

3rd Edition, 2011

The Yellow Book:

**How (Not) to  
Get Ahead in  
Academia**

The Irrepressible Women Planners

---

# Contents

INTRODUCTION .....	4
1. YOUR LAST YEAR(S) AS A STUDENT (AND BEFORE) .....	6
Develop a Teaching Portfolio .....	6
Publish and Create .....	7
Network with Others Doing Similar Work.....	10
Scope Out Possible Job Options.....	11
Finally, a Word about Your Dissertation .....	12
2. GETTING THAT FIRST JOB .....	14
Identify Your Career Goals .....	14
Recognize Good Openings for You .....	16
Prepare Winning Applications.....	19
Engage in Covert Data Collection.....	23
Prepare for Interviews.....	26
The Job Talk .....	28
Individual Meetings and Discussion over Dinner .....	30
Live though the Weeks or Months After the Interview.....	34
Decide Which Job to Take .....	35
Negotiating an Advantageous Contract .....	36
3. STARTING YOUR ACADEMIC CAREER.....	41
Understand Your Values and Goals.....	41
Develop a Strategy for Each Academic Component.....	43
Research and Creative Activities .....	43
Outreach Activities .....	46
Teaching.....	50
Service.....	50
Size Up Your Institution .....	52
4. PUTTING YOUR STRATEGIES INTO ACTION .....	57

---

Research.....	57
Keep Building Your Network.....	57
Win Grants.....	59
Publish.....	63
Conference Presentations .....	66
Submitting Articles .....	67
Internet Presence and Publications.....	72
Outreach .....	73
Teaching.....	75
Structure New Courses.....	75
Maintain Quality .....	77
Deal Effectively with Students.....	79
Do Outreach Through Teaching .....	81
Service.....	83
Develop a Reasonable Service Program .....	85
Don't Do More than Your Share .....	87
Collegiality.....	89
Understand the Value.....	89
Exercise Social Skills.....	90
Deal Appropriately with Other Women .....	92
5. RECEIVING YOUR JUST REWARDS.....	93
5. RECEIVING YOUR JUST REWARDS.....	93
Understand Evaluation Processes.....	93
Keep Comprehensive Records.....	94
Learn from Reviews.....	96
Anticipate Problems .....	100
Control the Tenure Review .....	101
Understand the Process.....	102

---

Get Your Job Done .....	104
Ensure Appropriate Reviewers.....	106
Live Through It.....	109
6. WHAT HAPPENS NOW?.....	111
POSSIBLE READINGS .....	114

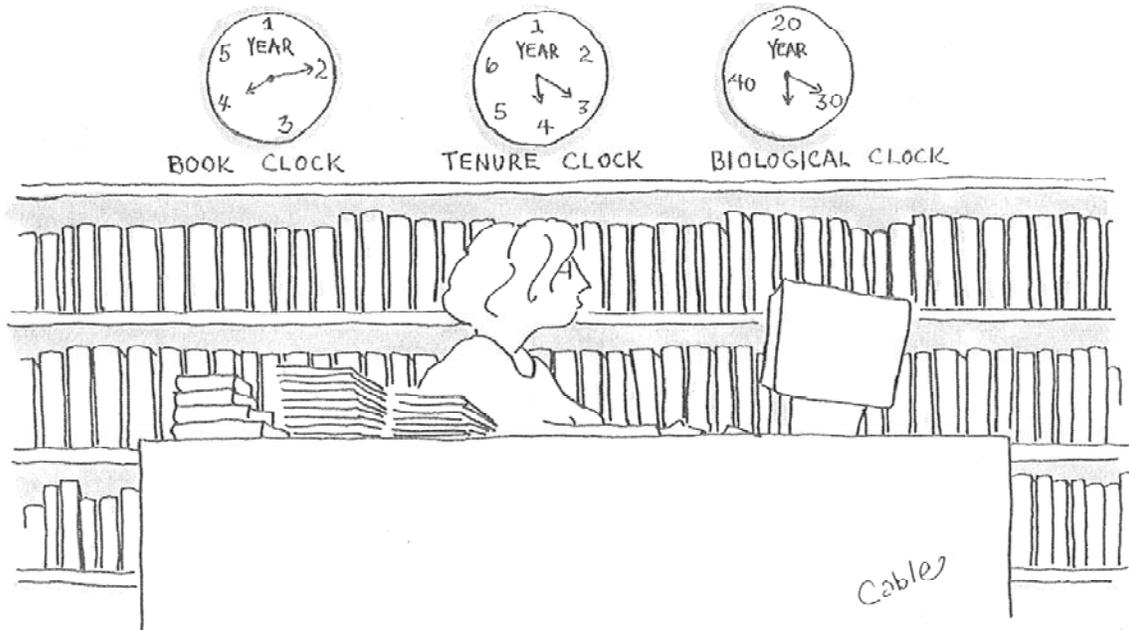
---

## INTRODUCTION

This is the third edition of a booklet distilling the wit and wisdom of many successful women (and a few men) in the planning academy, prepared by the Irrepressible Women Planners. The first edition was published in 1988 and has become a classic of sorts. Known as the Yellow Book because the original cover was yellow, it was dedicated to helping women faculty get ahead—and there is a lot of evidence that it did so. A second edition followed.

This edition is equally dedicated to that same goal and is based on one major proposition: it's a job to get raises, resources, and promotion--and it's *your* job. You can't sit around expecting someone else to recognize your accomplishments or make sure you're rewarded for your achievements. And there are some important reasons why this is so.

First, you have take charge of your professional life because a successful academic career often requires personal and professional trade-offs, and these are choices only you can make. If you spend all your time working with community groups, you may not publish enough; if you spend most of your time writing articles, you may not have a meaningful personal life. You must decide for yourself how you want to balance the personal, academic, and professional opportunities and obligations which compete for your time.



THE CHRONICLE OF HIGHER EDUCATION

CAROLE CABLE

Second, universities are as inefficient, incompetent, and bureaucratic as any large institution (and many are in significant institutional transition at the moment. If you don't take charge of your career, and how it's evaluated, no

---

one else will come close to doing an acceptable job of doing that for you. If you're lucky, your university will have a fair, well-publicized, formal review process, you'll find a useful mentor, and colleagues will provide meaningful guidance. But you will always carry the biggest burden in navigating this bureaucratic structure no matter how much help you get. And it's not uncommon for junior faculty to get very little help or even bad advice rather than any real help.

Third, young scholars are increasingly leaving their PhD programs unprepared to handle the many obligations they'll have in their new academic life. This booklet is designed to outline the major tasks you'll be undertaking and suggest how you might find ways to carry them all out.

This booklet has a fourth perspective: women are often disadvantaged in academic life, as elsewhere—even in the absence of intentional discrimination—because they're not already “part of the club.” As a woman, you may have to start by climbing out of the basement to prove things about yourself that are routinely assumed to be true for comparable male colleagues. You may have to *demonstrate* your teaching or administrative skills, or *prove* the value of your research— and answer questions never even raised about comparable men. It's not fair, and it has been slowly changing over the years since the first edition of this booklet, but it's a reality which you have to recognize and address.

Obviously, however, many academic problems are common to men and women. So, even if you don't agree that women face special problems, we still think that you'll find this booklet to be useful. Not all the contributors agree on all the suggestions appearing here, so we've tried to indicate several sides of controversial issues so that you can think the issues through for yourself and find what works for you.

This booklet has six major sections. The first two are for young PhDs just about to enter the job market. These sections address the final year(s) as a student, the job search process, and negotiating a contract. Because some of the concerns facing those preparing for a career or seeking a job mirror those of young professors working toward tenure, the booklet saves comprehensive discussion of those issues for subsequent sections (but refers readers to the specific pages where those discussions appear).

The next two sections focus on developing a long-term agenda for each component of your scholarly life and putting those agenda into action. The fifth section stresses how you can and should ensure that you are justly rewarded for your efforts. The sixth and last section asks the question: what do you do next? The booklet concludes with a short list of books and articles for further reading which might help you navigate these rough waters.

---

## 1. YOUR LAST YEAR(S) AS A STUDENT (AND BEFORE)

Finishing your dissertation is only part of your job in the closing years of your doctoral effort. You also need to:

- Build a teaching portfolio.
- Prepare papers for conferences and, if possible, publication.
- Network with others doing similar work.
- Scope out possible job options.

In fact all of these tasks will be a continuing part of your professional life in academia. So in this section we only briefly outline how best to do them. These important subjects are discussed at length in later sections of this report.

### Develop a Teaching Portfolio

Schools like to hire junior faculty who have **already** taught because experienced teachers take less time to develop new courses, prepare more practical ones when they do, and may already have both syllabi and student evaluations that the search committee can review.

- Senior faculty often get terrible student evaluations. Many programs want their new hires to be better teachers, particularly for courses which traditionally raise student ire like methods or theory.
- Those who have organized and taught a course are less likely to expect students to read 30 books in one semester or fall for students' dying grandmother excuses.

Some PhD students have substantial teaching experience; others very little. If you haven't taught much, volunteer to do so when you are a graduate student.

- The time you use in graduate school to prepare courses can save you time prepping classes and gaining experience while the tenure clock is ticking.

There is no guarantee, of course, that what you teach in graduate school will be what you teach later. However, some experiences transfer, such as how to:

- Manage a classroom;
- Set clear expectations for students and yourself;
- Learn what approaches and styles feel comfortable to you, and
- Balance your teaching time with your research time in your schedule.

If teaching your own course isn't possible, you can:

- Volunteer to co-teach someone else's course;
- Help organize an independent seminar;
- Serve as a teaching assistant.

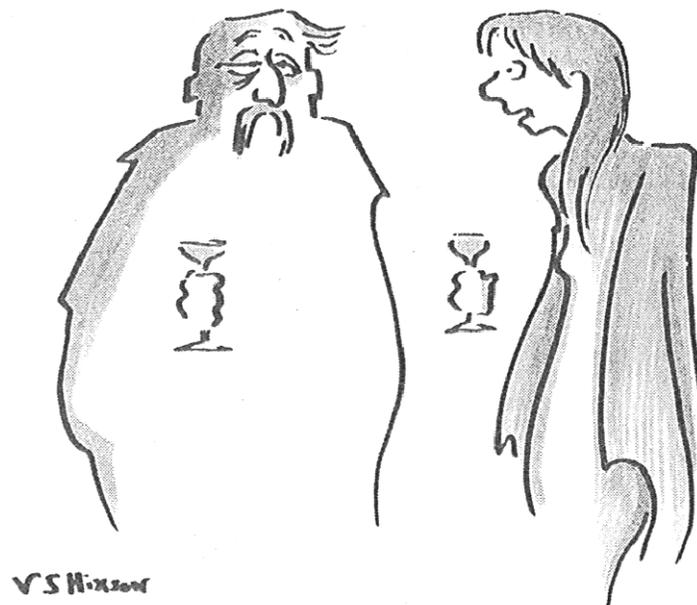
---

Whether you've taught or not, now's the time to prepare syllabi for at least two basic courses that you could, or want to, teach.

- o Many departments expect junior faculty to teach core courses, like **Introduction to Planning** or **Planning Theory** or **Quantitative Methods**, so it's a great idea to take the time to develop some basic courses outside your specialty.

Now is also the time to think carefully about your teaching philosophy, that is, how you engage students and how you believe students learn best.

- o While your philosophy will probably evolve over the course of your career, you should start thinking about it now so you will have **something** ready to say when questioned by search committees. In fact some universities require a written teaching statement in applications.



*"I'm not sure I'm following you. You hate writing syllabi,  
you hate grading papers, you hate lecturing,  
but you love teaching?"*

THE CHRONICLE OF HIGHER EDUCATION

VIVIAN SCOTT HIXSON

## Publish and Create

Once upon a time, young planning PhDs only had to demonstrate the **promise** of creative activity or publications. Today, hiring committees may expect new planning PhDs to have submitted 2 or more papers to peer-reviewed journals (even if not yet accepted) in order to qualify for an interview. Some sub-areas will accept substantial, widely-recognized, well-documented, unusually innovative professional experience but these are the minority and the bar is high.

- 
- Departments do not want to hire people who will not be successful in attaining tenure. Nothing shows that you can hit the ground running like already having a body of peer-reviewed work.
  - Some Universities won't even consider a new PhD for a tenure-track position without at least one publication, although it can be co-authored with faculty.
  - Most departments want young scholars to have had the experience of working through the publication process before they start the tenure clock.
  - Some of the contributors believe that if you're an urban designer or land use planner, you may be able to substitute extensive, recognized professional experience for some published articles—but you still must have that portfolio to be competitive.
  - Some doctoral programs allow students to write three (or more) publishable papers rather than preparing a formal dissertation.
  - If peer-reviewed papers are important to your subfield of planning, use this three-essay dissertation option. It will put you ahead of the game in most sub-fields of planning.
  - If you are in subfields of planning, like history, theory, or design, where books matter more, this approach won't work.
  - A useful strategy is to have at least one "job-market paper" submitted to a journal by the time you are ready to apply for positions, which means you must start well ahead of the time you start applying for jobs.
  - For many people, the first step in publication is presenting a paper at a conference. Identify an appropriate venue and its submission deadlines and submit an abstract (some require full papers) even if you're not sure you'll be ready.
  - The ins and outs of conference preparations and submitting papers for publication will be crucial to you after you start a job—these issues are comprehensively addressed later in the booklet. If you're curious or concerned now, see page 66. Here we discuss only the very basics.
    - Offering a paper creates some real deadlines which you may need to bring parts of your work to a conclusion.
    - You can always withdraw if you really don't finish the paper in time (but be sure to formally do so well in advance—don't just fail to show up).
  - Many conference sessions have discussants, people who will make comments on your paper after you (and others) present; this is an invaluable way to get feedback on your work in progress. But most discussants want to see your paper well in advance of the conference. If you are running late contact the discussant and determine their drop-dead date for paper receipt.

- 
- You may well get useful feedback from others in the audience or those who talk to you later.
  - Offering a conference paper is a useful way to start thinking about **interim** products; if you wait for the completion of your great work before you present or publish—it is possible you'll never get around to doing either!
  - Publishing with faculty on their research can be a great way to begin to learn the publication process.
    - Find out who is doing interesting research and ask to be a part of the project. Make yourself useful and contribute.

Do your conference presentation right if you're going to do it. People will forgive PhD students a lot but there's no sense making a bad presentation. Conference presentations are discussed later in this booklet; see pages 66-67

- Be very careful about what you present in your 15 - 20 minutes; cut to the chase. Make sure to see the section in this Booklet that suggests how to give the best presentation.
- Watch other presenters to identify the strengths you might emulate and the weaknesses you might avoid.
- Prior to giving your presentation at a conference, ask your peers or mentors to listen to a "practice run" for their feedback.

Always tell relevant faculty of your plans to present a conference paper or to submit a paper for publication. This is absolutely crucial if you are publishing from her or his funded research projects or using his or her data.

- If your dissertation chair or a committee member is opposed to your presenting or publishing now do two things:
- Skip publishing or presenting; this is not the time to alienate those who sign off on your dissertation or might nominate you for student awards, etc)
- But you should figure out why your chair is opposed and fix it.

Successfully publishing in peer-reviewed journals requires a long and complicated discussion –which we defer until later in the booklet (see pages 68-72). Here we'll say that sometimes your conference discussant and/or anonymous reviewers used by scholarly journals may frame their remarks in very different ways than kindly faculty mentors—so take advantage of your mentors while you still can.

- Show them the reviews or discuss the comments made.
- If you co-wrote a paper with your chair or another faculty member (fairly common for those still in school) that faculty person should be able to help you work through the problems identified

- 
- If you were the sole author, your chair or other trusted faculty members may be able to help you decipher and respond constructively to discussant, reviewer, or editor comments (or those volunteered by audience members).

Before implementing any advice about publication, you should understand what is appropriate for your specialty in planning and for your own personal development.

- In general candidates without publications in press or under review are at a disadvantage in most job searches.
- But people who haven't finished their dissertations are almost dead in the water.
- If you are not sure that it is wise to take time to publish an article or complete a professional project, talk with senior people whom you trust about the best use of your time.

Finally, how does practice fit in this picture?

- Some of the authors believe that it is **very hard** to get an academic job in a professional planning program if you have never practiced yourself. Others point to clear exceptions--for example, in-demand areas such as GIS or in very large departments.
- Many departments would like you to be able to teach basic planning workshop planning classes and advise students completing practically-oriented theses and capstone projects.
- Even if you have been hired as a theorist, modeler, or historian, departments want you to relate theory and history to the world of practice and your own experiences.
- However, very few people get tenure from even innovative and widely recognized practice.

## Network with Others Doing Similar Work

Start now to develop links with scholars of all ages doing work similar to yours. Such contacts will make it easier to get: a job, peer-reviewed publications, research funding, and ultimately tenure.

- A first step could be to go to regional or national conferences that interest you, not just to give a paper, but to meet and interact with others in your planning sub-field.
- Plan your budget so you can afford to travel to conferences, but make sure you avail yourself of all the programs and sources which may provide financial assistance.

- 
- Most conferences offer steep student discounts; many also offer a limited number of travel stipends or extra discounts if students volunteer to help with running the conference.
    - Volunteering can be a great way to get to know people.
  - Many universities have small grants to fund graduate student travel to present papers.
  - If your work is part of a research grant/contract held by your professor, ask him/her if the grant can support your travel.
  - ACSP also awards travel scholarships in particular areas.

Networking-- identifying and joining special interest groups or organizations targeting issues in which you have an interest, exchanging papers with others in your subfield, interacting on listserves, even blogging-- is a crucial part of an academic career. And you should start while still in school. We discuss this topic at greater length later in the report.

- Here we suggest that you begin to foster and maintain links with a wide variety of junior scholars doing work that interests you.
- But we emphasize that your contacts with others, junior and senior scholars, should be respectful and sensible; don't blast people with your papers; don't demand immediate responses; don't act if people should be lucky to interact with you.
- Networks can be powerful, and they can carry either good or bad information about you. So tread carefully and thoughtfully.

Years ago my mother used to say to me, she'd say, "In this world, Elwood, you must be" – she always called me Elwood – "In this world, Elwood, you must be oh so smart or oh so pleasant." Well, for years I was smart. I recommend pleasant. You may quote me. —From the movie *Harvey*, Directed by Henry Koster (1950), written by Mary Chase, and acted by the Jimmy Stewart.

## Scope Out Possible Job Options

Try to identify a pattern in the kind of specialties that planning departments are seeking before you're on the market. If you see a trend, consider making some changes in your preparation to make yourself more marketable.

- If you can't make changes in your preparation you can change how you present yourself when a job candidate.
- No two years are the same, but there have been multi-year hiring trends. Many reflect emerging topics. Others arise from waves of

- 
- retirements; faculty hired in physical planning in the 1960-70s and in economic development in the 1980s often retire at the same time.
- Keep track of jobs listed on the ACSP (and other professional) websites. Tracking jobs will give you an idea of the kind of positions which come open, the fields that are hot, the demands that universities make.
  - Talk with fellow students working in areas which seem to be trendy, asking what the topical issues are and getting some feel for the language used to discuss them.
  - Talk with your faculty to get a sense of what your department is or would be looking for in junior colleagues (and in their job talks) if you had openings
  - Check out job announcements on the bulletin boards at ACSP and other meetings.

If you hear that a department will have an opening in your field in the future (someone is retiring next year, for example), try to talk to individual faculty from that school at ACSP or other relevant conferences. Let them know of your interest and availability.

- If you've always wanted to teach at a particular university, try to talk to someone from that program at a conference even if they have no foreseeable job openings—lots of things aren't foreseeable!

### **Finally, a Word about Your Dissertation**

The advice above may make it sound as if being a party animal (or a gossip) is the most important step in getting a job. So let us reiterate the obvious:

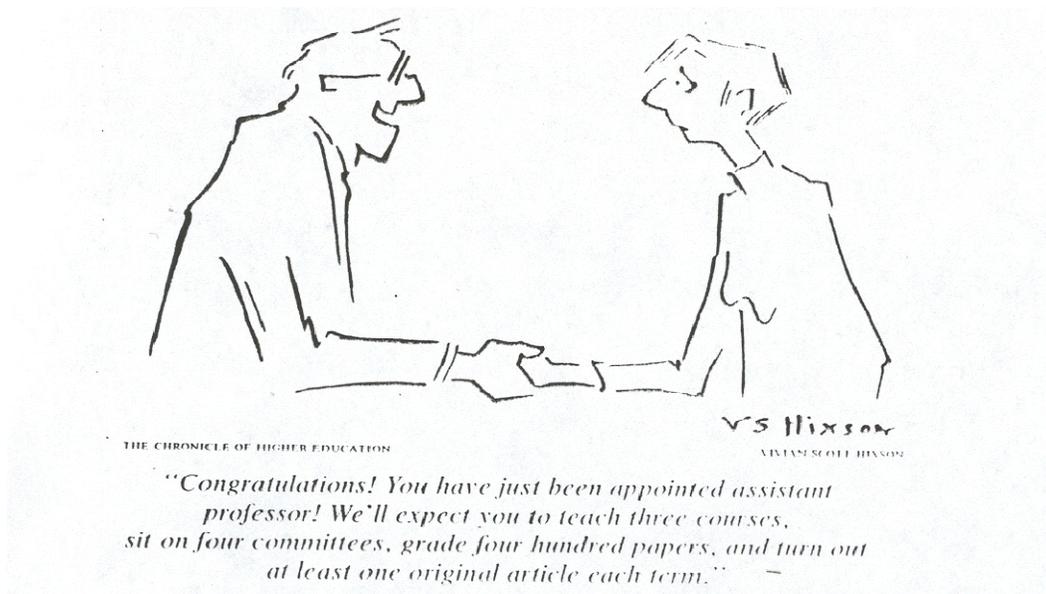
**You won't get or be able to keep  
any good job offers  
if you don't finish your dissertation!**

The job market differs from year to year, but an ABD is the least valuable commodity in that market at any time. If you can't go off to conferences, build your teaching, and start a network without appreciably slowing your dissertation progress, then don't!

- Unless you are an absolute SUPERSTAR (and maybe not even then), most universities insist on a PhD in hand before they will offer a job because they have been burned in the past.
- Remember that your advisor puts her/his own reputation on the line when s/he writes a letter of recommendation stating that you will be done before you start your new position.

- 
- o Do not fool yourself; if you couldn't finish your dissertation while a graduate student it won't be any easier once you become a faculty member.
  - o Your first years as an academic will be difficult ones as you prepare new courses, establish a research agenda, write and rewrite articles and grant proposals, and mentor students. You do not want to be playing catch-up.

**Ultimately, FOCUS on the dissertation  
(and ignore any of the advice  
above if it interferes with that goal)**



---

## 2. GETTING THAT FIRST JOB

There are eight major tasks in getting the job you really want, or at least one you can accept as the first in a series of increasingly more successful positions.

- Identify your career goals and strategies.
- Recognize potential and appropriate openings.
- Prepare winning applications.
- Engage in covert data collection about each school.
- Prepare for interviews and prepare your job talk.
- Live through the time after the interview.
- Decide which job to take (if you have a choice).
- Negotiate an advantageous contract.

### Identify Your Career Goals

Today there are more career trajectories than ever—but your success will depend on knowing what you want to do and seeking jobs at those schools whose expectations and performance standards are consistent with and supportive of your objectives.

- Most schools still stress accomplishments in traditional academic endeavors above all else.
  - Moreover even universities that genuinely value teaching and public outreach, are becoming increasingly demanding and expect you to be very good at the trifecta of the planning academy; research and creative activity, teaching, and public service and outreach.
- If you want to spend more time on public service and/or teaching than on traditional scholarship or creative activity, you must know this as early as possible in your career so you can match your career objectives to those of the various schools which might employ you.
  - Some contributors believe that seeking to base your creative activity on outreach and public service, or even teaching, is very risky and may not be appropriate for a traditional academic career.
  - Others see evidence that many Universities are moving to recognize the value of such efforts as legitimate creative activity—if such activities are externally evaluated.
  - Some authors see the opportunity for a postdoctoral position to be a real benefit, allowing future faculty to line up publications before they start teaching, freeing time later. Others think

---

people should aim for a faculty job right off. However, even if you want one, postdoctoral positions are not always available.

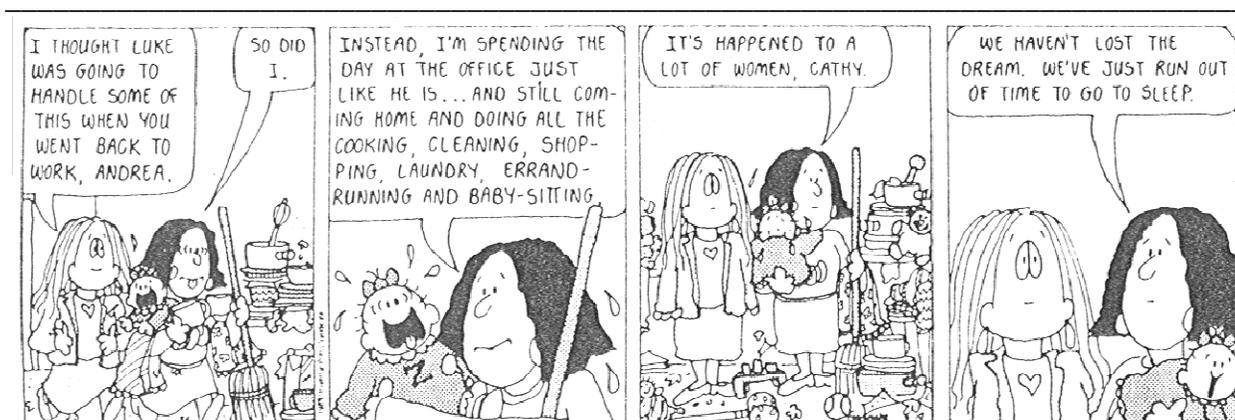
- An increasing number of planning programs are creating full time or part-time Professors of Practice who are not required to publish although they may be required to engage in juried or substantial professional practice.
  - People in these positions may be eligible for a variety of career paths including tenure based on non-traditional criteria, or long term contracts, or career paths which parallel tenure. You should inquire about these opportunities at schools with openings or in which you have an interest.
- As you will know from your own educational experiences, many programs also have Adjuncts, Lecturers, or Acting Professors (titles and positions vary by university) who are not full time faculty and are not on a tenure-track.
  - These people are generally practicing planners who teach one or more professional studios or practice oriented courses.
  - While such positions rarely offer the chance for tenure (or a transition to a tenure-track line), it is not uncommon for such people to teach the same important courses in the curriculum for many years and to be valued members of the faculty.

However there is considerable debate in the planning academy about these alternatives, especially if they do not include tenure or long-term contract options.

- To some people these alternatives are not acceptable because, it is claimed, they suggest that planning practice is inferior to traditional scholarship.
- To others they seem the right way to meaningfully incorporate practitioner oriented planners into academia.

Even as new alternatives are evolving, certain schools may be willing to offer you a regular tenure track position while allowing you to respond to different tenure criteria than in the traditional model. In most cases you would still be required to subject your professional accomplishments to some kind of regional or national peer review that parallels scholarly publication (juried competitions for example).

- But remember this is not a given; it must be negotiated when you are hired and reiterated and reinforced at every point in your career where your accomplishments are evaluated—annual reviews, 3<sup>rd</sup> or 4<sup>th</sup> year review, and tenure.



Remember that there can be a mismatch between what the department believes and what the central administration wants. You should be attuned to these differences when you accept a job and through your entire academic career.

- o Many departments have old-school planning scholars who received tenure with one or two publications and believe that practice and teaching matters more than anything else.
- o But their deans and provosts may disagree, vehemently; while these senior faculty have tenure, you won't have it when you get there.

### Recognize Good Openings for You

In your last year in grad school, check job listings at least weekly. Academic positions are usually advertised in the fall of one year for openings in the fall of the next year—but jobs can open at any time.

- o Almost all planning positions are listed on the ACSP website. Other related disciplines (public policy, geography, or urban affairs, for example) also have websites and job postings.
- o Some universities also post professorial openings on their regular personnel/human resources web site (you know, between plumbers and provosts); if you have interest in a particular university it can't hurt to peruse their employment website.
- o If you know PhD students in a planning program in which you have an interest, ask them to check if there are, or will be, faculty openings.
- o Read the job ads in JOBMART, the *Chronicle of Higher Education*, the *Journal of the American Planning Association*, *Planning*, etc as well as journals in your own sub-field.

Do not apply for positions without talking to your chair and your references. You and your chair should be in agreement on your progress towards completion of the degree.

- 
- If any of your faculty members tells you that you are not ready to go onto the market, consider their opinions carefully.
  - Faculty are generally sympathetic to graduate students who need to take jobs for financial reasons. However, if your research findings are poorly developed it is counterproductive to do a job search or interview.

If you are going on the job market, it's a good idea but not mandatory to attend the ACSP conference in that year, even if you are not giving a paper. The conference is usually the end of October or beginning of November, unless it is a joint AESOP conference, which generally occurs every 3<sup>rd</sup> or 4<sup>th</sup> year abroad in July.

- Many schools who have already advertised openings conduct initial interviews at ACSP. You need not have already applied for their jobs—most schools will be willing to talk to you anyway.
- Ask for an interview and try to so impress search committee members that they strongly urge you to apply. This gives you the opportunity to start your application letter by saying so (“Thank you for asking me to apply...”).
- Some schools get started late and only unveil faculty openings at ACSP (or similar conferences); check the conference bulletin board for new listings.
- Of course, some start even later—often due to uncertainties about budgets.
- While few programs make it mandatory that you have an interview at ACSP, doing so often helps both you and the school.
- Now is the time to discover that you couldn't stand to be in the same room with the senior faculty at any given school, let alone teach there.
- You may also find out that the job billed as land use is really urban design or that the faculty would really rather have someone to teach methods, *etc.* than what they advertised for.

Be very flexible in what you consider an appropriate job opening—that is, one which matches your goals and the skills you have (or could have).

- Schools often advertise for their **ideal** candidate—someone who can teach all their bread-and-butter courses, write Pulitzer Prize winning books, bring in millions in research funding, and conduct nationally recognized outreach.
  - Not surprisingly, in most years very few programs get everything they're looking for.
  - Some programs end up with a short list of second-rate versions of what they said they wanted, but first—rate versions of what they didn't advertise for.

- 
- It is not uncommon for a program to choose the first—rate version (which could be you—if only you'd applied).
  - In general you should apply for any opening even remotely close to your career objectives and skills.

Maximize your chances of being noticed by submitting to the book of resumes prepared each fall by ACSP's Women's Faculty Interest Group (FWIG).

- Go to the FWIG lunch which usually takes place on the Friday of the annual ACSP Conference. Traditionally FWIG asks candidates to stand and identify themselves and then asks programs with job openings to stand and explain their job openings.
  - This allows programs with openings to identify potential candidates and vice versa leading to private conversations later.

When deciding which jobs to apply for, think quantity. When you are starting out, it can't hurt you in any way to apply for lots of jobs! Later on, blasting applications can get trickier.

- Applying is NOT the same as agreeing to be interviewed; if you make the short-list at multiple places, you can always politely refuse an interview at your back-up schools (but few schools will ask you to visit if you haven't applied!)
- Consider seriously jobs at schools in parts of the country where you don't really want to go or which have less-than-stellar reputations.
  - You might not get hired in the areas where you want to be or at the schools whose reputations match your demands,
  - Remember that openings in particular areas are often tied to retirements. Professors in your sub-field at your favored schools may be far from retirement.

Many people start out at a different kind of institution than where they want to be. They build their CV, and are eventually able to transition to a place they prefer. Unless you are very sure that a school with an opening won't work for you, at least for a first job, you should apply.

- Don't give up the chance for an interview. The only way to get to know a program—and to decide if you could work there—is to visit and interact with the people in their work environment.
  - You can sense genuine collegiality and real strife, each of which can significantly influence the quality of your work environment—and your psyche/creativity (for better or worse).

- 
- There's often a time lag in a school's reputation; programs may have recently changed their orientation or they may be trying to modify their approach—and their new hire may be part of that strategy.

## Prepare Winning Applications

Customize both your resume and your cover letter for each school where you apply; never use generic materials.

- Carefully read the job announcement and make sure that both your cover letter and resume make it clear how well your skills and experience match the stated job criteria.
  - Be specific; if they want someone who specializes in **land use** planning, explain your teaching, research, or public service experience in **land use**.
  - Respond to every point or criterion in the job ad.
  - If they want someone who has worked as a planner or who has grant-writing skills or a multi-cultural background, clearly identify how and where you got the required knowledge and experience—or how you'll get it if you don't have it now.
- If you obviously don't meet all the published job criteria, you could suggest that you really do so but in less traditional ways.
  - For example, explain (if you can!) how your dissertation on micro loan programs in Malaysia really prepares you to teach the housing courses the program seeks.
  - If you don't really meet the criteria no matter how you approach it, one option is to say so and explain how you are prepared to make other, equally important, contributions to the program.
- Every job search has some unstated criteria or hidden agenda; sometimes the job ad is a compromise which lists some attributes in which many faculty have little interest. Alternatively the ad may fail—for legal or other reasons—to list things the faculty care deeply about.
  - For example, an architecture dean may insist that the faculty search first for someone with a PhD in urban design even though the planning faculty hope that no one like that applies
  - Or the institution may be trying to increase faculty diversity by looking for a woman or a person of color, but the job ad can't say so.
  - These unstated priorities are one reason why networking is so important. Such activities alert you to the concerns the search committee may have and which you should address in your letter.

- 
- If you haven't been able to get the lowdown on the job, and you really have unanswered questions, ask your dissertation chair or other faculty members if they are willing to make calls to find out what the search committee is really looking for.
    - Once you've learned, make sure that your cover letter and resume show that you can or will address those issues as well.

**Do not assume** that people will carefully read your letter and figure out your strengths. Make your letter so clear and well-organized that it's easy for even casual readers to "check off" your qualifications against the formal list of criteria.

- Some universities have affirmative action or other policies which won't allow your application to be further considered if you don't meet all **required** criteria—so make sure your eligibility jumps off the page.
  - Search committees aren't always as diligent as they should be because they usually have a huge pile of applications. Make life easy for them.

Your letter should also show some understanding of the current curriculum and the skills and expertise of the faculty. Some schools will ask that you identify the courses you could teach.

- Check the program's website to see what concentrations the school offers, what special programs they support, what kinds of special efforts the faculty engage in, *etc.*
- Even if not required, briefly include in your letter a suggestion of those courses (perhaps by number) that you could teach; remember to also focus on core courses not specifically listed in the job ad (such as methods or theory or GIS).
- Be careful what you say; you don't want to be seen as "poaching" someone's favorite course but you do want to show your ability and willingness to be versatile
- Understand that if you make promises in your application letter the search committee is very likely to ask you to expand on these "offers" if you're invited for a visit.
- You may have skills or experience not mentioned in the ad which might be very relevant to important on-going projects in the department —so alert the search committee.
  - If, for example, you speak fluent Spanish and the department has an exchange program in Mexico, you might comment on your ability to contribute to that program (even if they're looking for someone to teach quantitative methods or GIS).

- 
- Your application letter should make it clear that you know about the program's special focus even if you don't have experience in that area. You should indicate that this subject interests you or could complement your teaching or research agenda (if it does or could!)

If you are not a native English speaker, be very sure your letter contains no grammar or spelling errors. Have a friend proofread it for you or take it to your university's writing center.

- It's one thing to speak English less than perfectly and another to write that way.
- The only defensible reason to have such errors is because English is not your first language.

Make sure your resume presents your experience and accomplishments in the best light. There are plenty of books and campus services which will help you improve your resume. But we have a few admonitions here:

- Do not mix peer-reviewed with non peer-reviewed publications. (See page 68 for a description of the peer-review process). Peer-reviewed publications are more highly valued; you won't fool the committee into thinking that all your work meets this criterion.
  - But don't hide your professional reports and activities—some programs will find them very interesting.
  - Make sure to also list book chapters, and other publications, such as abstracts and reviews, on your resume but again separately from peer-reviewed articles.
  - Be truthful about the status of your papers; do not claim they are under review (or have been accepted) if they have not been. Do not say something is peer-reviewed if they are not (again if you are not sure what that means see page 68)
  - If you have no peer-reviewed publications, list those currently *under review*.
  - If you have no papers currently under review, list ones you are working on or are presenting at conferences.
  - If you aren't working on anything—are you sure you are prepared for, even want, a job in academia?

Pick your references carefully and never list someone as a reference whose permission you have not previously obtained. Most schools ask you to list 3 -5 references; some ask entry-level applicants to get their own reference letters and package them with the letter of application.

- **Pick people whom you know will say good things about you.** This may sound strange but the authors have known candidates who didn't

---

have a clue that their references were saying negative things to potential employers.

- Ask faculty if they are willing to serve as a reference; it's better to have them say "no" now.
- Some faculty won't be as forthcoming, but they may give you a clue that they don't plan to write a good reference. If they say they don't know your work very well or they can't remember anything about the papers you wrote for them—**DON'T LIST THEM.**
- If a faculty member hasn't really interacted with you, it will be very hard for him/her to write you a really good letter even if they are willing to try.
- *While it* may be tempting to fill your list with big names who don't *know your work*, they won't be able to write a really compelling reference.
- Ask your chair to critique your resume or CV and your cover letter. He or she will help you get the right tone and provide tips about how to present yourself.
- Every time you apply for a job, tell each of your friendly references a) what the school is actually looking for, b) what you said were your strengths, and c) what stage you're at in the process (just applying, having short-listed, being invited for an interview, *etc*).
  - Make sure to give them an updated resume, some summary material which describes your major accomplishments, and a copy of your application letter so they can see how you framed yourself.
  - Give them a copy of the job ad.

Give your references plenty of notice. Busy people are not going to drop everything to meet your needs. If you're uncertain, ask them how long they need to prepare a letter.

You can't totally control who will be asked to write a recommendation; a search committee may solicit information from someone you have purposely omitted from your reference list.

- Deal with this head-on: negotiate with people the search committees might contact who won't say wonderful things about you. Grit your teeth and ask what they will say.
  - Many faculty will tell you exactly what they can and cannot say, what they plan to disclose and what they will keep quiet.
  - If they won't tell you, ask other friendly faculty to try to figure out what those people are likely to say about you and be prepared to deal with these issues if interviewed.

- 
- Ask your more friendly references how you should handle problems in your record which might come to light—whether it's a disagreement about authorship of a paper or having dropped out for awhile for personal reasons etc.
  - Do not act unethically or play games with your references. Some search committees ask for reference letters to be sent directly to them; others will ask the candidate to “package” sealed letters and send them with the application letter to the search committees. But there are plenty of ways to get copies of those letters (no we won't tell you!)
    - It is NEVER ethical to open or obtain copies of those letters without the explicit permission of each letter writer.
    - Some faculty will offer to show you the letter of recommendation they've written; it is wise to take advantage of that offer.

### Engage in Covert Data Collection

Try to find out about jobs which are open. You can do this at conferences by listening to gossip in the halls or by talking to students at the school with an opening, by cruising email list-servs, *etc.*

- Try to get an idea of what the school is actually looking for. When senior people retire, the program may want a clone or someone entirely different (“Thank God s/he finally left and we can stop teaching 17th century urban design!”)
- If people routinely lose a tenure case, you should consider how likely it is that you'll get tenure there.
- If **tenured** people routinely leave for other jobs, you may want to think about how desirable a workplace the department really is.

Ask as many people as you can about the school's experience with, and history of, promoting people in your field and discipline.

- If a school is searching for expertise in GIS or planning history, *etc* find out if they have routinely offered these courses or if this is a new focus for them.
  - If a department has never had people with these skills, they may have no idea of what resources are needed to support such courses or the kinds of classes actually taught by people with such backgrounds.
  - If no one else on the faculty has interests even close to those sought you might be marginalized or lack departmental colleagues to interact with.

- 
- On the other hand, if you're the first person in your specialty, you may have free-reign to develop the curriculum in that specialty and get a great deal of credit for doing so.
  - At the same time, curriculum development is very time consuming and the department may not show much gratitude at tenure time.
    - In either case, make sure you understand the situation before you go in for the interview.
  - If a school is searching for someone in a field they already teach, be sure you know something about the existing faculty and the existing courses in those fields.

Use the resources of the web to find out what interests individual faculty; most departmental websites list the interests and publications of the faculty (often with hot links to their personal websites). Some also list syllabi and course requirements.

- This information suggests something to talk about in your individual interviews with faculty; it also gives you guidance on how to focus your presentation if invited for a visit.
  - Get and read some of the faculty articles (if you haven't) so you can mention them in conversation; everybody likes to think their work is well known. It can also help you figure out how and if you will fit in the department.

Ask as many people as you can about the school's experience with, and history of, promoting women. Some planning schools are notorious for never giving tenure, others for never giving **women** tenure.

- It mystifies some of the authors of this booklet that young PhDs don't understand or try to find out what a school's reputation is before they go to that institution since such trends are generally well-known.
- You may believe that you're going to be the exception, and you may be, but it's best to learn as much as you can about the battle you're going to face.

You may hear that some universities don't grant tenure to planning professors, or they tenure a very select few. But that doesn't mean you should automatically strike those schools.

- Some of these institutions are still great environments with low teaching loads and many resources. They can be a great place for building your career as long as you understand (and can deal with) the fact that you may not get tenure. These jobs can launch very successful careers.

- 
- o Getting denied tenure at one of these very prestigious universities carries little stigma, but you do need to be resilient.



V S Hixson

THE CHRONICLE OF HIGHER EDUCATION

VIVIAN SCOTT HIXSON

*“She’ll be the perfect assistant professor.  
She’s creative, but just a little bit creative,  
so the rest of the faculty won’t feel threatened.”*

There are other important sources of information about a university you might be considering.

- o Look in the *Chronicle of Higher Education* to learn if the institution is currently under AAUP sanction for discrimination, etc. The AAUP Censure list is online at <http://www.aaup.org/AAUP/about/censuredadmins/>.
- o Look in the *Chronicle* and the AAUP web site for the results of the AAUP faculty survey. As of 2010 they are at: <http://chronicle.com/stats/aaup/> and <http://www.aaup.org/AAUP/comm/rep/Z/>. They provide current pay scales for the profession and for that particular institution.

Once you’ve applied for a job, it may be some time before you hear anything. Most search committees go through a pile of applicants for entry-level jobs and after many steps invite 2 -4 people to come for an interview.

- o Some schools first do telephone or video conference interviews; for short term positions some schools don’t bother to invite people for visits and make offers based on the references and phone interviews.

- 
- Some faculty search committees simply have no manners—they may never tell you that you were not short-listed.
    - We wish it weren't so, but candidates may learn that they won't be invited for a visit from the people who were invited without ever hearing a word from the department itself.
    - If you haven't heard anything in two months (or only an initial form letter acknowledging your application), you should call or email the chair of the search committee and politely ask the status of your application.

## Prepare for Interviews

Once you've been invited for a visit (or have agreed to a telephone or video interview), prepare for your interview as if you were going to war—or as if your life for the next six years depended on what you do today. **Remember that your application gets you the interview, but the interview gets you the job.** You need to be ready for:

- Your presentation(s).
- Individual discussions with faculty members.
- Formal and informal conversations with students.
- Discussing your teaching pedagogy.
- Explaining your research or creative agenda

Ask for an agenda ahead of time and try to spot potential problems or missed opportunities.

- They may have planned to prepare the agenda at the last minute—asking ahead of time forces them to get organized.
- Make sure that you're seeing the people you should be seeing; specifically ask to see anyone important left off your schedule.
  - This could include faculty in geography or engineering or public administration whose interests are similar to yours.
  - Or it could be students or local planners if the committee hasn't put aside time for you to meet with them.
- Make sure the search committee has left you enough time to yourself (at least 30 minutes) before your formal presentation(s).
- Check the agenda for social events and bring the right clothing.
- Try to get some time to simply visit around the city; when you take a job you will have to live with not only the department and its faculty, but the city and its culture.
  - Try to see if the community would fit your lifestyle and needs.

- o Whether you're a lesbian looking for a supportive culture, a parent looking for appropriate schools, or a single person looking for a social life, try to see if you could be happy in the community in which the school is located.

POINT OF VIEW *By Kerry Soper*



---

## *The Job Talk*

Plan your formal presentation very carefully; try to understand exactly who will be in the audience and their role in evaluating you. If you find that you will have very different audiences, it may be wise to ask to give more than one talk.

- Planners are in a tough position; you may be a regional planner, for example, presenting to an audience composed of both geographers and landscape architects because the school or department encompasses both disciplines.
  - If you prepare for the geographers you may be way too theoretical for the architects; if you prepare for architects you may be too basic for those who do know the field. You can end up disappointing everyone.
  - Consider asking to make more than one presentation on the same subject matter but geared to the level of interest and understanding of each audience.
  - Alternatively, make sure you can talk to enough of those in the audience that has been least well-served so you can show you are on their wavelength.
  - Plenty of universities are seeking interdisciplinary hires, however, and part of how these places will evaluate you is how well you relate your information to other disciplines and how well you bridge with other fields.
  - When in doubt, try to organize an interdisciplinary seminar at home and invite faculty or students from disparate fields to watch you give a job talk.
  - You should practice your job talk anyway, and it won't hurt to get multiple perspectives on what different people take away from the talk.

Whoever your audience is, **prepare carefully for their needs, interests, and backgrounds.**

- Remember that your aim is to **communicate**. The worst sin is making people feel dumb; rather than making you look good, difficult presentations often alienate the audience.
  - Your job is to communicate a) your major contributions; b) your potential as a researcher, teacher, and colleague, and c) your status as a careful and rigorous scholar.
  - You do not want your audience to lose your points—and you will have to make some astute choices about what you present to help them see that.

- 
- You can't show hundreds of maps or photos or statistical tables. Your choices here reflect your judgment.
  - You can always go into greater detail if questioned or in your meetings with individual faculty.
  - You can never cover all your research in one talk; once you've organized the talk, also prepare a few slides to hold in reserve that show important material you had to leave out (like maps or your statistical model, etc).
    - If asked, you can quickly pull them up. You must rehearse both formal and informal discussions. Practice before friends and colleagues; check your timing.
    - Try to hit the right balance between careful explanation and too much information.
  - Consider all the things people learn in Communications 101: start with a (**tasteful**, positive, short) joke if you are comfortable doing so, establish eye contact, smile, avoid bizarre body language or annoying habits, etc.
    - Many jokes are simply offensive, so don't do it if you aren't confident that you can carry it off.
    - Ask your faculty and fellow students if you DO have annoying habits (constantly pushing hair off your face or mumbling or continually clearing your throat, *etc*) and try to hold them in check

The question period following your formal talk is just or even more important than the formal presentation. Your audience is evaluating whether you can think on your feet.

- Avoid being defensive if you get asked tough questions. You can take a breath before you answer.
  - Respectfully acknowledge the questioner even if the query is stupid or beside the point. Take a moment to compose and reflect on your answer before you respond.
  - A rambling, disordered answer can hurt you, even if you are factually correct in what you say.
    - You want to appear polite and in control of the talk; don't expect the chair or faculty to manage the group. If you are interrupted with questions as you go along, feel free to ask people to hold their questions until the end—but try not to promise to answer later and then fail to do so

- 
- It's perfectly acceptable to say: "I'll get to that point later—ask me again if I don't cover it."
  - It is reasonable to deflect a belligerent questioner—and how you handle this person may be a big factor in how the rest of the faculty members view you.
- Graphics are often very helpful—but bad graphics are more annoying than none at all. Do not use tiny fonts (less than 20pts) or blurry images.
    - If you need to use very detailed charts, bring hard copies and pass them around.
    - A PowerPoint presentation is not mandatory; it can even hurt you. If you do present with PowerPoints you must bring both 1) your own laptop and 2) handouts of all slides (to use when/if the PowerPoint fails, as it always seems to do at the worst time).

During your formal presentation it's useful to insert some information about your ability to overcome barriers or interact with work on-going in the department. These interludes should be brief—a sentence or two—and to the point.

- Stop at an appropriate place and explain the difficulties you faced in collecting data or finding funding or traveling to your site...but how you successfully overcame those difficulties.
- Explain how your research could support studies underway in the state or how your work could dovetail with on-going efforts of the current faculty, etc.
- However, make sure you are stressing your individual research potential. Everybody wants a great colleague and a wonderful collaborator, but you are branding yourself and your ideas with every talk you give.

### *Individual Meetings and Discussion over Dinner*

Ahead of time, prepare a research or creative agenda that you can briefly share with interviewers in formal and informal discussions.

- Describe where you're going next with your work, indicate what areas you intend to explore, and identify potential funding sources for the work you do.
- Explain how you will obtain external (preferably national and international) recognition of your work.
- Discuss how, and in what format, you'll publish your research on this or other topics; explain your plans to publish parts of your dissertation.
- If you want to pursue a less traditional career trajectory, like conducting more public service than academic research, carefully prepare your defense of this approach.

- 
- Keep in mind that announcing a non-traditional career goal is unlikely to help you with many faculty members at major research universities.
  - If you take this approach, it's important to show how you will publish from this work or receive comparable regional or national peer-review (winning juried competitions, for example). It's best if you can demonstrate you have already done so.
  - Indicate how your objectives will strengthen departmental activities or dovetail with on-going departmental projects.
  - Discuss your teaching philosophy--how you will engage students and draw together community resources to conduct meaningful public outreach with substantial impact.

Some reviewers of this booklet felt that it was dangerous for job candidates to indicate anything other than a burning desire to do traditional scholarly research. We think that what works varies by school and with your own interests. Know your audience and know yourself.

- If you don't want to do traditional scholarship, you don't gain much by pretending you do. If you get the job, you will either be unhappy or fail to meet expectations.
- If you do, however, plan a traditional career, make it clear that you understand and are excited by the idea of publishing numerous articles (or books, *etc.*) and winning grants.
- You must show that you understand how crucial it is that your activities be meaningful and advance the scholarship or practice of planning in ways recognized and acknowledged by the discipline or profession.

It's important to sell yourself for those things that you want to teach and not for the things you don't!

- Just because a school is interested in you because you can teach courses they need, like quantitative methods, doesn't mean that you want to teach those courses.
  - Sell all of your skills but make sure you don't make promises that you will be unhappy in keeping.
  - Make clear the difference between what you **could** teach and what you **want** to teach; you may have to compromise but you won't even get that far unless the department knows what your preferences are.
- Most schools allow young faculty to teach 1 or even 2 courses in their special field; you should still prepare an enthusiastic defense of the value of such a course(s) to the program.

- 
- What you teach may have to be negotiated.
  - Many faculty members go for decades without teaching electives or courses in their core areas—don't expect to be the exception.
  - Make it clear that you understand that most programs can't afford to offer tiny courses on very specific faculty interests.

Get books on "how to interview" and prepare answers for the common questions people ask.

- Almost everybody in the Western world has read "What Color is My Parachute" so be prepared for questions about what you'll be doing 5, 10, and 15 years from now, etc.

Develop a checklist of questions you want answered by individual faculty and the department as a whole. These questions should range from how long it takes to get tenure to what courses they'll want you to teach.

- It may not be wise to openly ask all the things you need to know but you must have a list of your key concerns as the first step in getting answers.
- Check off the questions as you get answers; you don't want to ask the same questions of everyone.
- Have some safe questions ready to ask when things don't go well or as you expected
  - It's amazing how much people are willing to talk about campus parking, if the conversation lags.
- Make sure you ask other people about their work and their research in conversation. They want to know you, but you want to know them, too.

Dinner talk can either be an extension of the interview, with faculty continuing on with business talk, or it can be less formal and more personal.

- Interviewers are not supposed to ask you about your personal or family life, but it is often helpful to them if, within reason, you discuss some issues.
  - You have to decide what aspects of your personal life you want to keep to yourself and what you reveal.
  - If you have a trailing spouse or partner, for example, it's probably worthwhile to reveal that, if that person will need a job. It's always useful to let a lot of people know so more possibilities will emerge.
  - Other aspects of your personal life may be important as well; if you have children you may want to discuss childcare options or the quality of the local schools.

- 
- Other aspects of your life you may wish to keep private and it's not wise to let the conversation become too personal
  - Always engage with the faculty at dinner in a pleasant, professional, and relaxed way.
    - If they want to keep talking research, keep talking research. If they want to talk about other things, let them talk and join in where you feel comfortable.
    - Everybody knows by this time that you are tired. But show them that you would also be a pleasant colleague.

Throughout the interview, make sure you listen as much as you talk. Many, many job applicants talk themselves out of a job. You want to let people know who you are, but keep in mind: faculty love to talk.

- Some faculty love to talk about themselves more than anything; not letting them talk about themselves will annoy them.
- Even with faculty who aren't self-focused, dominating the conversation may leave them with the impression that if they hire you, they will have to contend with another narcissistic blowhard on the faculty.
- Strike the balance between conversational give-and-take.

Take an interest in and engage with the students; there are often students on the search committee who will relay their colleagues' views to the other committee members. Leave students with the same positive impression you want to make on the faculty.

- PhD students are your future colleagues. You want them to know you and your work regardless of the outcome of the interview.
- Masters students however are largely future practitioners; they often want to know about how your research links to practice, how active you plan to be in the community, and your approach to teaching.
- Finally, students are an important source of information about the department.
  - Ask them what they like about the department and what opportunities they see coming from the new hire. Their perspective can provide a really helpful counterpoint to the faculty views.
  - Don't encourage students, however, to criticize the program or the faculty; it will get back to the search committee.

In some programs you will meet with alumni and/or practicing planners; they will often ask about your knowledge of the planning challenges facing their community, your interest in the profession locally, and how you feel about what they view as the central themes of planning, from sustainability to green

---

buildings to where to locate a new sewage plant (even if you're applying for a theory or methods position).

- No one expects you to be conversant with local controversies (unless you live nearby) but you should show some understanding of local planning issues. It helps to ask them to identify and discuss contentious community issues. If you know nothing about the issues, press them to tell you more.
- If you know something about the topics they raise carefully and thoughtfully explain what you know but never offer solutions and never convey that you have easy answers to the complex problems they are facing.
- If the department wanted you to meet with practitioners it's wise to express some interest in APA and professional practice concerns. Some schools will place one or more local practitioners on the search committees; others will ask for feedback from the practitioners with whom you met.

### **Live though the Weeks or Months After the Interview**

Once you're home, do all the things that the job-hunting books suggest.

- Write thank-you letters.
- Send the articles and/or reports that you promised to give people.
- Prepare and send any documents you were asked for.

There's not much else we can tell you; sometimes you'll know within weeks, sometimes it takes months.

- Unfortunately some search committees will never get around to telling you that you didn't get the job; you may hear months later that somebody else was made an offer.
- If you have another job offer, or you just need to know, call or briefly email the search committee chair and ask when they expect to make a decision.

Don't take it personally if you're not offered a job--even if they give it to your worst enemy. People are turned down for the strangest reasons--from a belief that they're too good and will leave for a better school at the first chance, to the fact that their specialty is already over-represented on the faculty.

- Sometimes it's best not to ask why they didn't hire you; why get aggravated for nothing?
- On the other hand, if you're having a hard time getting a job, or you think there might be a problem you don't understand, you might want to probe to find out why you weren't hired.

- 
- There's nothing wrong with calling the chair of the search committee and asking—but s/he may not be willing to be truthful.
  - We have noticed a number of chairs telling candidates they weren't hired because of affirmative action goals when this was not true.
    - The chair was trying to save the candidate's feelings but doing a disservice to the process.
  - If you really need to know why you keep losing out, it may be better to ask your committee chair or other faculty member to call and try to find out. The search committee may be more forthcoming with another faculty person.
  - You may learn that one of your references is not helping your case or that you give an impression that you're arrogant or that people think you weren't properly prepared, *etc.*
  - Mostly you learn that someone else had a better record or you had some strong supporters but others had more supporters—in short, that the “fit” wasn't good which isn't really something you can change.

Going on a job interview is very useful even if you don't get the job.

- Every time you give a research talk you will feel more confident and you'll expand your professional network.
  - Sometimes people who don't get a job in one round will be offered a position a year later by the same program.
  - Or you can so impress the faculty that they will speak highly of you in other contexts creating a positive buzz.

## Decide Which Job to Take

When you are offered a job (or jobs) you must seriously consider if the school will fit your needs and goals; not all schools are created equal—and they may be unequal in ways you haven't thought about.

- Think about the balance of research, teaching, and public service you want to engage in and what the school is asking for.
- Consider whether you can have the family and personal life you seek.

Fit matters as much to you as it does to your future colleagues. Always be gracious in both negotiations and if you turn down a job.

- If you turn down an offer, make sure you emphasize your regret and how much you enjoyed interviewing even if the job is not right for you.
- In the future you may well want to take a position at that program, or with faculty members who have moved on from that program.

---

Some of us have found that it's best to cite personal or family reasons for turning down a job, as opposed to substantive issues like a lack of support for curricular issues you care about.

- We've heard of programs getting very angry at being turned down when given reasons that they interpret as critical of the program or the faculty. That creates bad buzz.
- Hardly anyone can argue if you say you need to be near your aging parents or somewhere your spouse/partner can get a job (even if that's not why you turned down the job).
- If you turn down an offer, make sure you emphasize your regret and how much you enjoyed interviewing even if the job is not right for you.

## Negotiating an Advantageous Contract

Once you are offered the job, clearly understand:

- Which courses you'll have to or get to teach.
- How many courses you're going to teach—in your first year **and** over the long haul.
- What resources you'll be given (including travel funds, research assistance, and computers).
- What performance standards you are expected to meet (*i.e.* in teaching, service, outreach, and research and creative activity).
- What other duties you're expected to fulfill.

Throughout negotiations, you want to be assertive, pleasant, clear-eyed, and professional. Your requests should be based on your priorities, what you are willing to give up, and what you are not willing to give up on. At the same time, it is important that you leave your future employers with a positive impression throughout the negotiations.

- Do your homework; figure out what other recent hires have received (both at this institution and elsewhere) and set your expectations based on what is likely.
- It is well known in academic (and other!) circles that women are not as good at negotiating as men are; they often take what is offered without asking for what they need even if their requests are reasonable.
  - You should recognize that it will disadvantage you for the rest of your stay at this institution if you do not now negotiate your best deal.
  - Most future raises will be based on a percentage of your initial salary).

- 
- Hardly anyone is given extra resources, like a light teaching load the first year or summer salary or an RA if they didn't negotiate those things as part of their contract before they showed up
  - Do not worry about seeming pushy if you are asking for reasonable accommodations in a polite way. But understand that some administrators will get annoyed—people are people. If you are being reasonable, polite, and assertive, that should not matter.

Ask for copies of the department's, school or college's, and the university's promotion and tenure policies.

- Check to see how consistent the policies are and where they converge or diverge.
- Identify any problems or discrepancies between these formal policies and any offers made to you or responsibilities required of you.

Now is the time to negotiate a different division of responsibilities if you want, or are asked to take on, non-traditional obligations (such as substituting more teaching or outreach for research).

- You should be very clear with those conducting contract talks about what you expect to do and what they agree to accept.
- It's best to explicitly detail these agreements in contract discussions with the department so they can be made part of your formal letter of offer.

**Get long-range promises in writing and make sure people making the promises have the authority to do so.**

People forget—or they get fired, promoted, or leave--so make sure you have as much evidence as you can of all promises made to you.

- If you've been promised anything contrary to the regular order of academic promotion, or the normal workload, **you have to get those promises in writing.**
  - If you're still not sure what *is* the "regular order" after reading the formal promotion and tenure guidelines, discuss the job offer carefully with senior faculty whom you trust.
- If the department is unable to put certain promises in writing, ask why. If you accept the reason, write them a letter stressing the items that they've agreed to and asking for a written response if there is a conflict between your view and theirs.
  - Keep that letter, and all correspondence, about these issues.

- 
- Remind the chair and other people at opportune times of the special promises made to you, or different expectations about your contributions, *etc.*
  - Written agreements on non-traditional duties or expectations are becoming increasingly common and have been upheld in court.
    - However, the fact that such issues have gone to court should alert you that some universities do try to back-pedal later.

If a department can't meet your salary or other demands, see if you can get them to instead give you extra resources or concessions.

- You might be willing to give up your desired salary level if you receive a reduced course load for an additional semester or you are given a TA or RA for an additional year (or an additional TA or RA for your first year).

Be very clear about the **usual** division of responsibility at your school, and, the accomplishments expected of you.

- *Most* Universities expect faculty to spend roughly 40% of their effort on teaching, another 40% on research and creative activity, and 20% on service during the nine month academic year. Most research universities expect the summer to be also spent conducting research.
  - Learn what the expectations are at your department.
  - It is however well-known that at many universities research and publication really trump everything else; if so 40% of your time is probably not enough to accomplish what you will need to do to get tenure (though 40% plus summer is closer).
  - Sadly people at well-respected universities have been counseled to spend the minimum amount of time on teaching and almost nothing on service.
  - But nothing is universally true and some of the contributors believe that women are always judged more harshly for bad teaching and limited service.

Learn how the department defines **service** and **outreach**; what is considered outreach varies from university to university and even from department to department. It may well be valued differently by your colleagues, your chair, your dean, and the provost.

- At some schools helping a community do a comprehensive plan is the equivalent of serving on a university committee—both are seen as service.
- At other schools, the faculty members expect you to **both** put planning into action in the community and serve on committees, *etc.*

---

Departments sometimes ask a junior person to take on either teaching or service duties which far exceed the expected or usual distribution of responsibilities.

- Beware of accepting tasks whose successful performance can seriously interfere with your ability to get promoted.
  - It won't help if you're the best internship coordinator the program has ever had if you haven't taken care of your research and teaching responsibilities.
- Try to establish a reasonable limit on your willingness to teach unpopular courses or perform chairperson services.

If you are offered a non-tenure ladder/track position, be very clear about the implications for your future at that institution.

- Are non-tenure-track faculty members offered/eligible for the same resources as "regular" faculty: travel, internal research grants, help with research proposals, etc.?
  - If not, beware of promises of "working yourself into a tenure track job" without any of the resources you will need to do so.
  - Find out if you can switch from a lecturer or other position to an Assistant Professor position later. If so, under exactly what circumstances?
- If you later switch to a tenure track position, what impact will that switch have on the tenure clock and other decisions?

Try to avoid joint appointments before you're tenured; while they can sound exciting and meaningful, they often require you to do double the work for half the credit.

- If you want, or have, to take a joint appointment, be very clear how the departments differ in their expectations about course load, departmental and school service, research and publications, and community service.
  - Get the differences in expectations in writing or you may be sorry a few years down the road.
- Different departments may also have very different salary and promotion procedures.

You may find that you can't get a raise at all if both departments won't/can't give you one, or that one department makes such decisions in March while the other makes them in August (and both use different forms and procedures!)



If you come ABD--something to avoid--be *very* clear about how long you have to finish and what will happen to you if you don't.

- o Since planning departments often have tenured practitioners and other faculty without PhD's, it's tempting to fool yourself about your failure to finish.
  - o Be clear: not finishing your dissertation is very different than being a successful practitioner who never started a dissertation. (And besides times are different.)
  - o Some of the most painful departmental controversies have involved ABDs who were "practically finished" when they started but who never managed to complete the dissertation.
  - o If you don't finish in the agreed upon time, can you switch to a nontenure track job or must you leave?

---

### 3. 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 by doing things you hate to achieve a goal you might not want when you get it.
  - The job after tenure is a lot like the job before tenure, only with more job security So if you don't like the job before tenure, you won't like it after.

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
  - However, it's amazing how often people leap from the frying pan into the fire!
  - And "better" jobs can take years to come along.
- Decide how much and where you are willing to change—and do so in a timely fashion.
- The first year of the tenure track is remarkably difficult in almost every way. You will often feel that it's impossible to do everything you need to. Be prepared for that and don't make any serious or long-term decisions before the second year.

# SYSTEMS MANAGEMENT

Siem W. Krasnow



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 the most important things to you are 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."

You have to take care of yourself or you will burn out. Balance is very important to your academic career and your health.

- 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.

## **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.

Structure your activities to fit your personal style and approach so you can meet the heavy expectations you face.

## **Research and Creative Activities**

Assume that research and creative activities will take the lion's share of your time and efforts each year. This obligation is often formally set at 40% of your professional life, but it is generally far more.

- Some schools view their major mandate as teaching and expect more teaching and mentoring and less research and publication; but others

---

are the opposite. 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).
- And expectations can change over time—if you are moved to a different college or a new provost arrives who has different objectives for your university or college, it's best to have a solid research record.
- If you try to meet the widest set of expectations, you will be more marketable if you decide to leave.

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 your work.
- How you will get that funding.
- What you will do if you don't get funded (i.e. abandon the topic or change the focus, etc).

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

- Discuss your strategy with mentors and friends to get their feedback. Gauge this feedback against the expectations of the department and your own judgment.

Universities will 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. So your strategy should include how and when you will produce those scholarly products that meet those goals.

- 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.
  - Write out a list of article titles and even short abstracts. Put these into a timeline with adequate provision for long review times and then lead time until publication.
  - If you are planning to get some of your recognition through projects, plan out a strategy for publishing about them and also for competing for awards. Realize that projects take time to

---

mature and that you often need to enter and win state-level awards to have a good chance at national ones so the award strategy is risky as you may well not get recognition in time for your tenure review.

- Your publication strategy will evolve over time, but it will help you figure out your needs for data, funding, and collaboration, how to pace yourself, and how to show how you have made a contribution
- Your publication strategy should target some of your articles to the most cited 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.
- Compile a list of scholars to whom you might send working papers but respect these scholars and nurture your contacts with them.
  - Don't blast people with emails about your work or constant requests for feedback.
  - Accept that some senior people are continually asked for advice so don't overuse them or feel badly if they don't respond.
  - But as long as you are respectful even people who don't have time to respond may remember your name and the areas in which you work—and this can help down the road if you want to move or get grants, *etc.*

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**.

- We discuss administrative service later.
- Here we talk about the kind of activities which involve you actively in practical 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 is a range of activities which can be called **outreach**.
  - There is no clear agreement on what these activities are, how they should be valued, or even if they should be done by tenure-track faculty at all.

The easiest way to view **outreach** in your time budget is simply as a type of **service** responsibility; that is, as is part of the 20% (or a smaller component) of your obligations.

- If this is your view, you probably 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 at all, 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.

If your goal is to have your public service accepted as comparable to traditional research, you must develop a strategy early in your career to make the best case possible that your outreach is so outstanding that it makes an important contribution to the field.

- You must always demonstrate your impact on planning education or practice or theory.

- 
- Simply doing community projects is typically not enough. You have to prove that the projects have been regionally or nationally recognized as making a meaningful contribution.
  - 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 people in the arts get tenure at many universities; figure out the standards they use and see if you can re-fashion them for your needs.
    - Architects get tenure for winning competitions, even if the buildings are never constructed, and for doing work that other people write about/critique. See if their evaluation processes and criteria might work for you.
  - 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 should 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, another alternative is to get your outreach recognized as part of your teaching obligations.

- For some people this is the easiest arrangement to make.

- 
- However, in small departments you may not have much flexibility in which classes you teach. Even if you teach a workshop or studio class, for curricular reasons you may need to focus on broad topics such as comprehensive planning rather than your specific research focus.

Three big reasons that practical 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 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 taking part in charity golf tournaments, so a letter from them may not indicate anything particularly exemplary on your part.
- 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 written 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 projects 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.

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 or mercy 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 scholarly credit for outreach, and even project reports, is hard to do. Even when you do, 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, 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 academic year, unless you know that your university has different standards or you have formally negotiated a different work load or set of expectations.

- o 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.

- o 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.
- o 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.
- o Most teaching centers also provide individual consultations in which experts review your syllabus and assignments, suggest strategies for class time, and help you better assess student learning.
  - o Folks at these centers know the latest in educational research findings and can provide a quick review of current thinking—saving you time.
  - o Few people start off as great teachers; coaching can help you improve your teaching faster.

## 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.

- o Again, 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.

- o 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.

- 
- o 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.

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

- o Doing substantial intra-departmental or even campus-based service is simply not a good use of your time before you have tenure.
- o At the same time you have to pull your weight, especially in smaller departments. Just try to do task that you find appealing and aren't time consuming.
  - o In the latter part of your tenure track career (the 4<sup>th</sup> or 5<sup>th</sup> year) it is important to do something at a campus level. But be careful to balance your load so that your campus service doesn't noticeably diminish your department and college service or your faculty may become resentful.

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 specialty) as well as serving as a reviewer for JAPA, JPER, JPL, *etc.*

- o You should develop a strategy for getting involved in a meaningful way in these organizations and/or with relevant journals.
  - o See if there are committees or task forces dealing with issues important to you; call the chair and ask if you can be involved.
  - o Call the regular or book review editors and ask if they'd like help in reviewing articles or books in your specialty (broadly construed).
- o 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.

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."

## 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, and who authorizes activities.

- o Every institution has both formal policies on most issues governing your life and formal procedures that supposedly implement those policies.
- o You need to understand both policy and procedure to flourish 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.

- o Listen carefully your first year and try to figure 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), they may judge you harshly.
  - In other departments you'll incur enmity if you don't serve on a lot of committees or volunteer to take on additional duties.
  - Don't break any rules or norms 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 its 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 differences 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.
  - In these environments, you have to become an ambassador for your work: get good at helping your colleagues from other disciplines understand your contributions.
  - 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—and then it's the department itself that gives the candidates a very hard time.
  - Some senior faculty who have never published a thing often demand the most 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—and 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.

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.

- 
- o Knowing what these policies are will help you make appropriate plans for your life.
  - o 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.

- o Find out what, if anything, you can do to stop the tenure clock--that is, give you additional time to achieve an appropriate record.
  - o For example, going half-time stops the clock at some institutions but not at others.
- o Learn what, if anything, you can do to speed up the tenure decision.
  - o Some schools allow faculty to request early consideration; in fact some places will *only* consider early tenure if a faculty member requests it.
  - o Be sure to find out what happens if you fail in early tenure consideration.
- o 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 nontraditional arrangements; find out what options they formally allow and what informal arrangements have actually been negotiated--before you need them.

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

- o 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 department and across the university.

- Expect a lot of fuzziness and even conflicting opinions; routinized processes seem to be 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.

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.

---

## 4. PUTTING YOUR STRATEGIES INTO ACTION

Over the next 5 -6 years you must get a lot accomplished. Don't waste the time you've spent developing strategies and agenda; start to implement them:

- Research and creative activity
- Outreach and public service
- Teaching
- Service
- Collegiality (yes, that's right—more on this later)

### Research

To implement your research strategy in the next few years you must:

- Build a national network.
- Get grants or contracts to conduct your work (and validate your reputation).
- Publish (or get favorable peer-review of your creative work).

### *Keep Building Your Network*

Being part of a network of people doing similar work is crucial to having your papers accepted or achieving favorable peer reviews of your creative work, winning grants or contracts, getting good reference letters when you're reviewed, and getting job offers (whether you want to move or not).

- Build on the networks you started as a grad student. Identify people across the country (or the world) who are doing important research in the area(s) in which you work and try to build professional relationships with them.
- You don't need formal introductions to people whose work interests you.
  - Be polite, respectful, and sensible in person.
  - Practice the same standards in your emails and keep them short and to the point.
  - Ask people to serve on a conference panel you're organizing or volunteer for a panel organized by someone else.
  - Ask people to be a discussant for a session or volunteer to be a discussant yourself.
  - You might send one or two papers (not more unless asked) to even the most senior colleague with a polite note.
  - Some people like to receive paper copies, others an electronic file, others a link to a web site.

---

If you're interested in a topic which has developed largely outside planning, be sure to develop ties with some planners doing similar work.

- At tenure time, it's better not to have all your letters from outside the discipline.
- Moreover, you probably don't want an economist or biologist or political scientist evaluating you against their discipline's standards.

Make sure you link up with the people who most likely will be asked to comment on your work at tenure time.

- It isn't good if **all** your reviewers say they have never heard of you.

Traveling to major conferences is an important way to build networks—and to help your total research agenda. Even if you're not giving a paper go to important conferences; you'll keep up with the field and more, important, with the people in the field. By important we mean major professional meetings such as ACSP and meetings that are key to your specific interests.

- Politely introduce yourself to people you want to meet, particularly senior people in your area.
- If they **ask** about your work, have an elevator speech ready and don't go further unless asked.
- Go to as many conference sessions that interest you as you can and listen to how your issues are approached and discussed.
- For your first year or two you might consider just listening carefully before you jump up to argue with presenters; if you talk too soon or too much (maybe because you're showing off?) you risk becoming visible in negative ways.
- Use the informal times before and after the session to chat with others doing work related to yours.

Try to get on conference programs in ways other than giving a formal paper; it's often quite easy.

- Identify the track chair or organizer of specific sessions and volunteer to serve on a panel.
- Offer a session you organized yourself or offer to serve as a moderator or discussant.
- Offer to organize and/or chair a session at the next annual or regional meetings; most organizations are run by volunteers who welcome other volunteers.
  - Call to ask people you don't know to serve on a panel—it's a great way to introduce yourself.

- 
- You may be included in a lot of useful things simply because people know your name or you're present in the room when they decide to organize a special issue of a journal.

Call or e-mail the Book Review editors of JAPA or JPER or JPL (or other appropriate scholarly journals) and volunteer to review in your field; you can simply offer to review any publications in your specialty or you can ask to review a specific book.

- However do not be too picky about book topics.
- Many planning journals make frequent use of junior faculty and will assign you to review a book you have asked to do; others will not.
  - It can't hurt to ask.
- Book reviews in planning aren't as important as in the humanities but it is a publication to put on your resume and gets your name out in front of people.
  - Besides you probably have to read the book anyway. But tread carefully; it may be dangerous for a junior person to give a poor review. Some of us also think that junior reviewers are typically more critical as reviewers, perhaps because they have written relatively few books themselves, and may seem overly critical.

### *Win Grants*

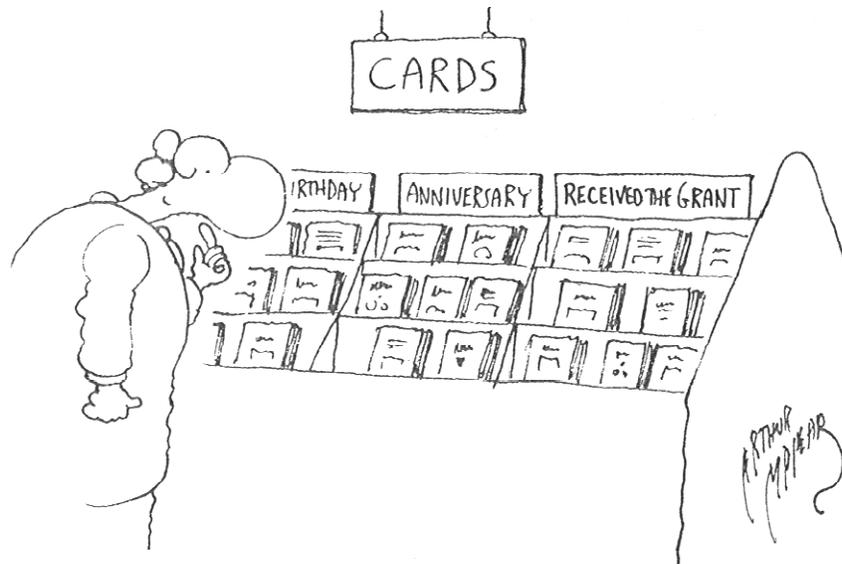
Scholarly grants or contracts are very useful; they can help sustain your scholarship, pay your summer salary while you prepare work for publication or other peer-review, and support graduate students.

- Most departments value the scholarly grants and contracts you win; many, although not all, take them into account when evaluating your research activities.
- Winning scholarly grants or contracts is additional external validation of the importance of your research.
  - At pre- and tenure review time, a history of bringing in research funding suggests both that your work is well respected and that you will be able to continue your productivity.
- However, not all subfields have substantial grants and many faculty members have never had summer salary paid, particularly when they were untenured.
  - If you have to choose between a grant and a refereed article, typically the article should be your focus.

---

There is a difference between a research grant and a research contract; moreover both are different from a professional contract (for example to conduct an EIS for the city or a housing study for a minority neighborhood).

- But the differences mean different things at different universities—learn how your university views each of these three activities and structure your efforts accordingly.
- Winning a research grant usually implies that you were evaluated in a single or double-blind process by several peer-reviewers; thus grants are more prestigious than contracts and most schools see them as national/international recognition of the significance of your research.
  - Grants are usually awarded to allow you to undertake research questions you consider important.
  - This generally means that you have more control over the research questions to be addressed and analyzed.
- In contrast, winning a **contract** usually implies that you were selected to carry out research which the sponsor is interested in getting done.
  - How a contract and a grant are viewed varies so much by school that you should be very clear how important such activities are in your research portfolio.
  - Don't be misled because some of your colleagues may view all contracts in the same light; if they don't themselves do much scholarly research they may not understand the difference, but review committees at the college or university level usually do.



---

Sometimes you need a little money to get more money—a seed grant--to allow you to do a literature search and background research so you can write a larger and more thorough proposal for more funds.

- Many universities have small internal grant programs for junior faculty whose sole purpose is to fund such projects.
- If you need such funds, it is generally not that hard to get them.

There are dozens of books about writing winning proposals; we can't cover that ground. But there is some advice we can give here:

- Many universities have a department or courses, or both, to help you write the substantive elements of your grant proposal.
  - Sign up and attend.
  - Introduce yourself to relevant contracts or research people in attendance and ask if you can call them for help in any stage of preparing a proposal.

Everybody has been turned down many times—winning a grant or contract is often much harder than getting a paper accepted. Many funding sources will give you detailed written evaluations of your proposal; if they don't, ask to be "de-briefed." Some agencies will even tell you if other funding sources might be interested in your proposed work if they aren't.

- Writing a winning grant is a lot like writing a scholarly paper; re-write and re-submit until somebody gives you the money. If you are de-briefed in one way or the other, use this important feedback to rewrite the proposal and either re-submit to the same funding source or find another one.
- Don't waste a perfectly good proposal just because it didn't win on the first or second or third time.
  - Take advantage of the feedback to improve your proposal.
- If the sponsor does not give detailed or any feedback, ask other people to read your proposal and to suggest areas in need of clarification or problems in your approach
  - ideally you would do this before you first submit but the deadlines often make this difficult.

On top of dealing with important substantive issues, you must also maneuver through both the university's and the sponsor's sometimes complex rules for applying.

- Young faculty members are often surprised by all the rules and regulations they are expected to master both within their own university and for various funding sources.

- 
- You have to factor these requirements into your schedule.

Young faculty are even more surprised to find that most universities tack on roughly 50% more than the project costs for overhead (indirect costs).

- For the uninitiated that means the university takes roughly one-third of the total contract, before you get to spend a cent.
- At the same time, most universities are sometimes willing or required to charge less overhead (or none at all) for certain non-profit or government agencies or for prestigious funding sources—so always ask before you even start doing a budget.
  - State universities are often mandated to give discounted overhead rates to other state agencies.
  - While you can't count on getting a break on indirect cost recovery—it never hurts to ask.
- Give yourself enough time to learn what you need to do and to use all available assistance.
  - Most universities have people in a research or contracts office who can help you through the process; if your college is large enough there may even be an in-house assistant research dean or other administrative support.
  - Many universities or individual colleges hold courses designed to initiate young faculty into these rituals—sign up long before you're in the throes of proposal preparation.

Many research projects involve other faculty members, although the conventions around having co-principal investigators may vary with your specialty. You should have a clear understanding with your partners about the distribution of resources and credit.

- Some universities make it mandatory that you present such agreements as part of the university approval process; at other universities things are more informal.
- Be clear in your expectations about joint proposals; you may be asked to join a team because your expertise will look good to the funding source but the proposal may contain few or no resources for you.
  - Be sure you know exactly what you're getting into; it's hard to claim much credit for winning grants that don't actually involve you.
  - On the other hand, it never hurts to help out your colleagues as long as you know exactly what's happening.

---

Don't forget that, no matter how prestigious your grant or contract, the key issue over the long term is what you do with the money you bring in. Your goal is to publish peer-reviewed articles or receive external validation for your work.

- Hard as it is to believe, there are people who are fairly successful at grant competitions who do not publish their work in peer-reviewed journals.
  - A final report to the sponsor is only a report.
- You must always be thinking of turning your research products into peer reviewed articles (or books or monographs).

### *Publish*

Learn the publishing norms of your department and school and factor that into your research strategy. In general you will need somewhere between 3 – 12 articles, or one to two books when you come up for tenure. However, counts and standards vary with your specialty and your institution.

- Regardless of these generalities, or what your chair or other faculty say, figure out what they actually DO.

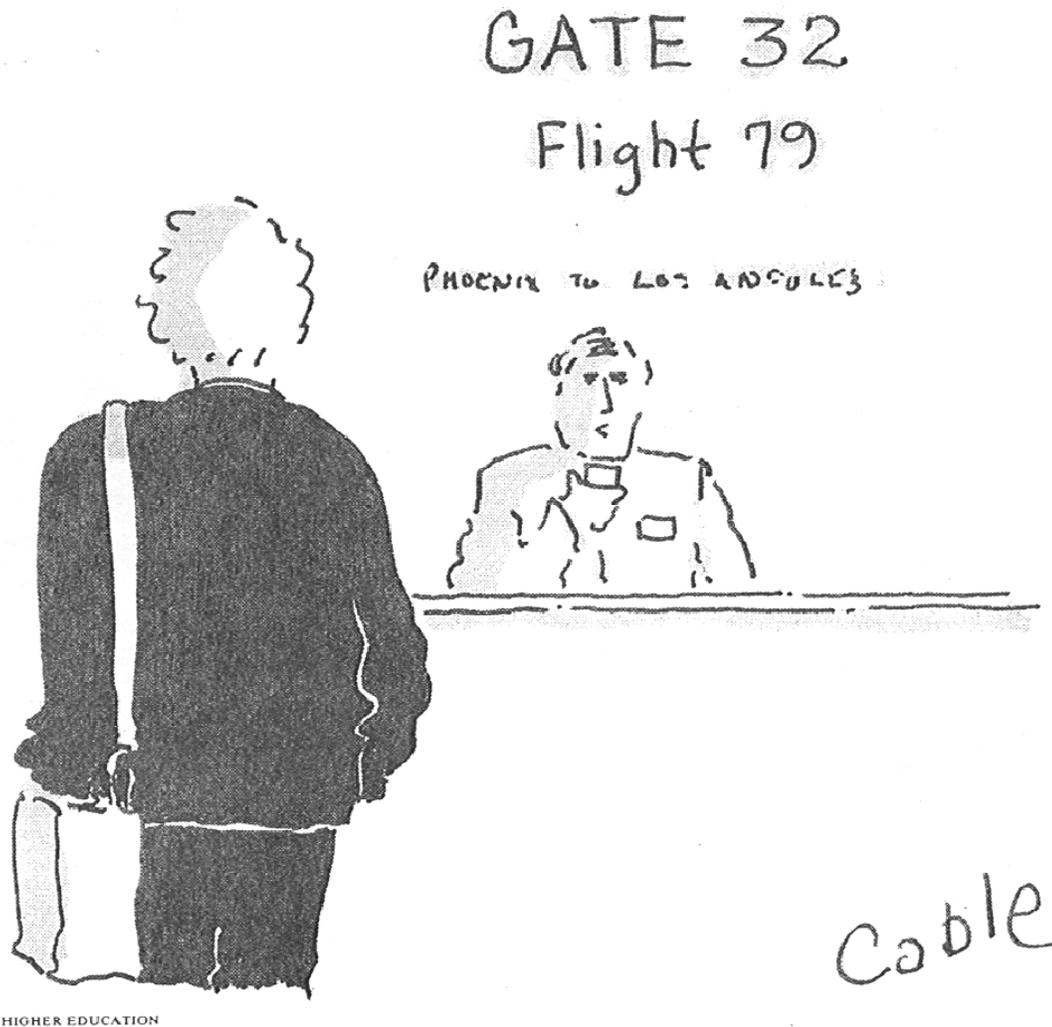
How many articles, and of what caliber, did recently promoted people need? There has long been a debate over whether 3-4 really remarkable articles are more valuable than 10 so-so articles; most of the contributors believe that quantity can count more than quality.

- You should aim for a diversified portfolio of publications, with the most important placed in the most prestigious (and most cited) journals and the least important (in terms of either your substantive research agenda or their relative contribution) in the least prestigious.
- University committees and external reviewers increasingly consider the ranking and reputation of the journals in which you publish so it's best to be strategic.
- With books, the more prestigious the university press, the better.
- Some committees want to look at metrics such as citation counts, acceptance rates, and journal impact factor ratings. Although controversial, be aware of such rankings and how people in your university use them.

Recently some researchers have tried to try to find the least publishable unit (LPU) in order to maximize the number of publications from a single project.

- What counts as an LPU varies with subfield—for example some more scientific subfields require that one answer only one question in a paper while others expect a wider scope.

- 
- o However at tenure time reviewers may see many of an author's publications. If many manuscripts seem to be superficial or repetitive they may mention that in their reference letter.



*"At this time, we would like to pre-board all first-class passengers and academics who have written three or more books."*

Identify the journals in which the major researchers in your field often publish and think about placing your articles in those journals.

- o Make sure to keep up with the contents of your major journals or book presses. Sign up for automatic publication alerts.

You don't have to limit your publications to specific research projects; think of professional studies and major class projects in terms of the scholarly articles they'll yield.



*“The fact that his textbook sold 80,000 copies last year, I’m assuming, should not be held against him.”*

- Frame different parts of your professional work or class projects for different audiences.
  - You can write about your methodological approach for a journal that cares about methods, a description of your pedagogic approach (in class projects) for JPER, as well as your findings for a journal that focuses on your topic in particular.
- At the same time, don’t spend too much time trying to publish something not directly related to your on-going research; if most of the work for a potential paper is done, it’s a good candidate. If not, don’t spend a lot of time getting it ready.

Don’t get side-tracked; in most sub-fields of planning you’re only going to get significant research credit for non-edited books and articles in peer-reviewed journals, not for publications in conference proceedings, edited books, or trade magazines (like *Planning* or *Urban Land*).

- There’s nothing wrong with these things— they may be good for your visibility and count as public service—but doing them takes time away from publishing research articles.

- 
- Having non-scholarly publications can fool you (and some unsophisticated colleagues) into thinking you have enough publications.

### *Conference Presentations*

An important way to translate your work into publishable articles for peer reviewed journals is to first give a paper at a scholarly conference.

- Making a conference presentation is an accepted way of getting feedback on work not-quite-ready-for publication.
- Don't be intimidated by the conference review process; many organizations accept a high percentage of papers offered.
  - And it's no tragedy to be turned down--especially if they give useful feedback.

When you present a paper, do it well. Inexperienced presenters often attempt to convey too much information in the brief time allotted—talking too fast or running out of time before they've said anything worth hearing.

- You can't deliver everything in your 30 page paper in 15-20 minutes, so don't try.
  - Explain what you looked at and why, how you did so, what you found, and what you'll do next. But these items are not equal—spend the most amount of time on what you found and what it means and the least on everything else.
  - People who want to know about nested logit models or the exact wording of your survey instrument will ask you later.
  - Pick the two to three findings you want your audience to really understand. Spend your time developing those points.
- Practice, practice, practice before you give your paper; there's no substitute for knowing every word by heart.
  - Time your presentation speaking like a normal human being; if you can't present the current version in the 15 minutes you have, don't talk faster—just cut out the less important points.

Remember to use the conference experience to strengthen and improve your initial papers—that's why presenting is often the first step in publishing a paper.

- Listen carefully to the questions people ask, and the comments they make.
  - Try not to be defensive; consider whether the criticisms (or the compliments) are justified; perhaps you need to work on being more clear about your ideas.

- 
- Even if you think someone just asked you the dumbest question you've ever heard, be respectful and at least give the appearance of considering the issue(s) s/he raised.
  - If you need, to jot down notes on what people are saying.
  - Ask the audience, or people who come up to talk with you, about issues you're uncertain about or alternative explanations of your data.
    - Bring extra copies of the paper for people who ask—and don't be afraid to volunteer copies to people who don't ask.
    - Encourage people to convey their thoughts, questions, or concerns about the paper to you via e-mail.
  - Listen, listen, listen to what people ask and suggest and say about your paper. There's no point in presenting the paper if you can't or won't take advantage of the useful feedback you get.
    - Some people will be very helpful and others not so much but all criticisms can teach you something if you keep an open mind.
    - If people ask about other research you aren't familiar with or challenge your work with their own, make the effort to find those studies and incorporate or challenge their findings in your own paper.
    - Pay attention to other presenters on your session; consider how they address common concerns or sticky analytical issues.

### *Submitting Articles*

The most valuable publications are those that are published in peer-reviewed journals. The peer-review process can be either single or double-blind.

- In a single blind process the reviewers know who you are but you are not supposed to know who the reviewers are.
- In a double blind review neither you nor the reviewers are supposed to know the other's identity.
- These processes are designed to ensure that reviewers can be critical without fearing recrimination from the author(s); the double-blind is designed to also ensure that reviewers focus on your work and don't discriminate for or against you because they know who you are or with whom you've worked *etc.*
  - When you are just starting out, a double-blind review can be a real help since reviewers are less likely to "write off" your work as that of a novice (if they can't tell from your text)
  - As your work becomes more well-known or you cite a lot of your own work it becomes harder to disguise who you are.

---

Whether you've presented a paper or not, you can't get published unless you send your work to a peer-reviewed journal. If you haven't yet published, the first article is often the worst. You spend years trying to perfect what most readers will only scan.

- There are a lot of journals out there; start by picking the one you think most appropriate given where others in your field write and the importance of your work and ranking of the journal. Ask your colleagues to make suggestions for possible venues.
  - Look through a year or so of each suggested journal to see 1) if it is likely to publish the kind of article that you are submitting, and, 2) if there are relevant articles that you should cite in your work so that you take part in the ongoing conversation that the journal is fostering. Plus, journals often ask people who have published there to be reviewers.
  - Try to find out how long a journal will take from submission to review to the inevitable re-write.
  - Take the time to read the solicitation guidelines of the journal you've chosen and follow them: single or double spaced, your name on every page or not at all, no more than 5,000 words, etc.
  - Most journals will review articles that don't perfectly meet their guidelines but some won't—and others will give your work short-shrift if you don't fully conform.
- Now just prepare the damn thing and send it off; if you're afraid of anonymous journal reviewers tearing it apart, send it first to your friends asking for their comments.
  - Remember that the “perfect is the enemy of good”—it's far more important to have one or two flawed published papers than a potentially perfect paper in its 14<sup>th</sup> draft

Having a paper rejected is far from the worst thing that can happen; you can learn a lot from a well-reasoned review. You may have your article rejected outright but more likely you will be asked to “revise and resubmit.”

- Do not be embarrassed; bad or scathing reviews have happened to everyone—just ask someone whom you admire how many times they've been rejected or asked to significantly rewrite an article.
- A rejection may only mean that the journal has a very limited focus or doesn't understand work outside its traditional base. Re-think where to next send the article.
- Even if reviewers are grouchy or sarcastic, treat their comments with an open mind. Their ideas may be useful no matter how harshly stated.

- 
- And while we're at, think about how the tone of a review can ruin your month; when you get further along in your career and are asked to review papers resolve to make comments in a more constructive way.
  - If you are asked to revise and resubmit—do so! You are much more likely to get the revised article accepted in the same journal than in a “new” one.
  - Plus the process will usually take less time if you resubmit to the same journal.
  - If you are rejected, revise your article carefully considering the criticisms offered and keep submitting it to different journals until you're absolutely sure no one will publish it (or the data or theory are too old).
    - Some of us have been asked to review the same article for three different journals.
    - Of course you should never send an article to more than one journal at a time. Ever. This is a terrible sin which can literally derail your career.
  - Do not become discouraged if you are required to do more than one round of revisions. In some sense, this commits the editor to your paper and it is still much more likely to be published in that journal than another.

Many first papers are co-authored with dissertation chairs or other senior faculty; sometime their co-authorship is justified, other times not.

- No matter what anyone says: there are no hard and fast rules about whether your dissertation chair should get co-authorship or be junior or senior author
  - A few departments have adopted formal policies—you might want to check the Berkeley website for an example.
  - Co-authorship with faculty is more likely if the student is working on a grant project initially conceptualized or run by that faculty member. In cases where your work is independent it is far less common.
  - Remember that it can be useful having a senior faculty member as coauthor because they have a lot of experience in writing papers; it's more likely that the paper will be in a format and quality that can be accepted.
  - Working with an experienced person can be a valuable learning experience, even if you carry more than your share of the load.
- Some journal editors see themselves having a special role in nurturing beginning authors and will work with you as a single author.

- 
- Some editors will take your paper through an additional stage of review if you ask. This gives you an experience similar to co-authorship.
  - But some journal editors complain bitterly that young scholars submit badly written papers to get such help; think carefully before you risk senior people in your field seeing such examples of your work.
  - In a single-blind review they will know who you are and may have long memories.

Co-authoring raises some additional issues.

- Co-authorship is a great way to connect with other faculty at your new school and learn the ropes. People have different experiences but if you have a problem, just don't co-author with that person again.
- At some point in the writing process, you must come to an understanding with your co-author(s) about the formal distribution of credit. This could be expressed as the percentage of total work or who was responsible for which part of the work, (i.e. methodology, design, etc.)
- In addition, order of authorship (In planning the senior author is generally listed first) though some teams rotate authorship or take some other approach. This is generally confirmed in writing (at least an email).
  - Increasingly articles describe what each person did in the research reported on (e.g. the research design, data collection, analyses, etc).
  - Even if the distribution of responsibility on a paper is not important to the journal, it is important when you are reviewed for promotion by your department—some departments require letters from co-authors describing their contribution.
  - There are different approaches to when the discussion with your co-authors should take place—at the beginning, the end, or somewhere in the middle of the production of the article.
  - But it is important that co-authors agree to have that discussion at some point.
  - It may be hard to initiate such a discussion but—get over it. This is your life and academia is as much a business as any other; learn to act in a business-like manner.
  - Generally it's better to have a co-authored paper or be listed as second or third author than have no paper at all—so if things do get sticky, you may want to give in gracefully.

If you first offer the co-authored paper at a conference (prior to submitting it for publication) actually present if at all possible.

- 
- If you make the presentation of a jointly authored article, people tend to think you did most of the research; if you don't, they tend to think that you only did the statistics or literature review.
  - Of course, give appropriate credit to your co-author if you do present (and be in the front row during the session if s/he is presenting).

Over time you need to decide whether to single- or co-author some or all of your post-dissertation publications. Although planning is a field which often involves collaborative efforts, many institutions do not give full "credit" for joint work.

- Some senior people have never written without co-authors and others have never written with one; there's no clear pattern.
  - Co-authoring is often the natural result of being part of a team working on large grant.
  - Co-authoring may be a useful way for you to approach your work or deal with specific problems.
- Even if you do best when co-authoring, you should be the sole author of some articles so that people will see that you can work alone (or without a particular co-author).

Resist the temptation to spread yourself too thin, to write in too many different fields. A "shot-gun" publication record makes it difficult to see your impact on any given field and hard to get letters of recommendation.

- Although many people change their research focus over the years, it's not considered a good sign to change yours every six months.
  - A grab-bag of articles is a sure signal of tenure-time panic.
- Lacking a clear research focus is almost as bad as having too few publications; it suggests that you don't have a serious research agenda and hints that you may have limited ability to address major research questions.
  - Showing focus can be quite difficult in some subareas where the work is more about an approach or method than a substantive area.

To be successful in academy you need to be able to show that your work has had impact; the major way is to be published in peer-reviewed journals or, in some sub-fields, to write books. But there are also other ways today to get your work noticed—you can take the lead.

- If you prepare a written statement about your latest article, book, monograph, or research grant for the university press department or external relations staff, they will likely produce a news release which

- 
- may be put on the university's home page and/or picked up by the campus newspaper and the local or regional media.
- o The more the press release focuses on your interesting or controversial findings the more likely it is to be picked up by external media.
  - o Once the news does get picked up by major media outlets or people begin to download your work off your website, keep a record. These hits can help you establish the impact of your work when you are reviewed.
  - o In case reporters call prepare an elevator speech. But be prepared to be seriously misquoted.
    - o Reporters often promise to send you the news article but they rarely do. But find it yourself and make sure to put it in your files to be used when you are reviewed.
  - o Make sure your publications are listed on the department's web site and make sure you keep your faculty page updated as well possible.
  - o Ask your department or colleagues to nominate any of your work for a relevant local, state, or national award. Most are happy to do so, if you organize the material and make it easy for them.
    - o An amazing number of professional award competitions (generally those with no valuable prizes) are under-subscribed and you may have a greater chance than you think

We shouldn't have to say this but: don't wait until the fourth or fifth year to start publishing.

- o You'll be even more miserable than the tenure review process usually makes people, which is miserable enough.
- o Your colleagues will seriously question whether you can only produce if you are being threatened with losing your job.
- o Most important: It's not enough time.

### *Internet Presence and Publications*

These days most faculty have some kind of internet presence--at least on the department's web site. However, increasingly faculty members have independent web sites and blogs or are represented in the media (that is increasingly on the internet). The authors of this manual disagree on how important it is, and how it should be used, but it is a fact of life.

- o Some think that strategic use of blogs, press releases, and the like can increase your influence. Counts of press mentions can demonstrate impact at tenure time.

- 
- Others think that this works better in some subfields than others—not all research is on topics of locations deemed newsworthy. They point out that the weight given to such publicity varies greatly by institution.
  - We agree that using blogs can be a difficult (there's a lot of competition, and keeping up a blog takes a lot of time). If it makes sense to blog, doing a guest entry on an established site is likely the most time effective way to do this, particularly early on.
  - Web pages—either your own site or something using the public functions on FaceBook and the like—can be helpful in providing more detail on your research work than your university's site may allow. They can also present standard FAQs to answer student queries and thus save you teaching time.
  - However, the key thing is to produce well received, peer-reviewed publications. These can then be promoted on the internet—but using the internet can be time consuming and is not a substitute for such publications.

## Outreach

You may not have any interest in outreach; if that is ok with your school, that's fine. But if you are interested in outreach and public service, it is mandatory that you have a fully developed outreach strategy which you must carefully implement. In the next few years you must:

- Understand your strengths and the contributions you can make
- Structure manageable projects
- Plan for contingencies

Start slowly and carefully if you are not already an accomplished professional, and/or active in the community where you're being hired.

- There are always projects and people in need of assistance; before you jump in, take the time to identify the issues you want to address, the skills you can offer various projects, the time and time frame required by various activities.
- Many local projects are controversial; make sure you know what the issues and conflicts are before you get involved.
  - It's wise to know who's on all sides of an issue before you make any kind of commitment.
  - You need to know, for example, if the project you're considering is opposed by the university president before deciding if you want to be involved.

- 
- New faculty are often the target of the misguided, the embittered, and the ignorant (in both the public and on their own faculty).
    - It's not uncommon for people who don't like the findings of the last study (or don't even know that such a study has already been done) to glom onto the new environmental or housing expert for their own personal agenda.
    - At a minimum, make no promises before you understand the situation, what has already occurred, what is currently going on.
    - Don't be so flattered—they may have sized you up as a pigeon.

Be very clear with yourself about why you have decided to get involved in specific activities, what resources you will need to get them done, what products are expected and when.

- Outreach projects can be extremely time-consuming, involving multiple public meetings and doing lots of preliminary analyses which will later be abandoned.
  - Some planners are skilled in, and thrive on, these kinds of interactions but they can take a lot of your time and you should know this in advance.
- The public and planning officials aren't always aware of how many resources and how much time the substantive elements of some projects can take.
  - Make a realistic assessment of what you can and cannot do—and be sure that everyone involved understands your limits and constraints.
  - There is no value, for your career or the community's needs, to promise—through ignorance or arrogance—more than you can deliver.

Almost every outreach or service project runs into some difficulties which slow it down or require key elements to be jettisoned; don't make it worse by beginning with unrealistic expectations.

- You can easily find yourself working 40+ hours per week to just get the project done, without keeping up with your teaching and other professional, let alone family and personal, obligations.
  - Some of this just comes with experience, so go slowly at the beginning.
  - Organize your outreach materials carefully so you can get the credit you deserve when you are reviewed and to provide you with the materials if you later decide to publish from the experience.

- 
- If you are even thinking of publishing your forthcoming experience as a participant-observer in an outreach project, you should immediately contact your college or university human subjects committee; Universities vary in how they structure these obligations and apply the rules.
    - Some exempt certain kinds of projects or communication with public officials—but you may be prohibited from publishing if you do not take the necessary steps prior to conducting the project.

Independent of formal human subjects processes, you may want to think about the ethics of writing about people with whom you have been working without their prior knowledge and permission.

- Many faculty members navigate this in a way that is comfortable to all parties but such conversations take time.

## Teaching

To implement your teaching strategy in the next few years you must:

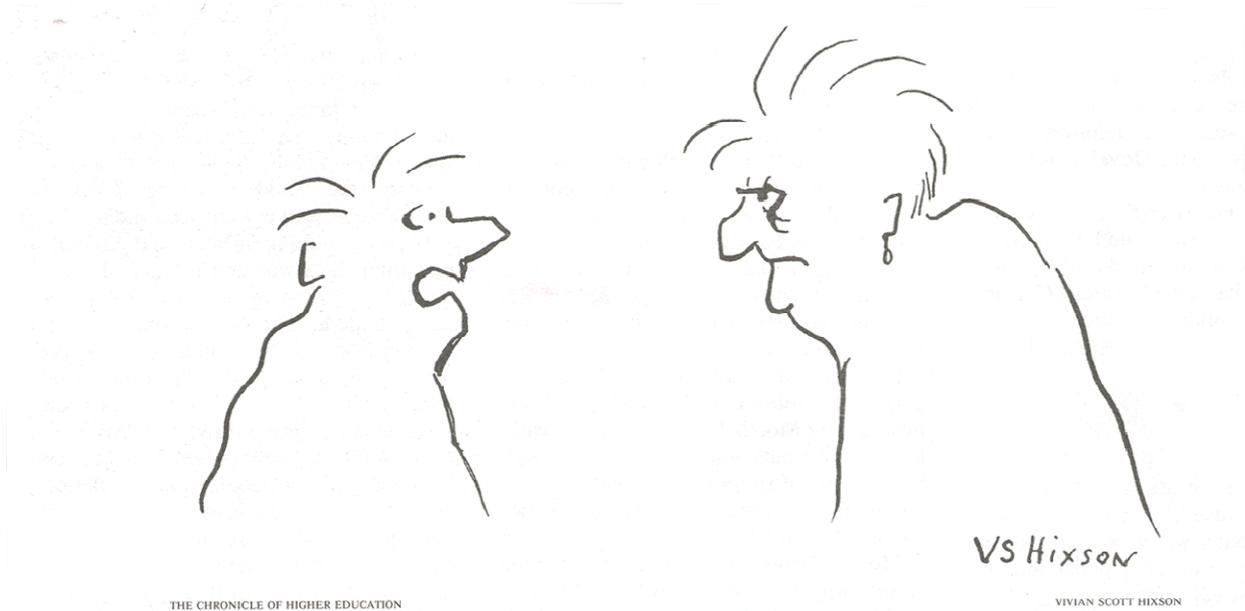
- Structure your courses
- Maintain a high level of teaching quality
- Deal effectively with students
- Combine outreach and teaching (for some people)

### *Structure New Courses*

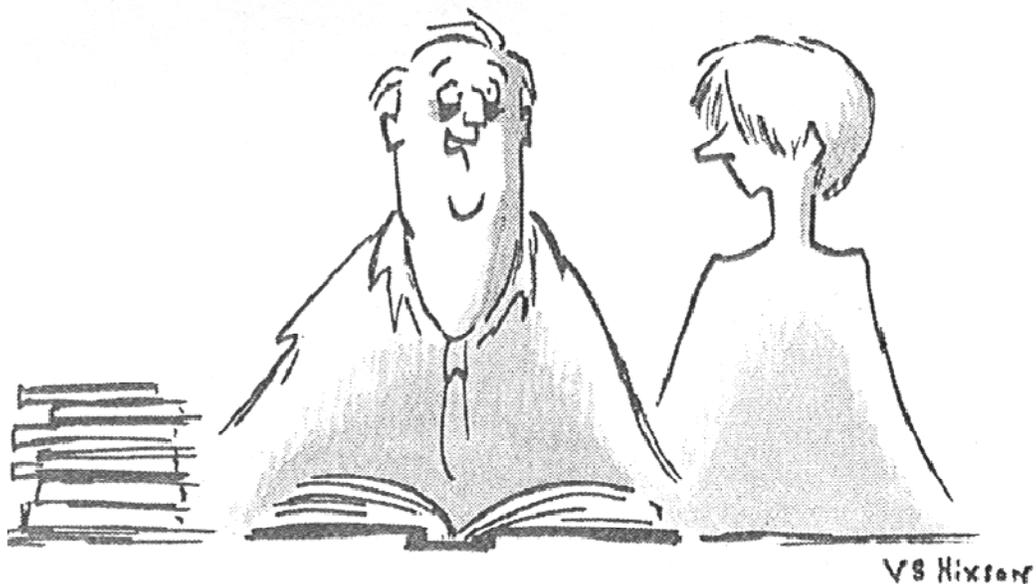
Many new faculty are stuck preparing 2 - 4 new courses their first year on the job. Hopefully you will have taken, taught, or assisted with the needed courses while in graduate school. If not, DON'T START FROM SCRATCH.

- Ask anyone whom you know has taught or is teaching similar courses and ask if s/he will share the syllabus.
  - You can also just search on the web for syllabi.
- Use or build on the syllabus the last person teaching the course used; again you can modify it over time but you don't have to do it all at once in your first year of teaching.
  - Over time you can modify and change his/her approach as you gain confidence and have the time or opportunity.
  - While you may want to do more and introduce more innovative approaches, you don't have any more hours in your day than anybody else who teaches the subject--so be realistic.

- 
- o However, it is not necessarily easy to teach somebody else's syllabus if the approach doesn't fit you. Adapt what you find to your needs.



*"Can you tell me what my grade is in the course so far? I wanna know if it's safe to blow off the term paper."*



*"I've got it! I'll take half of my first course, add half of my second course, and bingo! I've got my third course!"*

- 
- ACSP and other organizations have, from time to time, organized formal or informal syllabi exchanges.
    - Check the ACSP and other organizational websites; ask colleagues if they know of such services.
    - Consider starting a syllabus exchange program yourself; it will help you and can look good on your Teaching, and/or service resume.
  - Post a request for readings, assignments, or syllabi to relevant email listservs.

### *Maintain Quality*

Teaching is increasingly more important because state legislatures understand teaching better than they understand any other university role. Moreover planning departments often compete for students with geographers, geologists, civil engineers, policy analysts, and public administrators so good teachers can create a comparative advantage for their department.

- The professor who attracts students from across campus is an asset; the professor who never gets more than four students in a seminar is increasingly a liability.
  - As universities face more budgetary constraints, the ability to attract students will only become more important.
- While good teaching may not help a shaky research record, bad teaching can hurt you; some of us think it hurts women more than men.
- If you can't get students for your courses, or they're always complaining to the dean about your classes, or you won't teach the large required courses which are the bane of your chair's existence, you may find yourself with fewer departmental resources, a lower salary, and few departmental advocates when you are reviewed for tenure.

Ironically bad teaching can be as time-consuming (both emotionally and in terms of scheduling) as good teaching; so avail yourself of campus programs such as teaching centers aimed at improving your teaching skills.

- We think that student expectations of teaching are going up.
- Most institutions offer programs to help you become a better teacher; they range from having observers sit in your classes to video-taping you in action.
  - Such programs can provide you with valuable feedback on how you communicate and why students have problems with your approach.

- 
- If you initially get poor or mediocre student evaluations (or student complaints) it is useful to show your colleagues that you recognize the problem and have sought help. Doing so often completely mitigates the impact of those problems at your first or second annual review.
  - Many of these centers can also help you plan your teaching portfolio in ways that make a compelling case for your annual and major reviews.
  - You should recognize that using these resources is not a sign of failure; sometimes quite the opposite.
    - Faculty members known for being good teachers often use these resources to save themselves time; experts can provide useful focused guidance.

A word about student evaluations; getting good student evaluations, the most common measure of teaching effectiveness, doesn't necessarily mean you're a good teacher--and review committees often know it.

- Student evaluations can be manipulated and colleagues often suspect that good evaluations are the result of easy grading, glad-handing, or light class workloads—and sometimes they're right.
  - And sometimes colleagues get jealous, but you'll have to deal with that, too.
- However, if you have poor student evaluations that are not improving or you continue to face contentious students, consider consulting regularly with the teaching center.
  - It's both less time consuming and draining than dealing with a student riot in one of your classes and having to explain to your chair or dean.

You must develop additional measures of your teaching effectiveness.

- Solicit and keep letters from students who've gotten good jobs or from employers who talk about how well trained your students are.
- Keep lists of students who've won awards, gone on for PhD's, etc.
- Publish articles about your teaching or organize a session at ACSP on pedagogy; this shows that your teaching has national recognition and even impact.
  - Publishing about teaching, however, can hurt you in some research universities. Knowing whether your colleagues value these contributions is part of understanding your institution.

---

Keep detailed records of the courses you teach, particularly core courses, those required for accreditation, new courses you've developed, and/or those which attract students from outside the department.

- Required courses are often difficult to teach and provide a real service to your department—make sure they remember it at evaluation time.
- Make sure the department recognizes that developing new courses shows your willingness to tackle additional or topical issues as well as your responsiveness to the requests of faculty and students.
- Attracting students from outside the department is usually considered a positive because it raises student hours and may encourage undergraduates to consider graduate work in planning.
  - Often the best way to recruit minority students into a graduate program is to target undergraduates at your own university.

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

- 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.
- Don't be seen as a burden on your other colleagues but there's no need (and some disadvantage) to being a heroine.

### *Deal Effectively with Students*

Do not become either a substitute mother or analyst for your students; unless you have a degree in counseling you're not equipped to deal with their problems and it's terribly time-consuming.

- Women faculty are often drawn into student lives because everyone expects them to show more sympathy and provide more solace than their male colleagues.
  - Women faculty are often criticized for being insensitive or aloof if they refuse to be continually warm and nurturing to their students (acting, in fact, like their uncriticized male counterparts.)
- Try to draw the line; students can take a lot of your time with their personal problems. Have ready the telephone numbers of various campus counseling centers for students who are having serious problems.

- 
- Remember that, if students have classes with you, you're probably part of their problem too. A trained disinterested professional may provide them with far more help than you can.
  - It's enough for your female students to see you being an effective role model and leader. By setting appropriate professional limits, you are helping them understand how to act when they are later in your position—a position of authority

You may feel special obligations to your women students, but being a professional role model must have limits. If you don't get promoted, what kind of a role model will you be? If you don't have a personal life outside of school, what message are you sending?

- Decide how you can best help your women students and budget a set amount of time for those activities.
- Try not to let professional and career guidance turn into personal counseling.

Resist the temptation to make students your friends or part of your social support.

- It's very appealing to have students look up to you (especially after coming out of graduate school where everyone treated you like...) but friendships with students are based on unequal power relationships.

Never gossip about your colleagues to students; it's unprofessional and can seriously hurt you as it gets around the faculty--and it will.

- Students love to talk; don't expect them hold their tongue if they've heard you criticize other faculty members.

Do not encourage or permit students to complain to you about other faculty **unless you plan to take some action.**

- Whether a student is complaining about too much reading in somebody else's course or sexual harassment, if you are not going to actually do something about it, you should not talk about your colleagues.
- On pedagogic or curriculum matters, be very sure it's your business to interfere with how or what your colleagues teach (and that you have the time to do so).
  - If something a student says about a course really alarms you, check into it and talk to the colleague or chair.
- Remember--students complain all the time and you may end up hearing what the students are telling your colleagues about you.



*"You know that spot on my blue shirt that I could never get out? It showed up on my teaching evaluations."*

If students complain to you about sexual harassment or other illegal activities, find out what the formal complaint processes are.

- Decide if you want to help the student begin such a process or you want to suggest some informal action.
- People are presumed innocent until proven guilty, and there are slander laws; encouraging talk without encouraging appropriate action is unprofessional and can be dangerous.
- Learn your university's procedures for how students or faculty can initiate harassment investigation.
- Learn your university's procedures for managing disruptive students.
- Put campus security on speed dial on your cell phone; post it by your office phone. Being a professor is a very public job, and you may encounter students or other individuals who behave in a threatening manner.

### *Do Outreach Through Teaching*

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 1)

---

accomplish useful community work, 2) meet relevant pedagogic goals, and 3) don't swamp all your other research, teaching, and service obligations.

- We have seen young professors so drawn into these projects that key aspects of their professional and personal life seriously suffer.
- 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.
  - Prepping studios is different than other traditional classes as well. If you are doing an actual project, rather than a more theoretical studio, it can be hard to recycle materials from one studio to another. In most cases you can't just change your syllabus 10-20%.

You also need to know what skills your students really have, how much time and energy they'll put forth, and what product it's realistic to expect from them.

- The way in which students can and do become involved in projects can vary widely. You need to match student roles to the appropriate projects and be explicit about what you can and do expect of them.
- You'll get very different products from 1) hiring students to work on a project, 2) allowing or requiring them to do individual masters thesis (or professional reports) on aspects of the project, or 3) just expecting a certain level of work for class credit.
  - You have to carefully choose the projects appropriate for studio courses, those matching thesis or professional report needs, and those on which it's best to hire students as interns or workers.

Pedagogic needs are not always compatible with project needs—you must recognize and respond to this reality. You should be sure that any project you undertake complements your teaching objectives.

- Some projects have a time frame too short or long to be accomplished in a classroom setting, or the skills required are not taught in your department, or the job is too basic (or too sophisticated) to be a good learning experience.
- Remember that while studio and project courses often get very high teaching evaluations, they just as often get poor evaluations
  - Real world learning can frighten, frustrate, and anger students used to "the right answer" or traditional classes, and they sometimes take out their frustration in teaching evaluations.
  - Try to structure the course to deal with this reality without robbing students of the educational experience which anxiety and real-world problems bring.

---

Have a contingency plan for all key aspects of the project, both to keep students engaged and to get the job done.

- It is inevitable that promised plans or maps or data won't be available or will arrive weeks after they're needed.
- It is equally likely that some key event will not occur at all or on time, or the clients will suddenly change their objectives or refuse to cooperate, or the staff person who asked for your help will get fired or leave.

In general, you can't completely satisfy the needs of most public service projects with student work done under your supervision; usually you will need to apply your professional skills and a fair amount of time to polish any student reports being given to a community client.

- There are exceptions, but young professors are often surprised (if not shocked) to discover how much work they'll have to do once students have left town.
  - Even if you don't fully believe this, initially schedule your time to allow a cushion to complete the project satisfactorily.
- Experienced folks sometimes put aside some money to pay a student to organize, edit, and re-write student contributions into a presentable report.

## Service

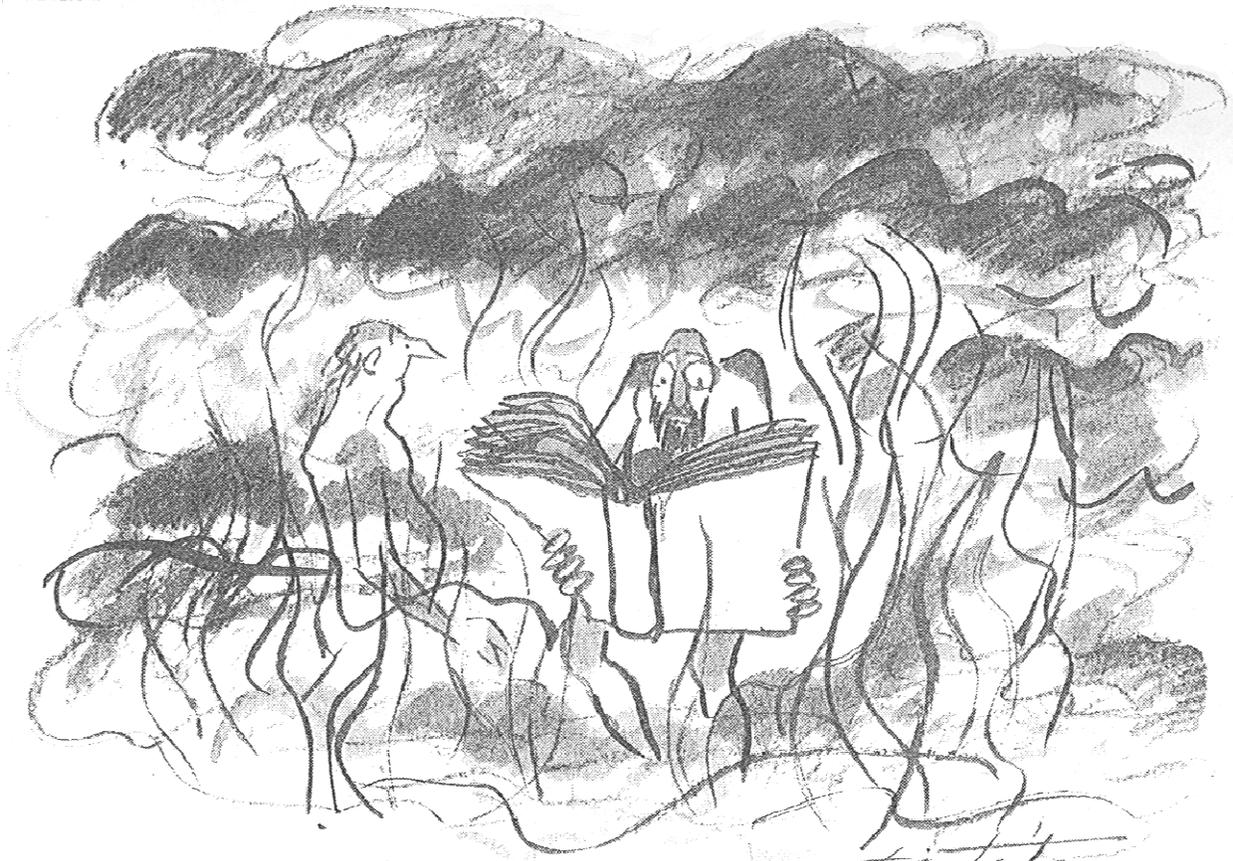
To implement your service strategy in the next few years you must:

- Understand why service is important.
- Set out a realistic program.
- Not go beyond your obligations .

### Understand the Value of Service

You have an obligation to do a fair share of departmental, school, and university work: it's the collegial thing to do, it gives you some control over your daily environment, and—over and above your meeting your basic obligations--you can make it work to your advantage.

- You'll get to know the people and committees who make decisions, get some say in how the department operates, and acquire some bargaining chips.



THE CHRONICLE OF HIGHER EDUCATION

MISCHA RICHTER AND HARALD BAKKEN

*"This is truly diabolical! They've scheduled me for six faculty committee meetings every day through all eternity."*

There is a big myth that **school service**—being a good departmental citizen—doesn't count toward tenure or promotion.

- o Service obviously counts more at the departmental and school level than at the university level so know where key decisions are made in your institution.
- o School service counts a lot for raises and perks decided by department chairs and deans, including class assignments and schedules, summer school positions, disposition of travel and seed money grants, allocation of TA's and RA's, support for research projects, etc.

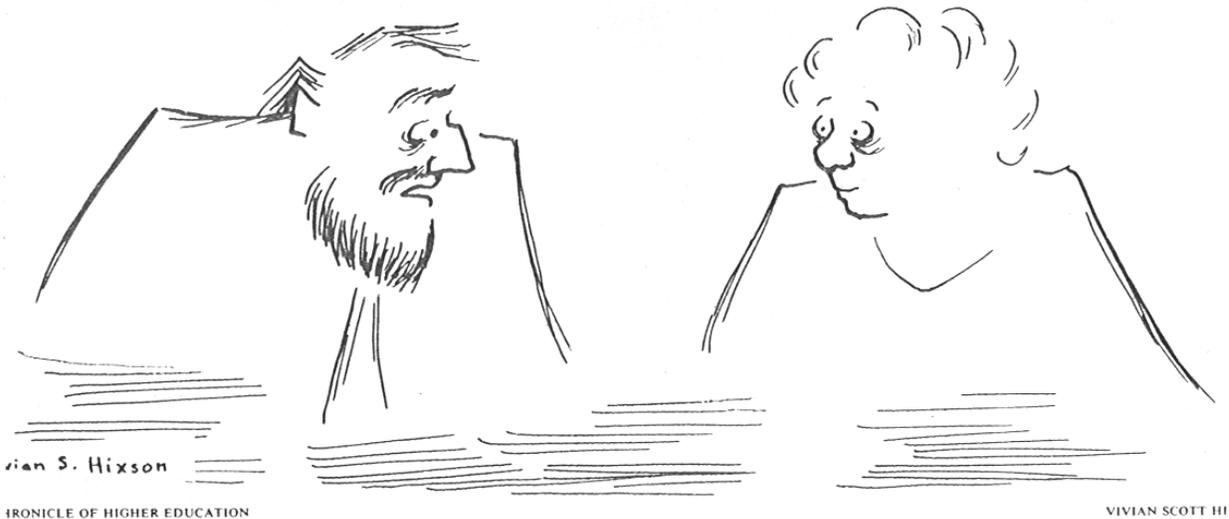
The lack of school service can count against you, even when not working for you, if people are looking for flaws in your record, or you're being compared with other faculty up for promotion.

- o Some of us think that women are subconsciously expected to do more service-type activities so that when you don't you're punished more.

---

Even if you want to do community service and outreach as your service contribution, you must do some service within the department and school.

- Otherwise you won't meet the people you need to know and won't learn enough about how things really work.
- And your colleagues won't get to know you.



*“OK, try this one. We put two full professors on the committee to give it clout, and a new assistant professor so the work will get done.”*

### *Develop a Reasonable Service Program*

Be a **smart** departmental citizen; pick activities that matter to either your colleagues or your chair/dean (preferably both), that you want to do, and that have visible results.

- Unless you like meetings, try to avoid assignments that require hours discussing ideas with colleagues.
- Try for finite pieces of work that you can do on your own schedule, with minimal citizen participation.

In your 4<sup>th</sup> or 5<sup>th</sup> year as an assistant professor it's a good idea to volunteer for university-wide committees on subjects which interest you from childcare policies to parking and traffic. But don't leave your department short-handed to do so.

- No one was ever given tenure for service on university committees alone, but such university level service has been known to turn the tide if a case is marginal and decisions are made at higher levels.

- 
- o If the committee had a particularly onerous task--like establishing policies for post-tenure review--university administrators may "owe you" for your service.
    - o People tend to let people they already know join their club.

Service in regional and national professional and academic organizations (from APA to ACSP) should be an important part of both your service and research strategies. Such involvement will help you build a network while raising your national profile.

- o Such service looks good in annual evaluations and at tenure time.
- o You may not want to be too active in your initial years on the job, but you should have several such activities on your record by your 4th or 5th year.

Be realistic about what is likely to count as Service; while it may not harm you to lead a campus demonstration against the Administration's lack of support for students of color, don't expect administrators to count it as school service either.

- o Many activists do themselves in by using all their time to fight for causes and not spending any time doing research, meeting their classes, or writing scholarly articles.



**TODAY'S QUIZ** ▣ Which person spent his time more wisely?

When Henry Mulcahy, a middle-aged instructor of literature at Jocelyn College, Jocelyn, Pennsylvania, unfolded the President's letter and became aware of its contents, he gave a sudden cry of impatience and irritation, as if such interruptions could positively be brooked no longer...He had guessed long ago that Hoar meant to dismiss him, but he was amazed, really amazed (he repeated the word to himself) that the man should have given himself away by an action as overt as this one. As an intellectual, he felt stunned not so much by the moral insensitiveness of the President's move as by the transparency of it. You do not fire a man who has challenged you openly at faculty meetings, who has fought, despite you and your cabal, for a program of salary increases and a lightening of the teaching load, who has not feared to point to waste and mismanagement concealed by those in high places.....

He had not known, in short, that the President disliked him so flatly. Like most people of literary sensibility, he had been unprepared, when it came down to it, for the obvious: a blunt, naked wielding of power.

### *Don't Do More than Your Share*

Carefully analyze what the normal departmental or school service load is. Avoid doing more unless you have a special personal or professional interest in the work or its outcome.

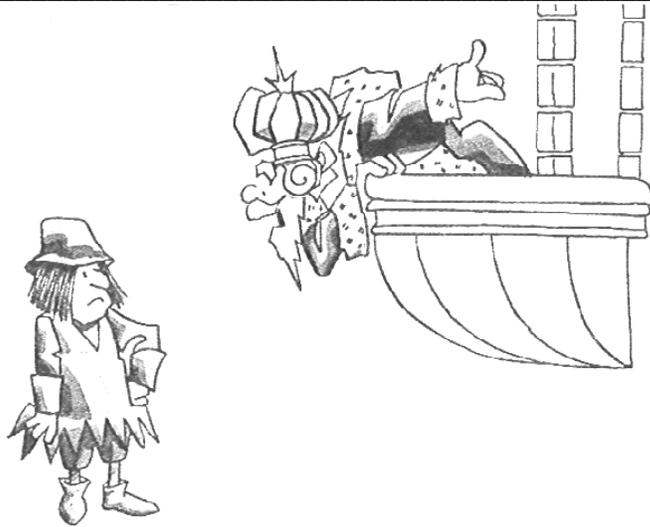
- Every hour you spend alphabetizing the department's library books, is an hour not spent on research, teaching, or your personal life.
- If you are carrying an unfair share of the department's service work load, try to find out why it happened and how to avoid it in the future.

Give the jobs you've accepted (or been assigned) the attention they deserve--and no more. Women have the tendency to get over-involved and spend more time than is necessary.

- Some jobs are glorified clerical tasks; they may have to be done--and by faculty--but that doesn't make them equivalent to curing cancer.

Avoid getting caught up in housekeeping details even if nobody else is doing them, or more likely, doing them the way you would.

- If your colleagues see a task as a minor chore, they'll still see it as a minor chore even if you make it your life's work.
- If your colleagues aren't noticeably unhappy with the way something has been done in the past, they won't give you a lot of credit for doing it better.



**“Congratulations! You’ve been chosen Serf of the Year.”**

You don’t have to say “yes” every time someone asks you to do something. If a task is not part of your personal strategy, or will take an excessive amount of time or effort, pleasantly but firmly explain you won’t be able to help out.

- When you refuse an assignment, do so briefly and graciously--no matter how busy you are or how silly the suggestion.
- Sometimes the chair or colleague was “just asking” so don’t act as if you were told to scrub the toilets with a toothbrush.
- When you do turn down an additional task, briefly mention--without whining--the other ways in which you’re already providing service to the department.

You don’t have to say “no” every time either; you can’t always pre-plan everything. If you’re asked to do something which won’t be very time consuming or is very important to your department, carefully consider before you refuse.

- If you are the type of person who is inclined to say ‘yes’ too easily, it might help you to set a rule, such as always waiting 48 hours before you say ‘yes’ to a request. That gives you time to think and reflect.
- Sometimes all you have to do is sit in a room for a few hours now and then; as long as you don’t get deeply involved some jobs are fairly easy.
- A problem that women often have--they can’t just sit there so every task, every committee, every assignment turns into a major effort.
  - Don’t make everything into a big deal--that’s what will kill you.

---

## Collegiality

To be perceived as appropriately collegial in the next few years you must:

- Learn the value of being so perceived.
- Exercise social skills.
- Deal appropriately with women faculty and staff.

### *Understand the Value*

This isn't a joke: being a good colleague is a major part of your job.

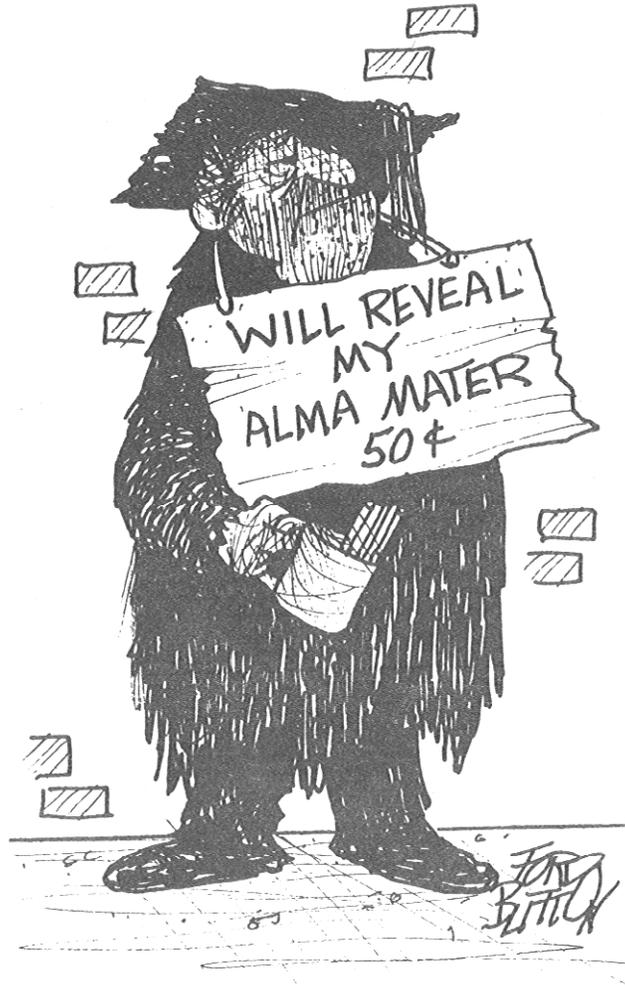
- While everyone hastens to add collegial doesn't mean "charming" or "winsome"—that's for men. Women are almost always held to a higher standard.

At a minimum, collegiality means working cooperatively with colleagues, not being rude or aggressively confrontational when there are conflicts, and being seen as having the best interests of the department at heart (rather than being totally focused on feathering your own nest).

- One way to build that kind of reputation is to socialize with your colleagues—even if you can't stand them and suspect they have bodies buried in their backyard.
- This isn't being phony; it's work. Men socialize all the time with people they don't like because that's how professional life is.
- You're not off the hook because one or two men in the department so lack social graces that people can't stand to eat in the same room; people forgive men for all sorts of social disasters they condemn women for.
- Part of being collegial is letting your faculty colleagues think you respect them—whether you do or not. You may well be the most intelligent, best educated, or most sophisticated member of your department but never let your colleagues suspect you know.
- Never let disdain for your colleagues show—even if you're the only productive member of the department and the dean adores you.
  - If you do, it'll come back to haunt you.

Just a note: it's ironic that your colleagues may have hired you because of your Big-time University PhD but then find you pretentious or threatening every time you mention your alma mater.

- For the first two years never start a sentence with "At Big-time U we did it this way," unless it's the answer to a question that began, "At Big-time U how did they...?"



### *Exercise Social Skills*

Use meetings and social events to introduce yourself and your ideas to your colleagues--and to allay their fears if you're the only woman, or only PhD, or the only faculty with a degree from a real planning school.

- If your department or school has a speaker's forum or a brown bag lunch seminar, volunteer to give a talk.
- If your department or school has no formal faculty/student speakers forum, help organize one.
- Volunteer to do guest lectures in the classes of your colleagues and ask them to speak to your classes.

Women in different life situations have different problems--those married with children may face one set of difficulties, single women, straight or gay, may face another.

- 
- Any woman who is different from most of her colleagues may have to interact informally and in non-threatening situations, at faculty meetings and by talking about mundane things.

Don't miss any meetings--at least until you're very sure that nothing useful ever goes on. Even then, it's usually better to be present, carefully doing other work, than noticeably absent.

- Faculty who don't publish or spend time on research often make a big deal of faculty meetings--it may be the only professional thing they do and they expect you to take part.
- Important and even critical things occasionally take place in the middle of otherwise useless meetings.

Make opportunities for polite socializing with your colleagues, to be seen as less threatening and more "collegial."

- If you have to be at the childcare center at 5:00 PM, and can't stay and chat, try lunch.
- If you can't have lunch or a drink after work, try to find other ways to have informal discussions, without an obvious agenda.
- Try to find something to chat about with even the most difficult of colleagues--he may know something useful like where to get the best prices on DVD's or how to get wine stains out of tablecloths.

Important decisions are sometimes made at otherwise uneventful social occasions; a lot of old-boy networking is the result of proximity rather than conscious discrimination.

- Try to make an appearance at major departmental and school social functions, particularly if they're tied to the work of your colleagues (i.e. art exhibitions, receptions for books, etc).
- Learn what events are important, and which you can skip.
  - You can be shot for missing graduation at some schools and never missed at others.

If you are in a school with multiple disciplines, find opportunities to interact with your non-planning colleagues.

- Even if they will not directly evaluate your record, senior members of the school who are architects or artists or geographers may have to rank you against junior faculty in their own disciplines at promotion time.
- Work at forging links with non-planners; it's not wise to be seen as too peripheral to the work of others in your school or college.

- 
- Make a genuine effort to learn what your non-planning colleagues are doing if only as part of your personal education.
  - Find opportunities to show colleagues from other disciplines within your college how your work relates to theirs.
  - You want people to know who you are, why what you contribute it is important to the department, and why you are a good colleague.

### *Deal Appropriately with Other Women*

Resist the temptation to be openly critical of other women faculty; it may surprise you that some of your male colleagues may encourage you to do so.

- It makes some people feel more comfortable to have the women fighting.

Not all women faculty are nice to other women—or nice at all.

- Some women do not know how to be supportive professionally.
- Senior women can resent junior women who they may think have had it “easier.”
- You may have to develop a female support system outside the department as well as within.

Develop a network on and off-campus to help you deal with problems and provide guidance and support.

- Look for women’s faculty groups to join.
- Help establish campus groups and networks yourself, structured around common interests or circumstances.
- Decide how to relate to women support staff, especially if you're the only woman on the faculty.
- Being too friendly with the staff can violate departmental norms; sometimes a democratic-appearing institution really has a strong class structure.
  - On the other hand, women staff members have been the safety net for lots of women faculty alone in their departments.
  - Sometimes the staff members really make key decisions and are the source of very useful information.
- In the end, being professional and pleasant to everybody is usually the best strategy.

---

## 5. RECEIVING YOUR JUST REWARDS

Once you've begun your academic career, there are several crucial things you must do to ensure that you receive the raises, resources, promotions, and ultimately tenure that you should. Just *deserving* them won't be enough; you must work hard to see that all your accomplishments are recognized and correctly evaluated. To do so, you need to:

- Understand faculty evaluation processes.
- Keep comprehensive, annotated, cumulative records.
- Listen and learn from pre-tenure evaluations.
- Anticipate problems.
- Keep on top of the tenure process.

### Understand Evaluation Processes

Learn the **timing** of tenure (and other major) decisions; many universities require that tenure be granted or denied by the end of the sixth year of service, but this policy is not universal.

- Find out if there are annual reviews, when they occur, and what period of time they cover.
- Find out if there are major non-tenure or mid-career reviews, perhaps during the third or fourth year.
  - Learn how and when they are conducted and what your role will be.
  - At some schools these are very structured and require letters from external reviewers; at others they are entirely internal; in still others so informal you hardly know they've happened.
- Get copies of any forms used in any or all review process.
- Make sure you understand all the requirements and how you're expected to meet those requirements.
  - Figure out which supporting materials are required and who ultimately organizes those materials for review.

Learn who decides whether you're given a raise and how much that raise will be, in what time frame, using which criteria.

- Some institutions are unionized or have uniform pay scales while others have very wide disparities in what's paid to an assistant professor in the same department, let alone across departments.

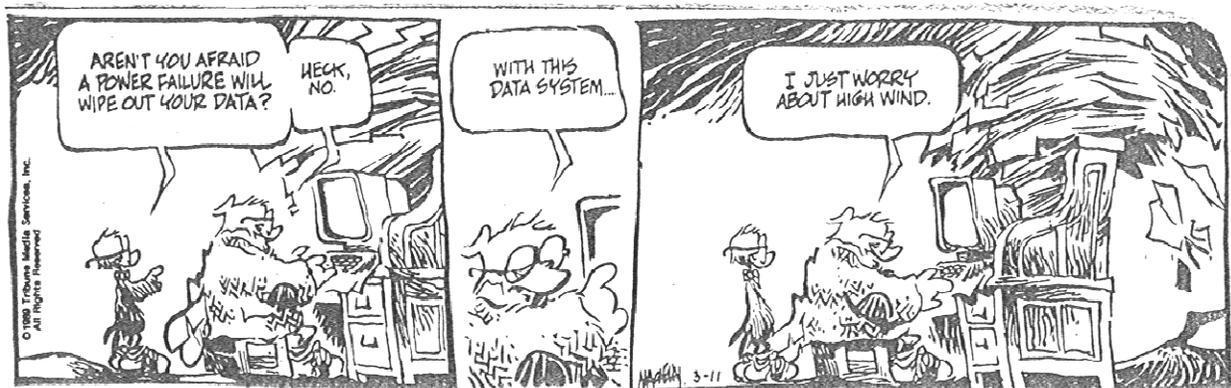
---

## Keep Comprehensive Records

You must keep detailed and comprehensive records of everything related to the evaluation criteria, in a format that allows you to easily access them, explain them to others, and use them in review and promotion processes.

Start collecting materials immediately which address the issues you've learned are important.

- o You must do more than passively file things lying around; you must actively solicit and organize letters, notes, awards, proof of formal recognition, *etc* to meet the criteria against which you'll be judged.
- o You can always throw things away but it's extremely difficult to recreate (or even remember) events three years to five years later.



- o You need more than piles of randomly Xeroxed materials; you must carefully organize all your accomplishments.
- o You must prepare detailed **written** descriptions of what they all mean, why they're important, and where they're leading.

Start both computer and paper files immediately; begin by labeling five or six manila file folders with the major promotion criteria; *e.g.* research, teaching, school service, outreach, *etc*. Also create computer folders for electronic materials (don't worry about duplication).

- o If your institution uses special evaluation forms for tenure or annual review make sure you collect or organize data to conform to those categories.
- o During the academic year, drop materials into the appropriate paper and computer folders.
  - o This could include letters from students, newspaper clippings mentioning your work, conference programs listing you as a speaker, copies of articles citing your work, *etc*.

- 
- It could also include letters accepting papers, soliciting reviews, or asking you to prepare book reviews.



*"I have not written anything this year. I have been too busy filling out the Research and Publication form, the Self-Evaluation form, the Merit Raise form, the Departmental Service form, the ..."*

You must prepare, and frequently update, an annotated cumulative assessment of your work and its contribution to the school, the discipline, and the profession from the materials you've amassed.

- It is crucial to list and describe your accomplishments--in writing--at periodic intervals in an organized fashion.
- At least once a year, prepare a written summary of the activities in each folder; add this annual summary to your career cumulative record.
- If your institution does not have a form for this activity, or you find it unworkable for your accomplishments, develop your own written cumulative record.

This written record should annotate your activities in each promotion category, giving an indication of the importance of the work, the impact it has or will have, the time it took, and where it's leading.

- These annotated records will become an invaluable part of your tenure and pre-tenure reviews so they must make clear the value of your efforts.
  - You can't just assume that people will understand the importance of an award or journal or conference.
  - You can't take for granted that people will know how difficult it is to develop new courses or teach interdisciplinary ones or structure a new concentration, *etc.*
- While other people may be responsible for written assessments of your work, the more "pre-digested" text you give them, the more control you have over what is said about you.

- 
- Your annotated materials should be written for all audiences-- from architects to zoologists to make it useful for any and all promotion processes.
  - You need to be responsive when you're reviewed by university committees composed of scholars from disparate disciplines.

## Learn from Reviews

Assume that you will be seriously reviewed annually even if a) no one actually does a review or b) they don't pay much attention to the reviews they do conduct. Also assume that you will be reviewed fairly seriously during your 3<sup>rd</sup> or 4<sup>th</sup> year; in some Universities you can be let go at that time if you are not seen as likely to be tenurable in your 6<sup>th</sup> year.

- Annual reviews force you to pull your records together, examine your accomplishments, and sense the direction of your work.
  - They are an ideal way to see if you're spending your time the way you want or need to. And they prepare you for both the 3<sup>rd</sup>/4<sup>th</sup> year review and the tenure review.
- If you don't have a real annual review, show your reviews to friends and mentors both on and off your campus.
  - Ask them suggest better ways to frame your work, identify deficiencies, and point out strengths.

If there are no annual reviews, put together a small presentation of your accomplishments and make an appointment with your dean or chair; then explain your record and ask for feedback.

- It's useful to annually remind the chair/dean of any promises made when you were hired; *e.g.* the ability to substitute some outreach for publications or teach fewer courses your first year, *etc.*
- Request written comments on your progress and ask for an assessment of your strengths and weaknesses.
  - Probe for indications of problems or areas where you are not meeting expectations; listen carefully to what these people actually say.
- Do not be defensive or argumentative even if what you get back is factually wrong. Hear out the chair/dean before you begin to respond.
  - Otherwise you'll never get the chance to find out what they know, or think they know, about your work.

- 
- o Without such annual, or bi-annual, feedback, you may go too far in the “wrong” direction to be able to make changes in time for tenure.



*“Let me get this straight . . . you’re tired of being overlooked, you want some recognition, and you feel you deserve a promotion. My only question is, Who are you?”*

- o If the chair/dean does not provide you with a written summary of his/her views, as modified in response to your comments, you should write a letter to him/her, summarizing what you think is the consensus of the process and asking for comments.
  - o Keep a copy of this letter and any response.

At some Universities your chair or dean will write you a letter, annually or after a 3<sup>rd</sup>/4<sup>th</sup> year formal review, summarizing your accomplishments and detailing problems or areas in need of improvement; **DO NOT UNDERESTIMATE THE IMPORTANCE OF THESE WRITTEN DOCUMENTS.**

- o Read the letter carefully and immediately respond, in writing, to any point you dispute.
  - o The purpose is to both correct mistakes and to get your written objections on the record, if you later have to appeal decisions. Keep it brief and neutral in tone!
- o Ask for written confirmation of any changes the chair is willing to make.
  - o If the chair will not provide a written addendum (or re-do the letter) write him/her a letter stating your understanding of your agreement.

- 
- Immediately seek clarification of any point that seems ambiguous or unclear; you can do so orally but then ask for a written confirmation.
  - If the chair will not provide a written addendum (or re-do the letter) write him/her for a letter stating your understanding of the issue(s), which has been clarified.
  - Think carefully about any weaknesses the letter lists and remember that there is a now a written record of your problems.
    - Don't be fooled just because your chair is friendly or the process doesn't seem hostile; people usually try to say unpleasant things nicely.
    - The authors have seen people go blithely along ignoring problems specifically listed in their annual reviews because nobody explicitly told them that these problems would affect promotion decisions.
    - Or worse, because the chair or dean, after writing a negative letter, tried to soften the blow with meaningless phrases like "oh you'll be ok."

Don't be complacent if you hear nothing clearly negative about your record during these reviews—make sure you're really listening.

- Deans and chairs often find it difficult to say negative things to your face, so they equivocate, or muffle the message, or use ambiguous words.
- People have lost tenure over problems which have been clear in their record for years, but which were never conveyed to them in a meaningful way.

If you're not getting a clear message about how you and your work are viewed by the people that matter, look for other clues.

- Check your salary raises against similar colleagues. Budgets are public in a public institutions (and they often are in private schools as well).
  - Get a copy of your department's budget and study the salary and other financial patterns.
  - If there is a formal pay scale, keep an up-to-date copy and check the actual raises against the budgeted raises in your school, identifying anomalies.
- Compare the departmental resources you've been given to those given to other junior faculty.

If you find meaningful disparities between your rewards and those of comparable colleagues, ask for an explanation.

- 
- Be careful—your goal is to have the chair/dean to explain why you were treated as you were—not to justify how your colleagues were treated.
  - Try not to alienate other colleagues or cast doubts on their records.

Be willing to hear bad news; it's better to understand NOW exactly where you have been found lacking and what your dean/chair would like you to do better or differently than to bumble along until you're denied tenure (or let go).

- You can, of course, agree to disagree. But don't be misled; if your chair or dean doesn't like something you're doing which you have no intention of changing—you're the one that's going to pay the price.

If you and the dean/chair do agree on some problems in your record, try to establish exactly what will remedy the situation and how long you have to do it.

- Be specific. Should you produce two articles in two years or teach one new or required course or...?
- Be realistic and incremental; don't agree to sweeping changes in your life or unrealistic targets simply because two years away seems like forever.

If you learn that your research interests or teaching approach or views about outreach are not those valued by your school, you have some choices.

- You can change your behavior and try to do exactly what they expect; this is not usually an effective solution because, morality and self-esteem aside, most people only do well at things they like doing.
  - If you're willing or able to change do so immediately.
  - If you've promised to get an article published in a highly regarded journal or secure more research funding, you'll need 1-2 years to do so even if you're not starting from scratch.
  - If you are just beginning you'll need even longer.
- If you're not willing to change, try to find a job at another university whose values and interests more match yours.
- If you're not willing to change, but can't move, keep on doing what you want to do, but accept the fact that tenure probably won't come your way. At the same time, if you can move keep looking for jobs that fit you better.

If the dean or chair keeps complaining about problems that you think you've fixed, or, keeps finding new problems as soon as you fix old ones, try to understand why you're having such difficulties.

- At most universities you can ask to meet with mediators or higher administrators to help you and the chair communicate better.

- 
- It may, after all, be a communications problem.
  - Or it may be a budget problem, and they're setting you up so they can let you go.
  - Or you may be a victim of discrimination and you should decide if you wish to seek redress through internal or external avenues.

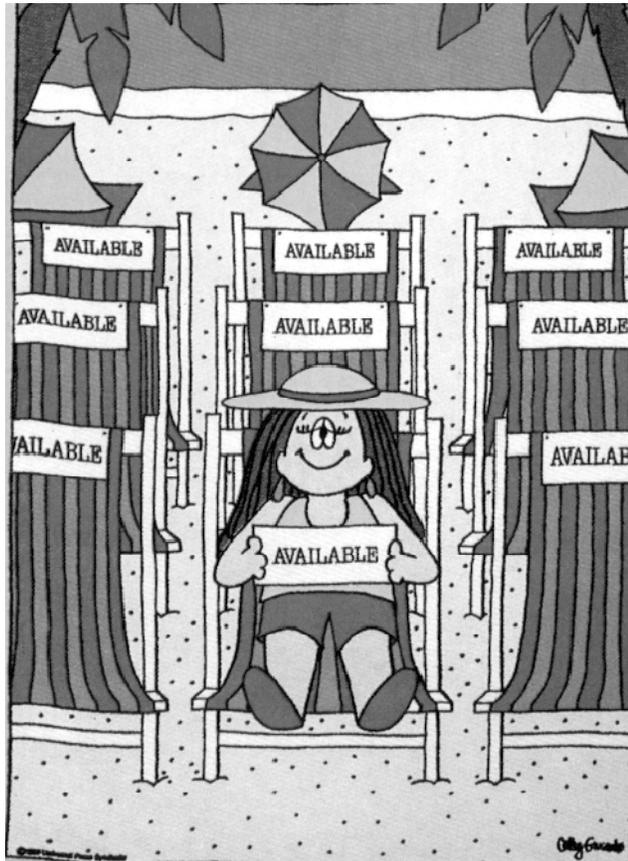
Sometimes you just have to see, and accept, the handwriting on the wall--you and your current institution may be incompatible. The decision-makers may not like planners, or practitioners, or your specialty or--you.

- Why stay around to be treated badly? If it's not going to work out where you are, find somewhere it will.
- Try not to let this get you down; lots of people spend endless hours agonizing over being rejected by colleagues they don't respect, in a school they don't like, for a salary that wouldn't have supported Mother Teresa.
  - Why bother?
  - Instead, start looking for other opportunities-remember academic searches take almost a year so the sooner you start, the sooner you can leave.

## Anticipate Problems

If some event in your life could cause you to fail to perform your full-time academic responsibilities, you should evaluate your alternatives as soon as possible.

- At certain problematic times in your life, non-traditional arrangements may be an intelligent and humane choice.
- If you have a car accident or a pre-mature baby or get divorced or...and fail to do all that's expected of you, you'll be in trouble later.
- Try to see what's happening when it's happening.
  - It's imperative that you ask for some consideration, or an alternative arrangement, **at the time that problem occurs**.
  - Asking for forgiveness a few years hence when you're "up-or-out" is too late.



Consider taking a semester off, or going half time for a year, or asking for a light load in one semester to finish pending papers. What's possible varies by university, but today there are lots of alternatives at most places if you only ask.

- You don't have to be facing serious illness or a family tragedy to ask for special consideration; if you're honest with yourself and your chair you may be able to work something out which meets everyone's objectives.
- Be clear about what you need and what you will produce (or not) during the time in question.
  - It's pretty straight forward to ask to stop the tenure clock in the year you've had a baby or a personal illness or tragedy.
  - But you can also ask for a lighter teaching load to finish the papers or book you'll need for tenure—but then you'd better accomplish what you've promised or assume you'll soon be looking for another job.

## Control the Tenure Review

To stay on top of the process over the 18 months or so which this can take you must:

- 
- Understand the real requirements..
  - Carry out your role.
  - Ensure that appropriate reviewers are selected and properly prepared.
  - Live through it.

### *Understand the Process*

The tenure review process should generally begin early in your fifth year and no later than the fall of your sixth year, unless your school clearly has different policies or you have formally negotiated a different time table.

- If you haven't heard anything by early spring of your 5th year, ask your chair exactly what is going on, what your role will be, and the documents they'll need from you.
- Find out if someone has been appointed to put together your case or if you are supposed to prepare your own case for the promotion and tenure committee (or whatever they're called at your university).
  - Speak to the person putting together your case or the chair of the P & T committee immediately offering all the materials you've been carefully amassing and annotating and asking what role you should play in moving the material forward.

NEVER ASSUME that someone else will take care of any of the details (at least in a timely manner) even if the process at your university is a very formal one.

- If you haven't heard anything about your tenure review or can't see a process taking shape, **NEVER ASSUME** it's going on quietly.
  - It's more likely that nothing is going on.
  - Don't be afraid to be a bit pushy. People understand that this process is important to you, and some need to be reminded to get moving.

You must understand the process and control as much of it as you can. Things hardly ever happen exactly as shown in the *Faculty Manual*. The process will require significant work on your part.

- At the same time, start by re-reading your university's faculty manual or handbook or going to the university's website for any and all formal policies on tenure; print them off and carefully read them.
  - Some websites also have detailed instructions on how tenure packages should be prepared and policy directives of relevance.
  - Note how much discretion is allowed individual colleges and departments to decide what constitutes *scholarship* and *impact* and *recognition* and *service*.

- 
- Some universities offer special seminars for people going up for tenure, or for chairs and department heads (or both).
    - Sign up for any programs designed to help individual faculty.
    - Urge your chair (or person responsible for your case) to attend similar sessions designed for administrators.
    - If your university doesn't have seminars for administrators ask your chair to go with you to the one designed for junior faculty.

Identify how and when your department will conduct every aspect of the process; you should have specific answers to the following questions:

- What documents are you required to prepare, in what format and when?
- How, when, and what number of external reviewers are chosen and when are letters solicited from them?
- What materials will be sent to external reviewers? When? Who is responsible for preparing those materials?
- What, if any role, will student and/or professional assessments play in the process?
- What, if any, will be your role in any of these decisions?
- What rights will you have to appeal and how would you go about requesting reconsideration of an unfavorable decision?

No matter how formal a process your university follows, there will always be substantial variation between and among departments. Try to identify both the process in your own school/department, and comparable processes across campus; this information is valuable in different ways.

- You must understand the process your own department thinks they're following in your case.
  - People don't come up for tenure every year in most departments, so administrators don't always know or remember what to do.
  - You may find that whoever is in charge is making it up as they go along; one need only read the *Chronicle of Higher Education* to find dozens of examples.
- Information about what is or has been done in other departments can be extremely valuable in convincing your department to conduct the process appropriately and in a way that benefits you.
  - If, for example, your department doesn't seem to know what to do next, or what they have proposed seems arbitrary, unfair, or just plain stupid, you can suggest that they adopt the process or policies followed elsewhere on your campus.

- 
- If your department thinks that the university forbids or requires some process or other, you can offer evidence that it has been successfully done (or not) in other ways in other departments.

Be alert for rules or policies which are likely to hurt you so you can suggest alternatives to the people in your department making such decisions.

- Anybody who tells you that there is only one way to do something at your university is almost certainly wrong.
- The authors have seen very different processes in the same department, let alone across campus.

Carefully consider the likely impact of specific rules or decisions on your case; you should challenge from the beginning any rule with the potential to hurt you.

- If your strength is teaching you must have letters or input from former graduates and people who've hired your graduates to speak to these strengths.
  - If it looks like the process forbids or doesn't encourage the use of student materials you must insist that they be included.
- If your strength is public service, you must be sure that external reviews see copies of professional reports or acknowledgments of the impact of your outreach.
- If it looks like the process forbids or doesn't encourage the use of letters from planning professionals, you must insist that they be included.
  - What goes into your tenure file depends on how your department, college, and university view themselves and how you view yourself.
  - If teaching and public outreach don't matter to your university or to you, you won't need many materials on those functions.
  - But even major research universities, particularly public ones, ask for proof of the effectiveness and impact of teaching and public service, even if they don't plan on seriously considering those activities (and often ask reviewers to comment on those activities).

### *Get Your Job Done*

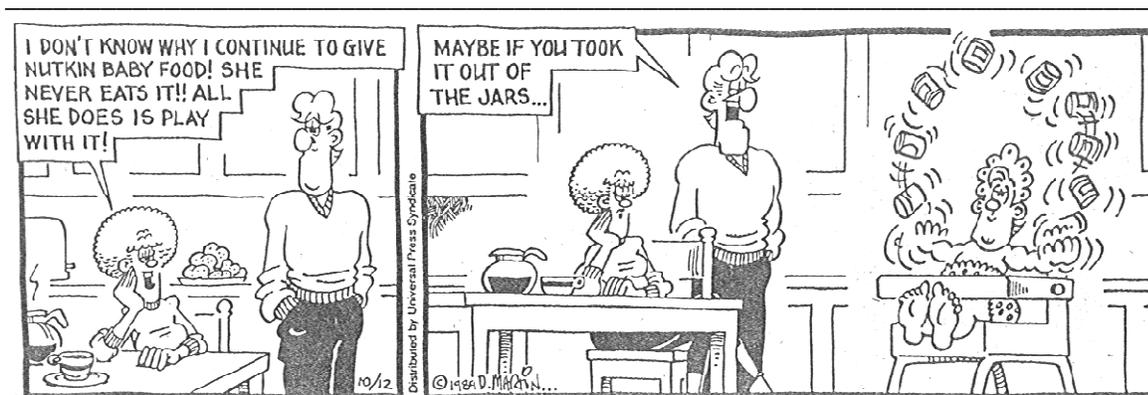
At many, but not all, universities the candidate is expected to prepare most of the materials that will be required by review committees, external reviewers, and even higher levels of administration.

- Some schools require (and others allow) some kind of personal statement; some schools have detailed rules about the sections and headings, others have none.

- 
- You must prepare a personal statement, whether required or not, because it allows you to explain the value of what you've done, the honor of the recognition or awards you've received, the impact of your research grants and scholarly work.
  - Whatever the individual categories required (or not) use the statement to put your work into the appropriate context and frame it the best light.
  - Whatever the format of the personal statement, also develop a written assessment of every aspect of your work, describing its importance and impact, tying together the various components of your academic life, and indicating your direction for the future.
    - This statement should be brief enough that people will actually read it and clear enough that almost everyone will understand it (even the physicists and musicians on campus committees).
    - If you've been doing annual cumulative reviews, you've got most of this material already prepared.
  - You must have material available which supports each and every important item on your statement because you never know how much your committee will know about your work or its value.
    - You certainly must fully annotate your record if you're being evaluated by people outside your department or discipline.
    - It's dangerous to expect biologists to understand the value of design awards, or architects to understand the importance of an article in the *Journal of Regional Science*, without a description of your contribution. However, keep such descriptions factual and neutral in tone.
    - Be aware of the metrics increasingly being used to measure impact, such as Google citation counts, acceptance rates, or journal impact rankings. Know yours and include them if they are good.

Whether you're supposed to write all the review documents for your case, or only a personal statement, you can exert significant influence over what's written about you if you prepare careful descriptions of your own work.

- Departmental committees are often lazy and may simply use the text you've already prepared for their own reports, evaluations, *etc.*



**Short is better than long.** Committees (and reviewers) have many files to read; after awhile they all start to blur together. That's why many schools limit the length of your personal statements to 6-10 pages.

- o Don't defeat the purpose of those length requirements by using 10 point type or minuscule margins just to meet the page limitations.
- o Get over yourself; if you really can't explain your teaching, research, and public service philosophy in a short space—you're going to get creamed.
- o If you can't briefly but powerfully describe the relevance and importance of your work, learn how.

### *Ensure Appropriate Reviewers*

External reviewers are selected in many ways; some departments ask the candidate to suggest a number of potential references and the committee chooses among them. In other departments the candidate has no role whatsoever in the selection—with every variation in between.

- o You need as much say as possible over the people chosen for external reviewers; your university probably allows much more discretion than your departmental leaders think.
- o Try for the right to challenge obviously inappropriate references; it helps if you can show that some other department has allowed candidates to do so.
  - o Committees have been known to use people with whom you've been fighting for years as well as world famous scholars whose names they know but who don't work in fields even vaguely similar to yours.
  - o Some committees have been known to ask people they should never think of including—like co-authors or dissertation chairs or former spouses.

- 
- o Sadly, these letters will have little value at higher university levels if positive, but if negative they might cast some doubt on your record.

Long before you are actively being evaluated, you should try to influence the pool of people likely to be asked to comment on your work. You should not have much trouble doing so if you have followed our previous suggestions—if you've networked, exchanged papers, and played an active role in professional organizations.

- o Some time before the process formally begins, try to chat informally with potential reviewers about their willingness to serve. Mention that you might be asked to suggest reviewers and ask if you can list them.
  - o If people seem hesitant, or say they don't know your work, it's best not to include them (or try to see that they are not selected as reviewers).
  - o If you think that they might be asked no matter what you do, offer to show them some of your recent papers.
  - o If people seem willing to let you suggest them as reviewers, question what materials they would want to see and **ask** if you might send some of those things **now** before the formal process begins at your university.
- o Your impact on the choice of reviewers varies but you can gain a lot of control simply by having a list ready of potential reviewers.
  - o This list should not only include names and addresses but 1) the qualifications of each of these people and 2) the reason they are qualified to assess your work.
  - o Committees are more likely to contact people whose addresses they have handy than those they have to go look for, especially if they have a rationale for choosing certain people.

Before putting anyone on your reference list, ask colleagues at other institutions about their experiences with potential reviewers whom you don't know well.

- o Some reviewers are insecure and write negative letters as a way of showing how smart they are, others are simply too busy to say anything meaningful.
- o You can include people who don't agree with some of your work as long as they respect your publications and feel that they've been influential.

You should know that some people are highly shocked by any suggestion that you talk to potential reviews before you're evaluated. Others believe the suggestions above to be eminently sensible.

- 
- The reality is that, while most universities say that external reviewers should be truly independent, it's hard to achieve (and lots of times departments don't really try).
  - Timing is everything; if you're active professionally you're going to be interacting with potential reviewers a great deal.
    - It seems silly not to take advantage of opportunities well in advance of the formal process.
    - However, once the process really starts refrain from contacting any potential reviewers (although, big secret, they may call you and ask how they could or should frame their letters).

Try to get your department to send comprehensive materials to the reviewers chosen. Some committees send very detailed letters, explicitly explaining what they need and enclosing copies of your work. Others send practically nothing and give little guidance.

- Ask that the committee or chair include copies of all your major articles, your personal statement (whether mandatory or not), and evidence of other types of external validation (awards, favorable book reviews, *etc*).
  - But shorter *is* better—sending a huge box or scores of computer files may make you look insecure (although the blame is likely to attach to the department).
  - Too much material will burden reviewers.
  - If a potential reviewer has told you informally that s/he would like to see certain evidence or materials, try to convince the committee to send that material to all external reviewers.
- Some faculty manuals or published policies/instructions contain sample letters for use by the chair when corresponding with your reviewers; make sure that your chair has a copy.
  - At the same time, if anything in the sample text is inappropriate, point that out and suggest alternative language.
- Sometimes departments don't send out supporting materials; instead they invite the external reviewers to "ask for anything" they need.
  - Attempt to overcome this handicap by providing the committee or chair with multiple copies of everything you want reviewers to see or else place them on your personal web site and mention the web site clearly in your statement.

Never underestimate how little people want to add additional work to their schedule; anything you can do to facilitate the process will be appreciated by most reviewers.

- 
- Make sure that your personal statement and supporting materials alert everyone involved to the articles or accomplishments you think are important and why.
    - This information can suggest to friendly reviewers what issues to stress and how to make the best case for you.
    - Since it's crucial for your reviewers to cite specific articles and discuss their impact on the field you should provide as much information to help them do so as you can.
    - This strategy will help reviewers avoid sweeping generalizations which don't help advance your case.
    - Writing good letters is an art—sadly one which many well-intentioned people lack.
  - Preparing these materials is no time for modesty, false or otherwise. People who don't buy your description of the value of your work won't buy it; almost everyone else will be grateful for all the effort you've saved them.
    - On the other hand there is a **big** difference between providing clear statements about your intellectual contribution and other work (service, practice, teaching) and excessive self promotion that clearly goes beyond the evidence given.
    - Keep it factual. Assume your reader is intelligent and will, for example, recognize major journals in the field.
    - You may need to explain acceptance rates or rankings but do so in a factual way (e.g. as a table).

Try to get your department to send the materials to reviewers with adequate time to write a thoughtful response.

- There are many stories about schools that sent letters to external reviews with just a few weeks' notice or over the Christmas break, *etc.* This behavior clearly works to your disadvantage.
- Try to see that such letters, and the supporting materials, are sent in a timely fashion.

### *Live Through It*

The tenure review process makes everyone crazy;

- Try not to make other major decisions about your life at this time.
- Find ways to reduce stress (exercise, read trash, shop, to name a few.)
- Keep things in perspective.
- There are usually good days and bad days during the months you are waiting to hear about tenure. Try to focus on positive things.

- 
- o Isaac Bashevis Singer said nothing's a tragedy if little children don't die of it.

---

## 6. WHAT HAPPENS NOW?

When all is said and done, be able to look back on these six years with respect for yourself and pride in your achievements.

- Don't be surprised if you get post-tenure depression; it happens to almost everybody.
- Don't get worried if your creativity or drive dries up for awhile; many folks report being afraid that they'll never write again—but they did and so you will you.

Seize the chance to work on things you believe to be important with the greater independence and control that tenure affords.

- You had to put so many things on hold to make it this far; don't lose all your dreams now that you've reached this goal.

### Cathy



Don't forget how important it was that people were willing to support you, took an interest in your work, gave you encouragement, or were helpful when you needed help.

- Let people who helped you know that you got tenure
  - The authors have often tip-toed around someone for months being afraid to ask "what happened?" Tell everyone you ever talked to that you **got tenure**.
- It is now your chance to return the favor by assisting other junior faculty.
- At a minimum, hand this booklet, or email the link, to the new crop of junior female faculty and be prepared to help them along.

---

If you **don't** get tenure, you also have work to do.

- Many people denied tenure in one institution, go on to find positions at other universities in departments that better fit their values. Others easily obtain meaningful (and better paying!) jobs in government or industry
  - Being denied tenure is scary and disruptive but it is not the end of your academic or professional career
  - Sometimes denials are just bad luck—you were a victim of personal nastiness, discrimination and stupid screw ups.
    - If so, your reviewers will recognize this and you will have a wider circle of reference letter writers to help you move on.
  - Sometimes you got a slow start and you really didn't have a tenurable record, but you are now up to speed. Use that new energy to apply for new jobs.
  - Sometimes, the process will have helped you decide to leave academia. Typically your contract will be renewed for a year, giving you time to either find another academic job or transition into practice.
- Whatever you do, if it is at all possible, be as gracious as you can to the colleagues in the department that turned you down, even if you think most of them are complete jerks.
  - At least some will be called about you if you apply for other jobs.
- Most universities have appeal processes. Before you make any decisions, consider all your options. You may be entitled to an administrative appeal that will not require you to have legal representation. Think about that.
  - If you believe that there was a stupid screw-up or the process was carried out unfairly or in violation of college or university guidelines find out what your options are.
  - The reality is that nobody gets all the due process details correct—the chances are high that somebody missed a mandatory deadline or lost something, *etc.* Or there may be serious procedural errors which had a substantial negative impact on your review. Scrutinize the process and identify any such lapses.
  - Some very well known senior planning faculty were originally denied tenure, appealed on procedural grounds (errors in the process), and were re-evaluated for tenure a year later when they were successful.

---

If you believe that you are the victim of illegal discrimination you may wish to speak with an attorney. Taking legal action is a serious step of course; it can be expensive, take time away from other activities, and may create barriers to moving to another university. But don't disregard this option without thinking about it.

If you do get tenure you should also start thinking about the next steps—going for full professor.

- Many of the same strategies you used to get tenure will bring your next promotion to full professor.
- At the same time, you will face increasing administrative and service demands now that you are an associate professor—in some cases with no meaningful salary increase. And fulfilling these demands will take time away from research, teaching, and outreach.
- It is often said that to achieve tenure you must have national recognition; to become a full professor you must demonstrate national or international reputation.
  - It typically takes 6 years to be considered for full professor but it is far from automatic, although it used to be.
  - Today most of us feel that standards have been rising—we've seen a growing number of people retire as associate professors.

But for awhile feel the relief of achieving tenure.

Congratulations.

---

## POSSIBLE READINGS

Collins, Lynn H., Joan C. Chrisle, and Kathryn Quina (eds), (1998), *Career Strategies for Women in Academe*; Arming Athena, Sage Publications

Cooper, Joanne E. and Dannelle Stevens, (2002), *Tenure in the Sacred Grove; Issues and Strategies for Women and Minority Faculty*, SUNY Series in Women in Education

Cornell, Mary Ann and Frederick G. Savage, (2001), "Does Collegiality Count?" *Academe*, vol. 87, no. 6, Nov-Dec, pp. 37 - 40

Fairweather, James (2002), "The Mythologies of Faculty Productivity; Implications for Institutional Policy and Decision Making," *Journal of Higher Education*, vol. 73, no. 1, Jan-Feb, pp. 26-48

Forsyth, Ann (1999), "On Writing and Tenure," *Journal of Planning Education and Research* 19, 1: 98-105. <http://planning-research.com/forsyth-on-writing-and-tenure/>

Franzini, Louis R. and Sue Rosenberg Zalk, (1997), *Convention Survival Techniques; Practical Strategies for Getting the Most out of Your Professional Association's Meetings*, Sage Publications

Goldsmith, John A., John Komios, and Penny Schine Gold, (2001), *The Chicago Guide to Your Academic Career; A Portable Mentor to Scholars from Graduate School Through Tenure*, Education Series

Greenstreet, Robert and Marvin Malecha, (1995), *Junior Faculty Handbook on Tenure and Promotion*, Association of Collegiate Schools of Architecture

Jennie Jacobs Kronenfeld and Marcia Lynn Whicker, (1997), *Getting an Academic Job; Strategies for Success*, Sage Publications

Rittner, Barbara and Patricia Trudeau, (1997), *The Women's Guide to Surviving Graduate School; Graduate Survival Skills*, Sage Publications

Rothstein, Mitchell G. and Liane M. Davey, (1995), "Gender Differences in Network Relationships in Academia." *Management Review*, vol. 10, no. 6 143

Stiftel, Bruce (1993), "Myths of Journal Publication," *Journal of Planning Literature*, vol. 8, pp. 140-142

Stiftel, Bruce, Ann Forsyth, Linda Dalton, and Fritz Steiner, (2009), "Assessing Planning School Performance: Multiple Paths, Multiple Measures," *Journal of Planning Education and Research* 28: 323-335.

Toth, Emily (1997), *Ms. Mentor's Impeccable Advice for Women in Academia*, Philadelphia: University of Pennsylvania Press.

---

Wicker, Marcia Lynn, Jennie Jacobs Kronenfeld, and Ruth Ann Stickland, (1993), *Getting Tenure*, Sage Publications

Wicker, Marcia Lynn and Jennie Jacobs Kronenfeld, (1994), *Dealing with Ethical Dilemmas on Campus*, Sage Publications

Winkler, Julie A. (2000), "Faculty Reappointment, Tenure, and Promotion Barriers for Women," *The Professional Geographer*, vol. 52, no. 4, pp. 737-750

Young, Diane S. and Ednita M. Wright, (2001), "Mothers Making Tenure," *Journal of Social Work Education*, vol. 37, no. 3, pp. 555-68, Fall.