do, you need to develop an agenda or organized plan of action for each of the major components of an academic planner's life:**

- , research and creative activity**
- , outreach and public service**
- , teaching**
- , service**

## **RESEARCH AND CREATIVE ACTIVITIES**

**Assume that Research and Creative Activities will take 40% of your time and efforts each year, unless you know that your University has different standards or you have formally negotiated a different load or set of expectations.**

**! Some schools view their major mandate as teaching and expect more teaching and mentoring and less research and publication; you should know and understand this as you develop your plan of action.**

**# But no matter how important teaching or public service is to their mission, most Universities now expect younger faculty to do some publishing or peer-reviewed creative activity (even if older faculty don't do any).**

**! Your entire strategy should reflect the outlay of time on research and creative activity required by the university where you're hired.**

**# but remember that good teaching isn't nearly as transferable as well-respected publications; if you start your career in a school valuing teaching more than research, you will find it difficult to get a job at a different kind of university later in your career.**

**! Some people, of course, spend far less than 40% during the traditional school year and almost 100% of their time during summer on research activities.**

**Develop a clear and focused multi-year research strategy which incorporates your interests and skills, the demands of your Department, College, and University, and your personal workload and obligations.**

**! Identify the kind of research questions you intend to address, how you will do the required research/data collection, who is likely to fund the work, how you will get that funding, and what you will do if you don't get funded (*ie* abandon the topic or change the focus, *etc*).**

**! Lay out your expected research products, particularly those that “count” a great deal toward promotion and tenure.**

**! Consider where and when you will conduct your work—one day a week, evenings or week-ends, full time during the summer, *etc.***

**Universities seek proof that your work is respected by others and has made a meaningful contribution to the knowledge base of planning—this is the essence of the peer- or juried review process.**

**! If your preferred creative activity is non-traditional (for example, applied research) determine how you will present it in ways that are likely to be recognized by your Department and University.**

**! Your research strategy should include a detailed plan for publishing your work in peer-reviewed venues, or receiving recognition for other creative activities through juried competitions.**

**! Your publication strategy should target some of your articles to main stream peer-reviewed planning journals, like JAPA or JPER, even if you expect to publish most of your work in more specialized journals.**

**Develop a strategy for expanding your existing or building a new, national and even international, network of people doing research similar to your own.**

**! Figure out how to identify people who know enough about your research interests to make intelligent suggestions about your work and potential funding sources.**

**In most sub-fields of planning you will need funding to travel, collect data, code and analyze that data, and produce publishable work; your research agenda should include detailed plans for obtaining such funds.**

**! It’s tempting to concentrate only on publishing parts of your thesis or finishing up work on current projects. Unfortunately, 2 - 3 years from now you may have no funding to conduct new work if you don’t start applying for grants now.**

**Post your Research Agenda above your desk (and perhaps on your refrigerator) and check periodically to see how you're doing.**

**! Make sure you budget time and space to complete your scholarly work; it's amazing how often this item is left out of people's personal schedules--as if it will mysteriously happen.**

**# find a quiet space and a quiet inviolate time for your own work--your needs are at least as important as your graduate students or colleagues.**

**! Your approach must be long-term, self-correcting, and constantly monitored.**

## **OUTREACH ACTIVITIES**

**Some people make a distinction between *Outreach* and *Service*: this is only important if you are very interested in community projects and neighborhood planning.**

**! We discuss *Service* later.**

**! Here we talk about the kind of activities which involve you actively in local planning issues and for which you want appropriate credit toward tenure.**

***Outreach* can take from nothing to 40% of your time and efforts each year. And this depends on your own interests, how your College and University define *outreach*, and what you can or want to formally negotiate.**

**! Even if you have negotiated a contract which allows you to substitute outreach for more traditional scholarly activities, you must recognize that there are a range of activities which can be called *outreach*.**

**# there is no clear agreement on what they are, how they should be valued, or even if they should be done by tenure-track faculty at all.**



**! If you have changed your career plans after you've started a job and you haven't formally negotiated a way to substitute outreach for scholarship--you must understand that this is a contentious issue.**

**# you are entering a minefield if you become interested in doing a significant amount of community-based public service and want to do less teaching and/or traditional research as a consequence.**

**The easiest way to view *outreach* is simply as a type of *service* responsibility; that is, as is part of the 20% of your obligations.**

**! If this is your view, you don't have a problem--almost all planning faculty and schools are willing to count these activities as *service*.**

**! But remember: if you don't want to do public service projects, you may have problems because some planning departments believe that *outreach* is an integral part of all planning efforts or pedagogy and expect you to engage in it even if you teach quantitative methods or history.**

**You will have a much harder time if you want to spend more than 20% of your efforts on *outreach* and you haven't (yet?) negotiated a way to do so--or sadly, even if you have. You have three major alternatives: the first is to get your *outreach* recognized as part of your Research obligations.**

**! It's no picnic to do so, partially because it's hard to prove your impact on the field or the state of practice.**

**! Unfortunately, senior faculty may simply view extensive *outreach*, no matter how well received, as "just" more *service* which counts for only 20% of your obligations.**

**The best way to get public service and community *outreach* counted as Research or creative activity is to find a way to get those activities recognized and evaluated in some way by external sources preferably at the national audience.**

**! No matter how great your impact in the local community, it's always better to be able to show that you've had wider impact on the profession or pedagogy of planning.**

**! You can, of course, publish articles about your activities; it's just as easy to get such work accepted by peer-reviewed planning journals as more traditional scholarship.**

**# but telling you to write about your community work is really dumb smart advice—many people who do this kind of work aren't willing or able to give up meaningful professional activities to carve out time to write about it for scholarly journals.**

**! You might team up with another faculty member more into scholarly writing to co-author articles about your community work.**

**! You could enter your community projects in regional or national competitions, such as those sponsored by ACSP and APA, in order to achieve external evaluations.**

**! Increasingly ACSP is offering venues where you can present your public work, interact with colleagues doing similar work, and trade syllabi or studio approaches.**

**# this may give you a way to demonstrate your influence beyond your own community.**

**# it's possible that such involvement will lead others to write about your work which is, again, external validation of your local activities.**

**If you want to spend more than 20% of your efforts on *outreach*, a second major alternative is to negotiate your formal work assignment to include a larger role for it—and a concomitantly smaller role for Research (or Teaching, although that's rarer).**

**! In certain Universities this may be far easier than in others.**

**If you want to spend more than 20% of your efforts on *outreach*, a third major alternative is to get your *outreach* recognized as part of your Teaching obligations.**

**! This is probably the easiest of the three alternatives; we discuss it below.**

**If you want to be actively involved in community issues, you should try to go to a University which values these activities and will formally allow you to substitute these accomplishments for more traditional scholarly efforts.**

**! As we've suggested above try to know this before you take a job and negotiate a different set of responsibilities.**

**! If you realize that you want to stress community projects as your creative contribution *after* you have taken a job or signed your contract you should try to re-negotiate with your department as soon as you can.**

**# community service projects are like catnip; sometimes they just seem so much more meaningful than writing articles or getting grants that young faculty get drawn in without bothering to consider the consequences.**

**! *Outreach* cannot be an after-thought; you have to decide exactly how it's going to fit into your overall strategy, how you're going to make it part of your personal program. And then you must get your University to agree!**

**With or without a prior agreement, you must develop a strategy early in your career to make the best case possible when you are reviewed that your *outreach* is so outstanding that it makes an important contribution to the field.**

**! In most cases—and this is controversial—simply doing community projects, even if you have formally negotiated a contract allowing you to do so, is not enough. You have to prove that the projects have been recognized as meaningful, preferably by a national audience.**

**! To the extent you are expected to *prove* the value and importance of your outreach, negotiate for your department to accept a variety of ways to evaluate your work—and to say so in writing.**

**# artists, musical performers, and other odd folks get tenure at many Universities; figure out the standards they use and see if you can re-fashion them for your needs.**



THE CHRONICLE OF HIGHER EDUCATION

GLEN DINES

*“I’m afraid that three letters to the editor concerning the problem of infrequent bus service on Elm Street—although well written—do not constitute a major contribution to the world of pedagogical literature.”*

**# architects get tenure for plans of buildings never built and for other people writing about their work! See if their evaluation processes might work for you.**

**Three big reasons that local projects and programs aren’t valued more highly by many academicians is that 1) they are highly collaborative so your individual contribution usually isn’t clear 2) the payoff can be many years in the future so the impact isn’t obvious, and 3) they are not peer-reviewed so your colleagues have no external evaluation of the project’s significance.**

**! If you want to do outreach, and you won't or can't write articles about your work, try to find ways to get meaningful public recognition of the *individual* local contribution you're making.**

**# you need letters, or other forms of acknowledgment, which detail your specific accomplishments and describe their importance and impact.**

**# but be careful--lots of public officials write letters thanking people for separating their recyclables or taking part in charity golf tournaments.**

**! Develop indicators that convey impact—the number of homeless people housed, the number of homes rehabbed, the dollar size of grants or private investment brought into the community because of your efforts.**

**At some schools doing a project report (as part of your outreach) is considered to be a scholarly publication—and we know this because some Chairs have said so.**

**! In 1999 ACSP began an Institutional Data Collection project; Planning Department Chairs were asked to describe the kind of research in which their faculty engaged: some schools listed project and professional reports as research accomplishments.**

**# but other schools complained about including such documents in the list of research and scholarly accomplishments!**

**! In any case it is easier to gain credit for public service if there is some kind of written document, although in many projects just getting a process started is, in itself, a major accomplishment.**

**With or without a prior agreement about the role of public service in your evaluation, don't fall into the trap of promising to write scholarly articles about your outreach if that isn't your thing or the way you expect to contribute to the field.**

**! If you have any suspicion that you won't be able to write about your *outreach* for scholarly journals: DON'T KEEP PROMISING TO DO SO.**

**! People sometimes make the situation worse by writing one or two articles about their professional work and then no more; this suggests that they once agreed with traditional standards but couldn't continue to meet them.**

**# of course, having two articles is probably better than none at all—unless it leads your colleagues to devalue all your other contributions.**

**# you have to insist that there are multiple ways to achieve recognition for outreach and public service and that writing articles is just one.**

**# you must get your department to formally buy into the argument that you should be allowed to “mix and match” various ways of achieving recognition for your impact on the profession.**

**OK—let's have a reality break. We've noticed that many people who are trying to get *outreach* counted as Research are doing so long after the fact, AFTER promising for years to publish or do other traditional scholarship.**

**! Nobody has any respect for people who cry foul when they finally realize that they can't meet standards which they've overtly or tacitly embraced for years.**

**The bottom line: getting School credit for local outreach and service, and even project reports, is hard to do. Even when you get credit it is like getting paid in a local currency not traded on world markets; you can live well on it at home but it doesn't buy you much anywhere else.**

**! Although there are well known exceptions, many academics famous in their hometowns for their outreach simply cannot get hired anywhere else (except in the same metropolitan area).**

**# and this is partially because they have no independent or external evaluation of their skills and activities.**

**! Before you choose this path, make sure you really want to stay at one School (or in one metropolitan region) for your whole career.**

**# if you don't or don't know, and you want to be actively involved in outreach and service, you really should try some of our other suggestions:**

**-write about your work for peer-reviewed journals, get somebody else to write about your projects, submit projects to juried competitions, and become involved in a national network of people doing similar work who can vouch for your national impact on the field.**

## **TEACHING**

**Assume that Teaching, including class time, preparation, grading papers, thesis advising, meeting with students, and independent studies, will take 40% of your time and efforts each year, unless you know that your University has different standards or you have formally negotiated a different work load or set of expectations.**

**! Your entire strategy should reflect this required outlay of time.**

**It's an axiom that no one trains PhD students to teach but most major Universities have programs that will help you learn to do so. Plan your teaching strategy to take advantage of available services before you get poor teaching evaluations or spend more time than you should to have good results.**

**! Some schools require new hires to attend courses on how to teach; even it's not required find out when and where they're being given and sign up!**



THE CHRONICLE OF HIGHER EDUCATION

MISCHA RICHTER AND HARALD BAKKEN

*“This one says, ‘I think I would have learned a lot more if the course had been conducted in talk-show format.’ ”*

**! No matter how hokey you think ed. psych. is, these courses can teach you important things about how to present material, prepare assignments, interact with students, and grade student work.**

**Develop a fairly organized process and schedule for dealing with independent study students and thesis committee assignments.**

**! You should try to avoid doing too many of these kind of teaching activities in your first year or two since they are very time-consuming.**

**! It’s best to ask your Chair and colleagues what they consider a fair share—and do no more.**



**If you have decided to do most of your Outreach through class projects and studios you need to carefully structure and organize your classes so they both accomplish useful community work and meet relevant pedagogic goals.**

**! This kind of work takes an extraordinary amount of time and preparation; unlike other courses, studios and projects don't get easier over the course of the semester.**

## **SERVICE**

**Assume that Service, including committee assignments, active participation in scholarly or professional organizations, and, in most cases, public service and outreach, will take 20% of your time and efforts each year, unless you know that your University has different standards or you have formally negotiated a different work load or set of expectations.**

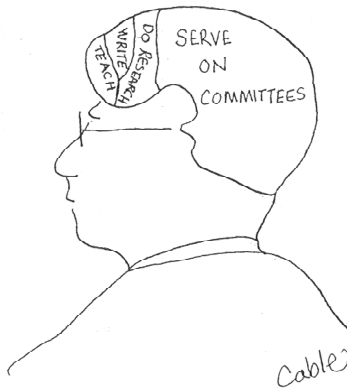
**! Your entire strategy should reflect this required outlay of time.**

**Some schools are very good about not burdening their junior faculty with excessive committee and other departmental duties; others have no compunction about heaping myriad duties on new faculty.**

**! Find out what the "normal" committee load is and ask for a lighter load in your first year or two; after that, don't do more than your share.**

**! Unfortunately the authors have heard many stories about junior faculty, particularly women, who defy their department's best efforts and spend countless hours serving on committee after committee.**

## THE ACADEMIC BRAIN



THE CHRONICLE OF HIGHER EDUCATION

CAROLE CABL

**You may appear naive, or worse, misdirected if you spend too much time on Service (especially on campus) when you are expected to understand that it isn't that important.**

**! Doing substantial intra-departmental or even campus-based service is simply not a good use of your time before you have tenure.**

**Part of your Service responsibility should be active involvement in organizations like ACSP, APA, Urban Affairs, or Regional Science (or others as appropriate to your speciality) as well as serving as a reviewer for JAPA, JPER, JPL, *etc.***

**! You should develop a strategy for getting involved in a meaningful way in these organizations and/or with relevant journals.**

**# see if there are committees or Task Forces dealing with issues important to you; call the Chair and ask if you can be involved.**

**# call the regular or Book Review editors and ask if they'd like help in reviewing articles or books in your speciality.**

**C.P. Snow, *The Light and the Dark*, 1947 republished with author revisions in 1972 as part of *Strangers and Brothers*, New York, Charles Scribner's Sons. pp. 850**

“Well,” said the master, “I thought it right and proper-in fact I felt obliged-to bring up the name of Mr. Roy C.E. Calvert for consideration. I have told the college, no doubt at excessive length, that in my own view Mr. Calvert is our strongest candidate for years past.”

“Master,” Despard-Smith gazed down the table with gloom, “I am afraid that I must impress upon the college the disastrous consequences of a risky election...First of all, I am compelled to ask whether any of Mr. Calvert's sponsors can reassure me on this point: if he were to be elected, would he take his share of the”...Despard-Smith stuttered, and then produced one of his descents into funereal anti-climax – “the bread-and-butter work of the college? I cannot see Mr. Calvert doing his honest share of the bread-and-butter work, and a college of this size cannot carry many passengers.

“Perhaps I might answer that, Master?” said Arthur Brown...

“Anyone who knows Mr. Calvert,” said Brown roundly, “could feel no shadow of a doubt about his willingness to undertake any duties the college put upon him. Put it another way: he would never let us down, whatever we asked him to do. But I must reply to Mr. Despard-Smith that I myself, and I feel sure I am speaking for several fellows, would feel very dubious about the wisdom of our asking Mr. Calvert to undertake these bread-and-butter duties. If he is as good at his research work as some of us are inclined to think, he should not be encumbered with more pedestrian activities. As for Mr. Calvert, I should be inclined to say that I don't expect a nightingale to crack nuts.”

Despard-Smith shook his head. “Many of us have had to sacrifice our interests for the college. I do not see why this young man should be an exception.”

**! Such involvement is tied to other aspects of your personal strategy, such as building a national or international network of people with research interests similar to yours.**

## **SIZE UP YOUR INSTITUTION**

**It is your job, FROM THE FIRST MOMENT YOU STEP FOOT IN AN INSTITUTION to understand how it works: the real chain of command, who controls the budget, who makes promotion and tenure decisions, who authorizes activities.**

**! Every institution has both formal policies on most issues governing your life and formal procedures that supposedly implement those policies.**

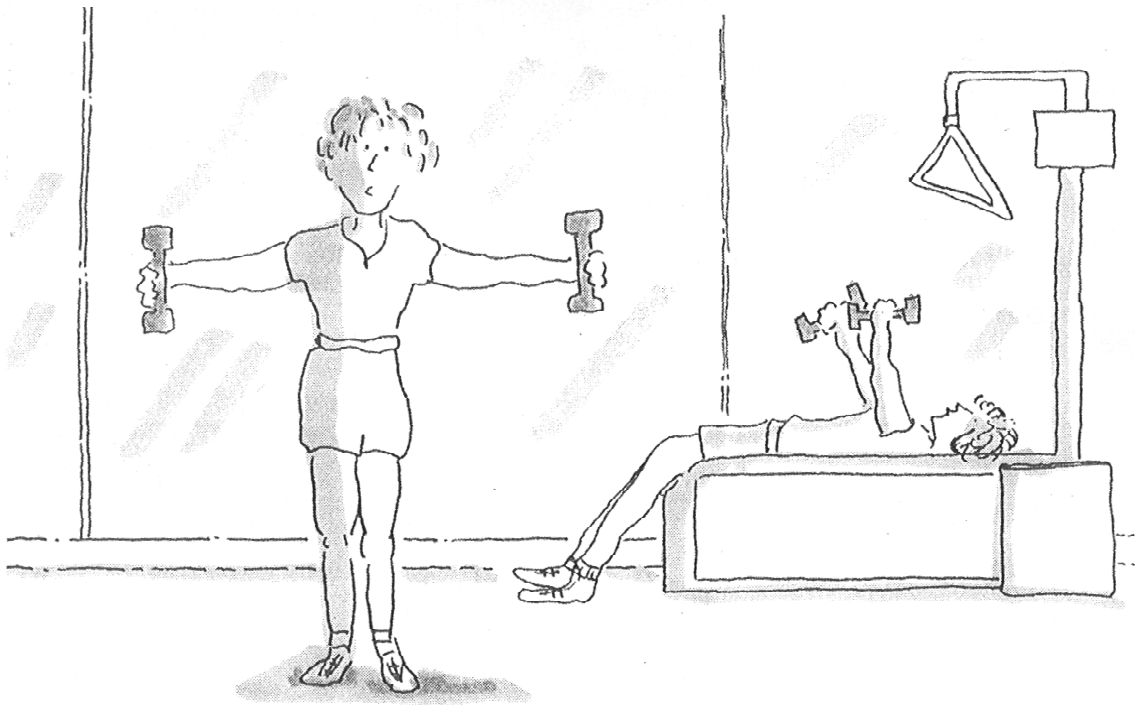
**! Like a scissors, you need to understand both policy and procedure to successfully "cut it" in your institutional environment.**

**Every University, School, and Department also has a set of informal norms, values, and beliefs about your behavior and performance. Even though current faculty may have difficulty clearly articulating these values, you ignore them at your peril.**

**! Listen carefully your first year and try to suss out what really matters to the people who matter.**

**# in some Colleges or Departments senior faculty are very concerned that all professors share the teaching or counseling or thesis burden; if you don't do "your share" (even if you're not contractually obliged to) you may suffer in their eyes.**

**# in other Departments you'll incur enmity if you don't serve on a lot of committees or volunteer to take on additional duties.**



ER EDUCATION

*“Tenured” means never having to say: ‘Gee, I’d love to serve on that committee.’ ”*

**# in still other Departments you’ll miss out on key decisions (or even be ostracized) if you don’t go to lunch with the boys or hang out in the faculty lounge mid-afternoon or engage in some other informal social events.**

**! Don’t break any “rules” by accident; if you’re willing to pay the price you can disregard departmental norms you don’t like or agree with as long as you understand the consequences.**

**Each University creates it's own world even if it shares some standards and practices with other places; it's imperative to figure out your University's norms, rules, and customs.**

**! Never assume that your new institution has the same policies as the school where you got your degree or where your spouse or best friend teaches.**

**Learn how and why people get resources, raises and promotions in your department, in your School or College, and in your University.**

**! Dig beyond the institutional facade and formal organization charts; find out exactly where in your institution key budget, salary, and tenure decisions are made: how, when, why, and by whom.**

**# learn the role and the importance of Departmental, School, and University committees as well as their schedules and processes.**

**# find out who are, and who are not, influential actors in various areas. For example, in some Universities Deans actually make tenure decisions; at other institutions the Dean has only one vote on a School-wide committee.**

**! Departments, Colleges, and Universities may each 1) use different criteria to make salary, promotion, and resource allocation decisions and 2) make different decisions about your life.**

**# your department may be willing to recognize and reward your heavy teaching or public service, while a University-wide tenure committee may ultimately refuse to promote you on the same record.**

**- at the same time, if you have a written contract which specifies a different or non-traditional distribution of responsibilities make sure that this is repeatedly spelled out every time you are evaluated.**

**# get a feeling for how much departmental opinion weighs on School decision-makers, and how much School opinion weighs on University decision-makers particularly if there are difference in evaluation criteria at different levels.**

**It is equally important to understand who does, and who does not, evaluate your work, make decisions about your salaries, and vote for your tenure within your own department or School.**

**! Planners in academia have an extremely tough job; we do work that crosses disciplines, so no one else claims our work but everybody thinks they're competent to judge it.**

**# we're often housed with people we have too little or too much in common with, from performing artists to econometricians.**

**! If you share a College or department with people with profoundly different training, find out if you have to answer to them in any aspect of your University life (from travel grants to tenure decisions).**

**! Learn what is valued most by the actors or committees that matter most and, given your values and goals, decide how to act accordingly.**

**# in the first edition of this booklet, we assumed that planners would have the easiest time within their own departments and the hardest time at higher levels of the University—but this isn't always so.**

**# Some Chairs tell us that higher levels of the University are often willing to take the word of individual departments on what constitutes acceptable scholarship—but it's the department itself that gives the candidates a very hard time.**

**-some senior faculty who have never published a thing are often the most demanding of younger faculty.**

**Clearly differentiate between historical patterns and current requirements because criteria change. Universities are full of older tenured faculty who could never get tenure today—but if you depend on their experiences or advice to guide you to tenure you could be in big trouble.**

**! Planning programs have historically promoted non-PhD's, active practitioners with no publications, *etc.* However if you're an academician today you should assume that you'll have to meet traditional academic standards.**

**# all University departments have some tenured faculty who can't read a book, let alone write one. But historical patterns mean almost nothing in your tenure evaluation.**

**! In any given University, at any given moment, there is always somebody who was tenured for something out of the ordinary, from stellar Faculty Senate service to having a sick child or dying spouse.**

**# the exceptions usually prove the rule: learn the rules.**

**# women are almost never the happy exception to a rule; if your University doesn't really value teaching, for example, you're not going to be the one they promote for your impressive student evaluations.**

**If you haven't already done so, find out what the University maternity, sick leave, and unpaid leave policies are--whether you think you'll ever need them or not.**

**! You should pay careful attention to the kind of personal and professional events that may impact your life at the University.**

**# knowing what these policies are will help you make appropriate plans for your life.**

**# if you discover that any of these policies are inadequate or unfair, you can get involved in campus efforts to change them now, rather than fighting a lonely personal war later--or being the horror story everyone cites.**

**Universities (and individual departments and colleges) differ in the extent to which they allow early tenure consideration, or delay tenure decisions. Assuming you haven't already negotiated some kind of tenure delay as part of your hiring package, learn all your options even if you think you'll never care.**

**! Find out what, if anything, you can do to *stop* the tenure clock--that is, give you additional time to achieve an appropriate record.**



**# for example, going half-time stops the clock at some institutions but not at others.**

**! Learn what, if anything, you can do to *speed up* the tenure decision.**

**# Some Schools allow faculty to request early consideration; in fact some places will *only* consider early tenure if a faculty member requests it.**

**# Be sure to find out what happens if you fail in early tenure consideration.**

**! If you're ever offered either a "time-stopping" arrangement or early tenure consideration make sure the person making that offer has the authority to do so—and get it in writing.**

**Learn how your University views half-time positions and other non-traditional arrangements; find out what options they formally allow and what informal arrangements have actually been negotiated--before you need them.**

**! You never know when you'll want a half-time tenure-track appointment for parental leave, or professional/consulting work, or...**

**# there's nothing worse than being six months pregnant, or dealing with a seriously ill parent or child, or having the opportunity to work on a wonderful professional project, and not being able to take off time without endangering your tenure or even your job.**

**! Although formal policies have become more common since the original edition of this Guide, many Universities simply don't have them. Decisions are often left to Deans or Chairs.**

**# collect and document in writing if possible relevant actual on-campus experiences.**

**-for example, of departments delaying tenure decisions for faculty combining careers and family or professional practice and teaching, or allowing part-time tenure track appointments.**

**# seeing what other people did will give you some idea of arrangements you might never have thought about.**

**# such information can be useful in buttressing your request for similar action; chairs and deans can be remarkably cowardly in the absence of formal policy mandates. Successful examples can help give them backbone.**

**Make sure you get information on these issues from multiple sources ranging from the Faculty Handbook (if there is one) to your Dean to the Affirmative Action Officer. Ask people who've been recently tenured (or denied tenure) in your School and across the University.**

**! Expect a lot of fuzziness and even conflicting opinions; routinized processes seem to more the exception than the rule. In the absence of formal procedures, identify actual practices and experiences.**

**# differentiate *professional* advice (from colleagues in planning at other institutions, for example) from *institutional* advice (from colleagues on your campus even if in biology or nursing); both are useful in different ways.**

**# compare various reports to see how clear the process really is, and how likely it is that your colleagues, and even superiors, understand it.**

**-you'll be amazed at the level of ignorance among those who ought to know better.**

**! Be very careful if people tell you “not to worry” or “you’re ok” when you ask these question; lots of people who had difficult tenure cases were routinely told they had nothing to fear.**

**# sometimes this is ignorance or bad advice; sometimes it's because people don't have the guts to give you bad news.**

**Learning about your institution must be continuous; in the course of the six years it usually takes for tenure, all sorts of modifications in policy, process, and practice may occur. Be vigilant.**

**! Don't ever let yourself be taken by surprise; like a Scout, a planner is always prepared.**

**! Recognize a range of possible institutional changes, their potential impact on your career, and your viable responses.**

**It has been said that "when *they* have the will to promote you *they* will." Of course this is true—but *whom* they have the will to promote is not a foregone conclusion.**

**! Departments hardly ever want to promote people who don't publish until their sixth year or who couldn't recognize the senior members of the Promotion and Tenure Committee to save their lives.**

**! You have the ability to make yourself the person everyone knows will get promoted—the question is whether doing so is consistent with your personal values and goals.**