

Path Finding,  
Tenure-Track,  
Trailblazing...  
Planning for Scholarly  
Success

August 10, 2018

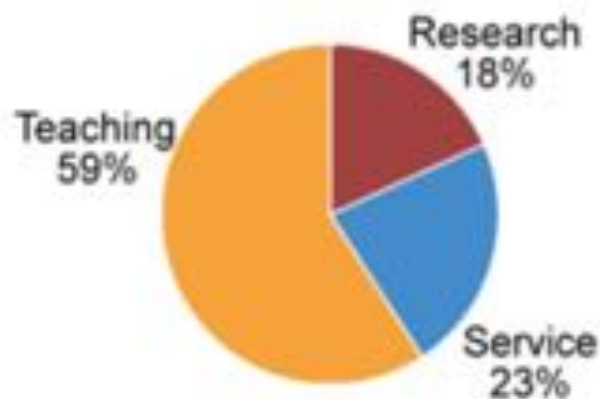
# From Wherever You Are: Career Planning for Scholars

James Gauld, Department of Chemistry



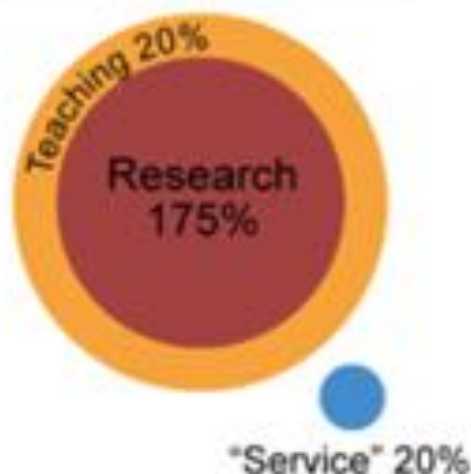
# HOW PROFESSORS SPEND THEIR TIME

How they actually spend their time:



Source: Higher Education Research Institute Survey (1999)

How departments expect them to spend their time:



How Professors would like to spend their time:

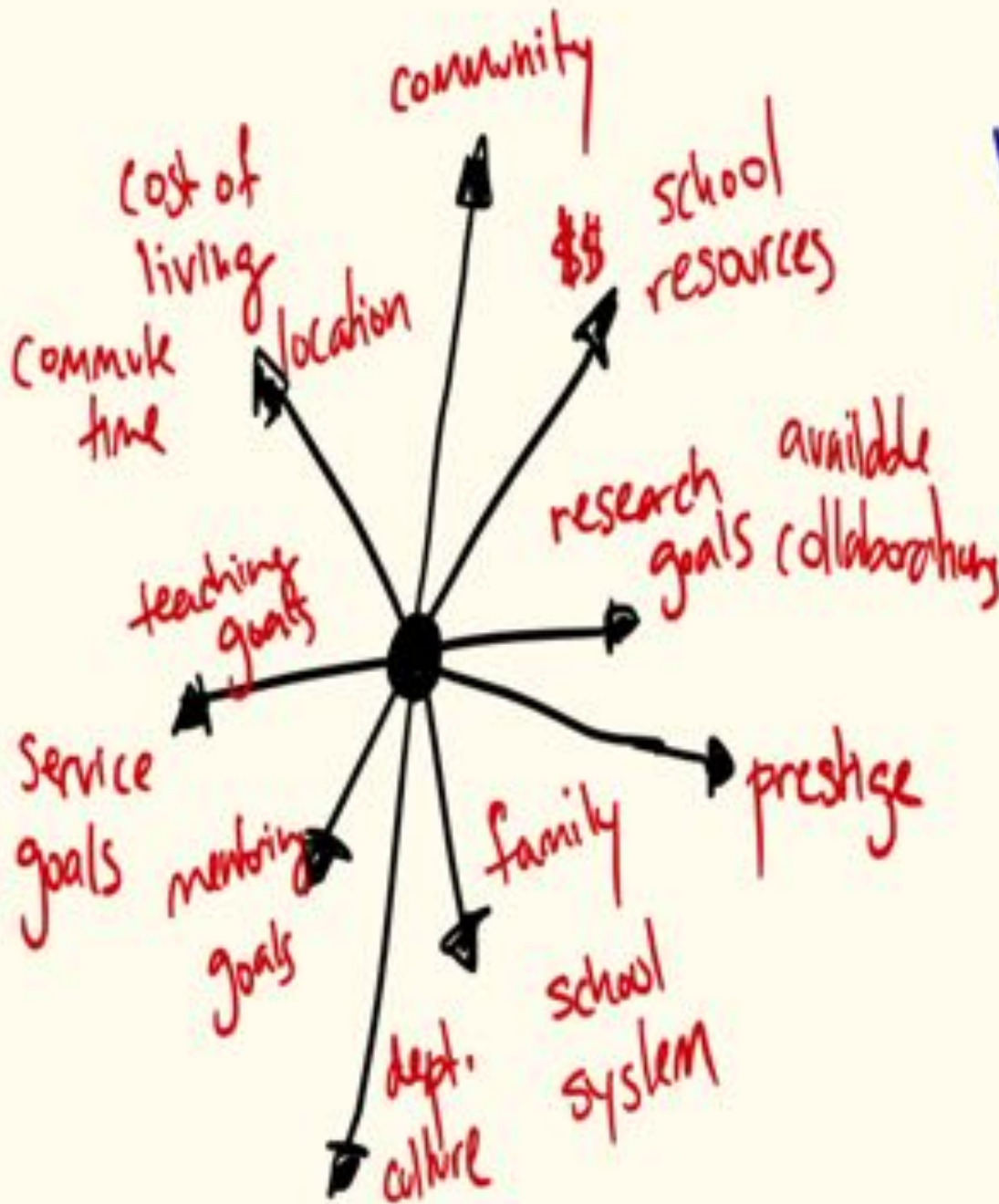
Don't tell me what to do

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IT'S NOT  
JUST  
TEACHING  
VS.  
RESEARCH



WHAT  
ARE  
MY  
PRIORITIES?

# Reflection

Short Term	Long Term

- What do you want to achieve in the next 2-3 years?
- Long term – what kind of impact do you want to make?



# With a Neighbor...

What milestones or activities, on the way to achieving those goals, do you feel uncertain about?

Or, what parts make you think “I’m really not sure I can/how to do that.”



# Here are some things that might appear on your lists

- Teaching large classes
- Designing a course
- Supervising graduate students
- Attracting graduate students
- Leading class discussions
- Teaching in a Canadian classroom
- Dealing with student complaints or problems
- Getting grant funding
- Getting a lab up and running
- Managing a lab
- Managing grant funds
- Getting published
- Writing a book
- Developing research collaborations
- Finding industry/community partners
- Finding a mentor
- Doing all this at once.

# Academic Efficiency Hack

# Teamwork



Develop (and then use) a list of VIPs on campus – those people who are helpful, quick to respond, and open to sharing their time.

-Dave Andrews, Kinesiology



I collaborate with other people on research projects. I was once taught that you can't whistle a symphony. The most productive and effective way of getting research done, in my experience, is by working with others whom you can trust.

- Jess Dixon, Kinesiology

# Time Awareness



I designate each block of work time (from half an hour to two hours) to a certain task or project. During that time, I only work on that task. I set aside a few half-hour slots each day to respond to email. I find that consciously working on a specific task rather than just “working” makes me more productive.

# Efficiency vs. Effectiveness



I'm not convinced that efficiency defines my approach or outcomes. What came to mind immediately is my counter-efficient practice of thinking twice and proofreading before sending emails. Most efficiency advice goes in the other direction—think about the issue only once, and send. In my experience, this has not proved helpful, because it risks misunderstandings, which could escalate tensions and suck up time and energy.

-- Anne Forrest, Women's and Gender Studies

# Organization



On a new project, I break down my goals/objectives into smaller, bite-size tasks and set mini-deadlines for these tasks. I set my final deadline a few days before the actual, real deadline. Being organized keeps me on track and in control, which in turn reduces the anxiety that goes with trying to accomplish something.

-Dora Cavallo-Medved  
Biological Sciences

# Goal Setting and Tracking



I believe that setting goals are very important and you should seek advice from seniors, particularly those who have been successful in their teaching and research. You must be able to measure your performance regularly. Set a weekly and monthly performance evaluation rubric that works for you.

- Nihar Biswas

Civil and Environmental Engineering



# Leveraging Student Leadership and Expertise



My biggest time savings combine efficient teaching with efficient research. I assume that my grad students and senior undergrads learn both content and mentoring from me. They in turn act as mentors for their more junior colleagues. The only requirement for this type of approach is that one must trust oneself to impart the right kind of instruction and trust the students to pass it on.

Lori Buchanan, Psychology

# Know the Rules



Spend time learning the rules from NSERC, Collective Agreement, and Senate Bylaws. (Yes, I did read all these documents in my first term of employment.)

-- Rick Caron, Mathematics and Statistics

# Mindful Attention



Efficiency comes from the practice of mindfulness and being in the moment. There is no point in stressing about the ten other things on your to-do list while you are engaged in a particular task. Enjoy what you do (get into the proverbial “flow”); enjoy what you are doing in that moment, and do it well. Make time for people and show that you care. People and relationships are more important than an article you have to finish or a paper you have to grade. When you are with your students, give them your full attention. The same goes for research, service, or any other academic or non-academic task.

- Yvette Daniel, Faculty of Education

# Working week-to-week



I try to deal with other teaching tasks week-to-week. For example, after each lecture in a course, I sit down and write exam questions related to that week's lecture and reading. This week-to-week habit is ingrained in me. So, for a midterm or final exam, I have a pool of questions developed week-to-week rather than sitting down with the pressure of "I've got to write this final exam!"

# Daily and Weekly Work



- I divide my week up so that I do specific things at specific times or on specific days. Thus, although I have a lot to do, on Monday I only have certain things I do, and that becomes manageable. For example, I am the editor of a journal. I deal with journal matters on Fridays. If something comes in on the weekend or the beginning of the week, it waits until Friday. I don't think about it until then.
- I always have the primary research well underway for several projects, so that I can write on those projects each day during term. I never try to write more than two pages a day, but that's enough to maintain my active projects. It's only 500 words a day and rarely involves more than an hour. I can always include time for writing each day, whether I'm teaching two, three, or four courses in a term.

# Teaching-Research Connections



Research and teaching should be considered in a close relationship – not separately. Everyone has a research agenda, so follow it as best as possible without being rigid. Request to teach courses that are related to research interests. Therefore, the act of preparing a syllabus can also support research. Teaching and in-class discussions (which should be encouraged) open up potential for honing research questions and further developing thought in area(s) of interest. In other words, teaching can augment research and vice-versa.

-Jeffery Hewitt  
Faculty of Law

# Be Strategic



Understand research culture:  
Should I wait for one big hit or a get  
a few small ones? What's the  
importance of getting an external  
grant – is a grant a means to an end  
or an end in itself?

- Ashish Mahajan

Odette School of Business

# Resilience



Be gentle with yourself when things don't go well. This academic life is hard. It comes with tremendous benefits, including real workplace flexibility and very reasonable compensation for the hard work. But, it is hard, and when it goes badly, it often feels awful. Take a little time to “kick stones” before trying to resolve the problem.

Carlin Miller, Psychology



# Prudence

Be politely prudent: When first arriving, many may ask if you can collaborate or give a small contribution to this or that project they or someone else is working on. It is easy to say yes to those collaborations, thinking it makes you a positive, collegial faculty member. But you need to prepare grants, prepare courses, set up your research group, and start publishing and producing to a level deemed suitable by your external peers (the granting committees or reviewers). At least for research, if you can satisfy external reviewers then chances are that you satisfy internal reviewers. So, being efficient at the beginning, at least in part, is politely saying no, or “I’d love to, but first I need to get my own research going,” or “by when are we looking to publish our collaboration?”

# Meetings

- One way to keep your service work efficient is to make meetings about conducting business and making decisions. Sometimes, it's useful to use meeting time to have a lengthy discussion about first principles or clear disagreements, but there is a limit to how much can be accomplished at a single meeting before people get worn down and worn out. So, if you are chairing a committee, keep the agenda clear, direct, and short, with the goal of making decisions. If you are on a committee, consider whether you need to raise your hand and comment four times on every agenda item.
- Jamey Essex, Political Science

# Wellness



- Listen to your body signals. Take many mini breaks. Stretching, sweating, drinking lots of water, and deep breathing work for me.
  - Maintain a positive outlook, forward thinking. Learn lessons from mistakes.
  - Ask questions and ask for help when you need it.
- Wansoo Park, School of Social Work

# Fight Perfectionism



"Better is the enemy of good enough." Knowing when to stop revising documents -- grant proposals, papers, students' theses -- is critical. Improvement upon further iteration for documents and presentations follows the law of diminishing returns.

-Jeff Defoe

Mechanical, Automotive, and  
Materials Engineering

- What strategies help you stay on track? Brainstorm
- Insights from your senior colleagues and the literature
- Your scholarship, your priorities
- Planning guide

# EFFICIENCY HACK SLIDES

# Succeeding at UWindsor

## The Tenure Track

- Cheryl Collier

## Career Pathfinding

- Nick Baker, Iva Gentsheva, and Mark Lubrick

# Career Pathfinding

- The Nature of Limited Term Appointments
- The Path to Tenure Track
- Pathfinding: Alt-Ac Possibilities
- Focusing on What You Value



# Limited Term Appointments (Iva)

- Term limited
- Renewal process
- Performance review
- No automatic translation to tt possible

# Differences in rights and responsibilities

- Voting differences in appointments processes
- Research funds
- Research expectations?
- Parking...?

- Possible conclusion something like it's not so different from preparing for tenure – even though expectation of the U may not be as demanding in re research, places you are applying to will expect you to have continued publishing.
- Taking on realistic service, but not everyone's service...
- ??

# NICK AND MARK'S SLIDES

# Demystifying Tenure and Permanence

Friday, August 10

with Dr. Cheryl Collier, Acting Associate Vice-President, Academic

# Planning and taking action

1. Take a few minutes to jot down your teaching and research goals/priorities
2. What challenges/barriers, if any, are associated with these goals?
3. How can you keep track of your progress in each of these areas?



# Discussion

- Making an impact
- Tenure/permanence anxieties?
- Dealing with barriers
- Unanswered questions



# Renewal, Tenure and Promotion: Timelines and Expectations

Office



# The Importance of the RTP Process

- Ensures successful career planning
- Provides feedback on progress
- Provides mechanism for public accountability and overall university quality
- Promotes Academic Freedom and flexibility



# Tenure and Permanence Application Timelines

- Tenure Track Assistant Professor
  - Performance reviews first, third and fifth year
    - Discussion with AAU Head; written copy to you
  - Tenure application in year six (Fall 2023 for July 1, 2024 tenure effective date)
    - Early tenure after two years (not normally recommended)
    - Promotion to Associate comes automatically with granting of tenure
- Ancillary Academic Staff
  - Performance reviews first, third and fifth year
    - Discussion with AAU Head; written copy to you
  - Permanence applications (early – after 2 years)
    - AAS I – year 6
    - AAS II – year 5
    - AAS II – year 4
    - AAS IV – year 3



# Candidate's Responsibilities

- Know your RTP (Renewal, Tenure and Permanence) AAU Criteria
- Keep communication open with Heads, colleagues/mentors
- Ensure Electronic C.V. is complete and up to date
- Ensure UCAPT Teaching Dossier and all relevant teaching information are complete/documented
- Use Optional UCAPT Self-Assessment Statement, if desired
- Review the above with your AAU Head prior to your Performance/Tenure Review

**\*\*REMEMBER IT'S UP TO YOU TO MAKE THE CASE THAT YOU ARE PROGRESSING ON TRACK AND MEETING EXPECTATIONS/CRITERIA\*\***

# Process

- Performance reviews only involve you and AAU Head
- AAU RTP Committee reviews your file and recommends renewal, tenure and/or promotion (at such time) based on reasonable application of appropriate criteria/standards
- You can:
  - Discuss and respond to Head's review in writing
  - appear and speak at RTP meeting
  - respond regarding any negative recommendation to UCAPT



# Criteria for Making Recommendations



- Reviewed regularly – must have Faculty Coordinating Council and UCAPT approval Known to the candidate
- Reasonable and measurable and flexible within discipline and unit
- Consistent with referees' letters where required – minimum of three letters, at least one drawn from candidate's list, and one from the RTP committee's list and 3<sup>rd</sup> from either list.
- UCAPT – ensures fairness of RTP process and reviews and approves files for President's final approval

# Relevant Articles and Bylaws - FYI

- Faculty, Librarians, AAS Learning Specialists
  - Collective Agreement Articles 5, 12 and 13
  - University Senate Bylaws 22 and 23



# Questions?



**Let's Take a Break!**





# Five Things I've Learned About Service at U Windsor

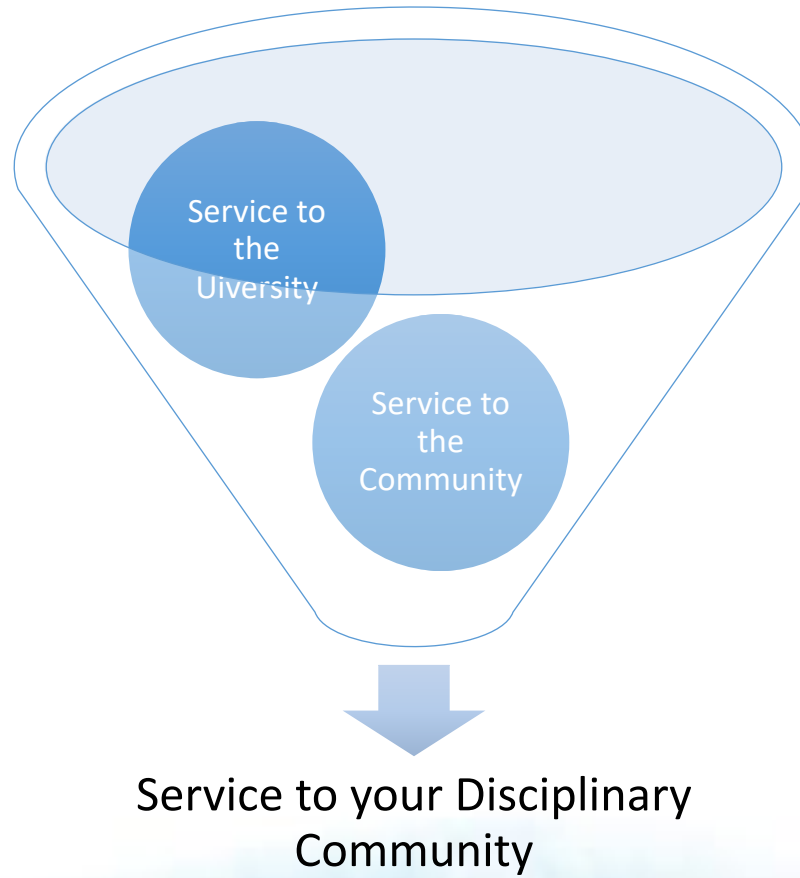
Michelle Macarthur

School of Dramatic Art

# Service Leadership, and Collegiality: Why, How, How Much?

Steven Rehse, Department of Physics

# Unpacking Service



# Service to the University

- Standing committees
- Ad Hoc committees
- Work of the collegium
- Leadership and innovation

# Service to the Community

# Service to Your Disciplinary or Professional Communities

# The Long Haul: Balance and Resilience







**People who wonder  
whether the glass is  
half empty or half full  
miss the point...**

**The glass is refillable.**





























































ANY  
QUESTIONS  
?