



# National Center for Faculty Development & Diversity

## **EVERY MISSION NEEDS A PLAN**

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# TODAY'S WORKSHOP

**PART I: How Visions Get Lost in Academic Life**

*Break*

**PART II: What's Holding You Back?**

*Lunch*

**PART III: From Vision to Plan**

*Break*

**PART IV: Working the Plan**



**What is your vision?  
Where do you want to be  
in five years?**

PART I:  
HOW VISIONS GET LOST  
IN ACADEMIC LIFE

# TENURE-TRACK CHALLENGES

The tenure-track is stressful for ALL junior faculty due to:

- ❑ Varying degrees of preparation for ALL aspects of job
- ❑ Minimal feedback and support
- ❑ Unclear criteria for promotion & tenure
- ❑ Ever-escalating expectations for research and funding
- ❑ Need to front-load research portfolio
- ❑ Long probationary period (6 years) followed by a series of high-stakes, yet anonymous votes

# “SOLO” CHALLENGES

In addition, under-represented faculty commonly describe:

- ❑ Struggling to find time for research given diversity demands
- ❑ Experiencing emotional exhaustion from differential classroom dynamics
- ❑ Managing visibility, invisibility and belonging
- ❑ Loneliness and lack of collegial acceptance that stem from “solo status”

# COMMON OUTCOMES

## All of this can lead to...

- ❑ A negative impact on productivity (years 1-3)
- ❑ Self-isolation as a protective defense mechanism
- ❑ Emotional exhaustion and anxiety
- ❑ Stress-related illness
- ❑ Strained relationships
- ❑ Thoughts of leaving the academy

Even when successful winning tenure, some faculty are so harmed by the process that they withdraw completely, unconsciously reproduce the oppressive environment they experienced, and/or are too angry or disengaged to to work for long term change.



Full Professor

Administration

Disciplinary Super-Star

Public Intellectual

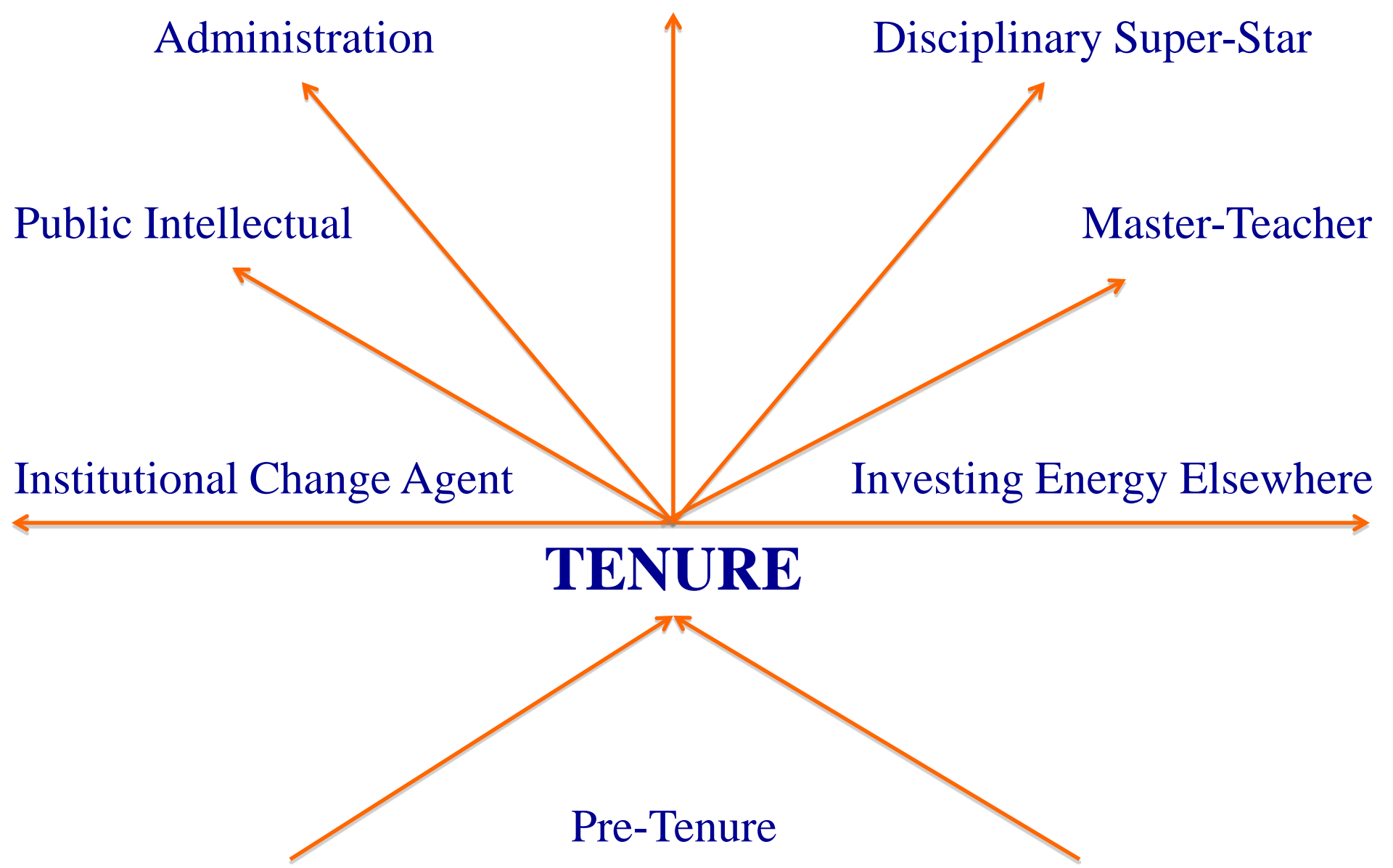
Master-Teacher

Institutional Change Agent

Investing Energy Elsewhere

**TENURE**

Pre-Tenure



# AT THE CORE

## **The Balance Challenge**

How can you meet the research, teaching and service expectations at your institution AND maintain your integrity, your voice, your emotional and physical health, and your relationships?

## **The Time Challenge**

The things that are the least important to your evaluation have the greatest built in accountability, while the most important factors in your tenure and promotion, your reputation as a scholar, and your mobility are the things that have the least accountability.

# HOW WE GET STUCK

The most common ways academics get stuck:

1. Healing/recovery
2. Consciously choosing a direction
3. Consistently moving towards goals
4. Writing/intellectual productivity
5. Aligning time with goals & priorities
6. Planning an exit strategy (or side hustle)



# HOW WE GET STUCK

The most common ways academics get stuck:

1. Healing/Recovery
2. Consciously choosing a direction
3. Consistently moving towards goals
4. **Writing/intellectual productivity**
5. Aligning time with goals & priorities
6. Planning an exit strategy (or side hustle)

# WE KNOW WHAT WORKS

Publications are the currency in the academic market so your market value and institutional value will be determined by your ability to publish your research.

## **The Problem:**

- ✓ We tend to prioritize based on accountability
- ✓ The most important activity in your promotion, professional reputation, and future mobility has no built-in accountability.

# WE KNOW WHAT WORKS

<b>3 Biggest Myths About Writing</b>	<b>What We Know From Research</b>
I need huge blocks of uninterrupted time	The most productive writers write regularly, in small increments
I must be inspired to write	No you don't. You show up, the inspiration happens once you get started.
Writing is what I do when I'm done thinking.	Writing <i>IS</i> thinking

# WE KNOW WHAT WORKS

“TYPICAL” NEW FACULTY MEMBER	“QUICK STARTERS”
Over- prepare for class	Don’t spend major amounts of time on course preparation
Spend far less time on scholarly writing than needed to meet promotion and tenure criteria	Consistently spend 3 hours (or more) per week on scholarly writing
Have difficulty developing productive contacts with colleagues	Regularly seek advice and talk with colleagues about research and teaching
Feel a sense of loneliness and lack of collegial acceptance	Report high levels of job satisfaction

It’s about different **BEHAVIOR**, not different **ABILITY**!

# WE KNOW WHAT WORKS

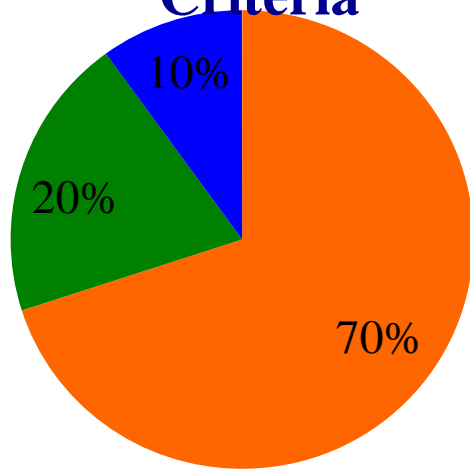
## Daily Writing & Productivity

PARTICIPANT GROUPS	PAGES WRITTEN PER YEAR
No change	17
Wrote Daily & Recorded progress	64
Wrote daily, recorded progress, and were accountable	157

# WE KNOW WHAT WORKS

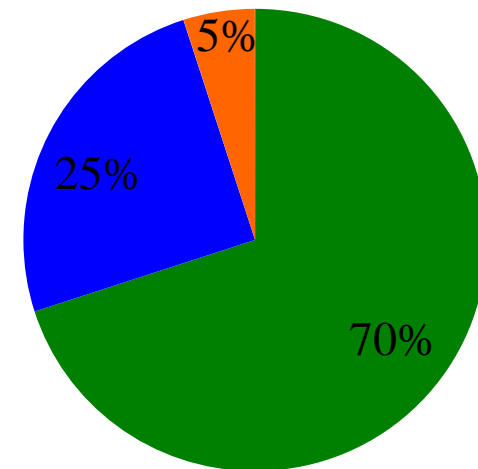
## Daily Writing Helps to Align Your Time With Your Evaluation Criteria

### Tenure & Promotion Criteria



■ Research ■ Teaching ■ Service

### Typical New Faculty



■ Teaching ■ Service ■ Research

# WE KNOW WHAT WORKS

**Faculty development researchers have documented the behaviors of successful faculty:**

- Manage teaching and service time (no more than 2 hours of prep per hour of class time)
- Write every day (30 – 60 minutes)
- Regularly seek advice from their colleagues about research & teaching (4 hours per week)
- Keep records about how their work time is spent each day
- Create accountability for writing



**What is YOUR  
biggest writing challenge?  
What keeps you from writing?**

# So.... Why Don't We Do It?

## External Challenges: Structure & Culture

- ❑ The most important factor in your promotion has the least accountability
- ❑ Your environment may include folks who are socially challenged
- ❑ You may not have support/community for your intellectual work
- ❑ Service expectations may be difficult to manage



# Why Don't We Do It?

## Internal Challenge: You Experience Resistance

### What is Resistance?

When you want to do something *but you just can't seem to do it.*

- ❑ It happens to the vast majority of people, it just varies by degree
- ❑ Many academics want to write and have great ideas but just aren't actually writing.



# Why Don't We Do It?

**What Does Resistance Look Like For Academics?**

**PROCRASTINATION**

**AVOIDANCE**

**DENIAL**

**What does YOUR  
resistance look like?  
How does it manifest in  
YOUR work life?**

# WHAT IS RESISTANCE?

## Where does resistance comes from?

Typical (but flawed) messages:

What is Resistance?	How Can You Fix it?
Fear	Willpower
Low Self-Esteem	Positive Affirmations
Laziness, lack of motivation, or some bad personality trait	Change yourself

# WHAT IS RESISTANCE?

## Where does resistance comes from? *A Different Perspective*

- 1. Resistance is a defense mechanism to keep us from doing anything dangerous**
  - ❑ Response to things that increase our anxiety
- 2. The problem is that our resistance is hopelessly stupid!**
  - ❑ It can't tell the difference between jumping off a cliff or writing your book
  - ❑ Where there's resistance, there's fear
  - ❑ The question is: *what are you afraid of?*

# WHAT IS RESISTANCE

?

Common Fears

Underlying Resistance:

## **1. Fear of success or failure**

- ✓ I will be exposed as a fraud and/or others may find out I'm not that smart/capable/gifted.

## **2. Fear of other people's jealousy and resentment**

- ✓ If I just stay under the radar, I'll be safe from negative attention

## **3. Fear of happiness**

- ✓ Being happy is selfish and might make the miserable people in my life uncomfortable

# RETHINKING RESISTANCE

## RESISTANCE



## WHAT IF.....

We think about resistance as a big bodyguard that's always ready to protect us. It's his job!

- Sit down, shake hands and get acquainted!
- He's not too smart, so he doesn't differentiate between real and perceived danger.
- He's big and genuinely wants to protect us so we better engage him respectfully.
- He's about keeping us from pain, not about logic.

**The Goal: Get this guy to relax!**

# LET'S BE GENTLE

We spend a lot of time beating ourselves up about what we do NOT accomplish and that negative self-talk typically involves a variety of negative self-evaluations

## REALITY

1. Each stage of your academic career is different than previous periods in your professional life.
2. Writing habits that worked in the past may not be effective in this phase of your work life.
3. If you want to write more, you DO have to change your behavior, but you DON'T have to change who you are as a person.

PART II:  
WHAT'S HOLDING  
YOU BACK?

# What's Holding YOU Back?

What is the nature of YOUR writing funk  
and how can you move through it?

- **Type 1 Funk:** Technical Errors
- **Type 2 Funk:** Psychological Blocks
- **Type 3 Funk:** External Realities

# What's Holding YOU Back?

## Technical Errors

When you are missing some relevant skill or technique (these are the easiest to fix!).

- ✓ You haven't set aside a *specific time* for writing
- ✓ You've set aside the *wrong time* to write
- ✓ You have no idea *how much time* tasks take
- ✓ You're the *wrong person for the task*
- ✓ The tasks you have set out are *too complex*

## Psychological Blocks

The deeper issues that underlie our resistance to writing.

- ✓ Disempowerment around writing
- ✓ Perfectionism
- ✓ Inner-critic on steroids
- ✓ unclear goals
- ✓ Unrealistic expectations
- ✓ Fear of failure/success, Fear of speaking the truth to power...

## External Realities

Situations or environmental factors that are beyond your control

- ✓ Physical transitions
- ✓ Life transitions
- ✓ Illness,
- ✓ Health problems that limit your energy

# Type I Funk: Technical Errors

## Type I Funk:

You have a vague sense you *should* write and *need* to write but you aren't putting conscious effort into making it a *daily priority*.

Type I Funk is caused by technical errors that occur because you are missing some relevant skill or technique.

## COMMON

### TECHNICAL ERRORS:

- ◆ You haven't set aside a *specific time* for writing
- ◆ You've set aside the *wrong time* to write
- ◆ You have no idea *how much time* tasks take
- ◆ You're the *wrong person for the task*
- ◆ The tasks you have set out are *too complex*
- ◆ You *can't remember* what you have to do
- ◆ Your *space is disorganized*
- ◆ You have no idea *where your time is going*

# Tips & Techniques

**Technical Error:**  
**You haven't set aside a specific time for writing**

- Acquire a calendar
- Hold a *Sunday Meeting*

**Technical Error:**  
**You've set aside the wrong time for writing**

- Determine the best time for YOU
- Use that time for writing

**Technical Error:**  
**You have no idea how much time tasks take**

- Track your time
- Keep track of routine tasks

**Technical Error:**  
**You're the wrong person for the task**

- Figure out what needs to be done by you and what can/ be done by others
- Delegate or drop

# Tips & Techniques

## **Technical Error:**

**The tasks you have set are too complex**

- Map out each project
- Goal → Project → Task

## **Technical Error:**

**You can't remember what you have to do**

- Write everything down in one place
- Sort through it at your *Sunday Meeting*

## **Technical Error:**

**Your space is disorganized**

- Organize your space so it is functional for YOU
- See: *The Academic Office*

## **Technical Error:**

**You have no idea where your time is going**

- Track your time in 15 minute increments
- Evaluate the alignment of your time and priorities

**Are you experiencing**

**Type I Funk?**

**What are YOU willing to try?**

# Type II Funk: Psychological Blocks

## Type II Funk:

You've tried  
all the tips and tricks,  
they work for a week or so,  
and then you're right where  
you started  
(not writing).

Type II Funk is caused by  
psychological blocks that  
occur for a variety of  
personal and complicated  
reasons.

## COMMON

### PSYCHOLOGICAL BLOCKS:

- ✓ Disempowerment around writing
- ✓ Perfectionism and/or a hyper-active inner-critic
- ✓ Unrealistically high expectations
- ✓ Unclear goals and/or denial of what you *really* want
- ✓ Fear of pain, success, failure, happiness, and/or making others uncomfortable

# Type II: Disempowered Writing

## ***REFLECT:***

Who controls the writing process, the generation of ideas, and your creativity?

## ***RELEASE:***

Yourself from the *Myth of the Muse*

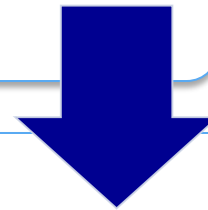
## ***RESPOND:***

Daily writing with intense initial accountability  
Example: Pro-Nagger provides a 5-minute call every morning with post writing follow-up

# Type II: Perfectionism

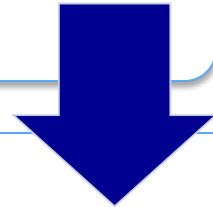
## ***REFLECT:***

What are my standards? Where are they coming from? Who around me is living up to them? Are they accurate for my current status?



## ***RELEASE:***

Yourself unrealistically high standards and the need to be perfect.



## ***RESPOND:***

Build in Feed-back loops at EVERY stage  
Identify your inner critic, record her negative messages, and consciously engage them.

# The Inner Critic



- ◆ Mine is Dolores Umbridge!
- ◆ I have her picture in my office and when she gets too loud, I throw her in out the door!
- ◆ Critics can be destructive, but sometimes they're useful! She gets invited to my writing table when I can turn her criticism on a well-developed draft (she's a great editor).

# Type II: Unrealistic Expectations

## ***REFLECT:***

What are my goals? Where do I want to be 5 years from today?

## ***RELEASE:***

Yourself from the need to be *super-professor*.

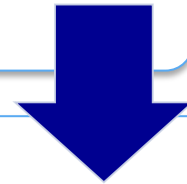
## ***RESPOND:***

Draft out your career as a book with many chapters, keep your ideas and desires in a sacred place, and then focus on your writing.

# Type II: Unclear Goals

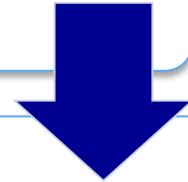
## ***REFLECT:***

Who am I? Do I really want to be an academic? Am I at an institution that supports what I value?



## ***RELEASE:***

Yourselves from the expectations of others.



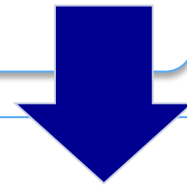
## ***RESPOND:***

Figure out what you want and move in that direction.

# Psychological Blocks Respond to *The Sneak Around*

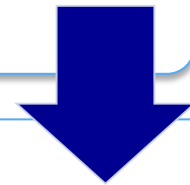
## ***REFLECT:***

What exactly are you afraid of?



## ***RELEASE:***

Yourselves from the need to fix it. You just want to become aware of the presence of a specific fear.



## ***RESPOND:***

In a way that **sneaks around your resistance** (instead of putting that guy on red alert!).

# Type II: Momentary Bursts

**Sometimes you don't know why you can't write!**

- ❑ Stop for moment.
- ❑ Close your eyes and figure out what feelings come to the surface.
- ❑ Ask yourself: *what's up with that?*
- ❑ If it's some intense emotion, just stop and let it out!
- ❑ For the intense momentary bursts, you can't just move through or around it. It's got to literally come out of your body before you can move on. By letting the emotion out, you free up energy to move forward.
- ❑ **BEST PRACTICE:** Build aggressive forms of physical activity into your exercise routine.

**Are you experiencing**

**Type II Funk?**

**What are YOU willing to try?**

# Type III Funk: External Realities

## Type III Funk:

You can't write because you're in the midst of a life transition, personal loss, and/or something outside of your control.

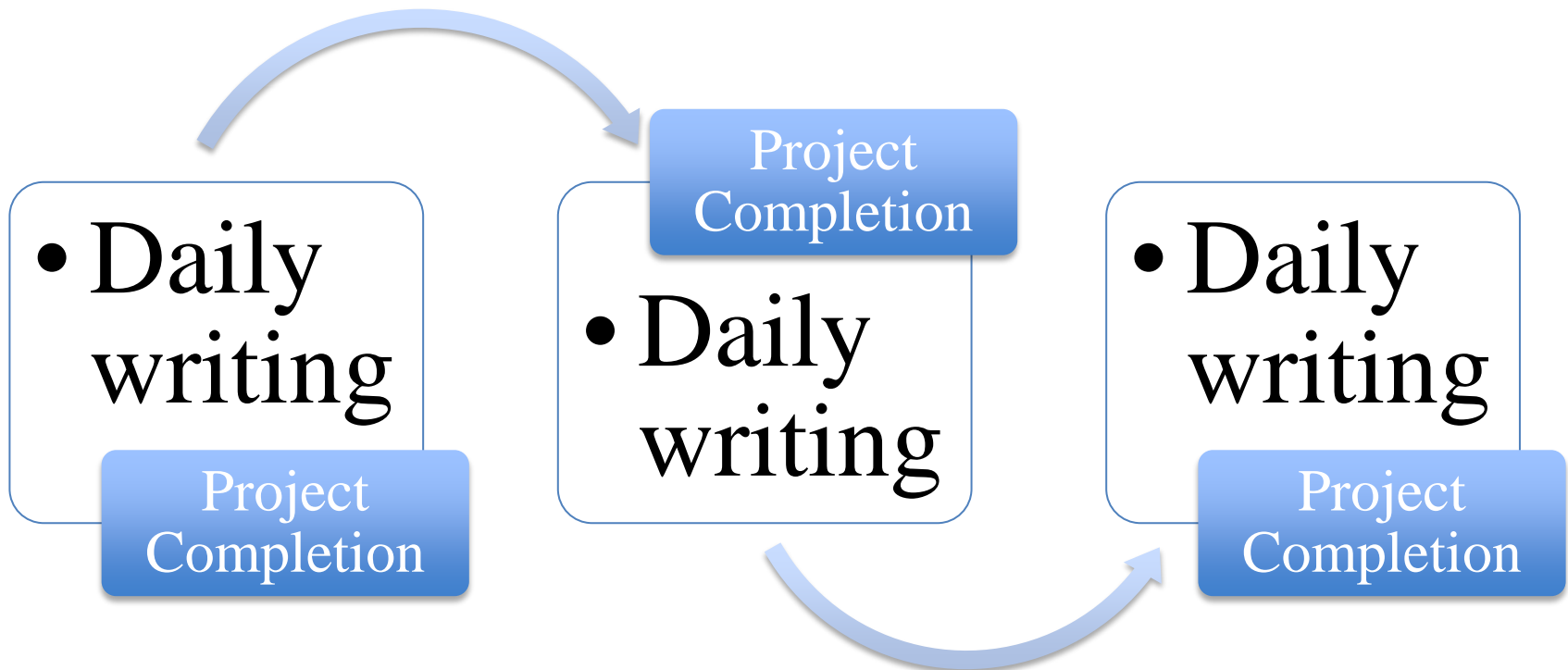
Type III Funk happens to everyone because we're human beings. People die, babies are born, we get sick, etc.. and we can't just act like nothing happened.

## WHEN YOU'RE IN TRANSITION:

- ✓ Adjust your expectations about what's possible in that semester.
- ✓ Let people know what's happened to you and allow them to support you.
- ✓ Ask for help that's specific and/or seek professional assistance.
- ✓ Allow yourself time, knowing that you're reaping the benefits of long-term daily writing.

# Type III Funk: External Realities

Daily writing (particularly on the tenure-track) accommodates the ups and downs of life.



PART III:  
FROM VISION  
TO PLAN



# IV. Strategic Planning:

## Semester Time Challenges

The specific time challenges we will address today:

- ❑ Un-structured time
- ❑ Varied and time-consuming commitments
- ❑ The tendency to *unconsciously* prioritize seemingly urgent, unimportant tasks and other's needs while neglecting our own health, well being, relationships and long-term success
- ❑ Lack of clarity about how much time research and writing tasks *actually* take
- ❑ Institutional cultures where everyone works *all the time*



# IV. Strategic Planning:

## Summer Time Challenges

The specific time challenges we will address today:

1. Un-structured time
2. Exhaustion from the intensity of the academic year
3. The need to address neglected areas of life, health and relationships
4. (if you aren't a daily writer) heightened expectations that you must complete a year's worth of research in 3 months



# IV. Strategic Planning: Keys to a Successful Summer

The keys to a successful summer are:

1. Knowing what you need as a *human being* and what you need to accomplish as a *researcher* and *writer*
2. Creating a *realistic plan* to meet ALL of your needs
3. Building and/or connecting with the type of *support* that will sustain and motivate you through the ups and downs of the semester



# IV. The Planning Process



It requires knowing **WHAT**, **HOW** & **WHEN**



# STEP #1: Identify Your Goals

Summer Writing Goals:

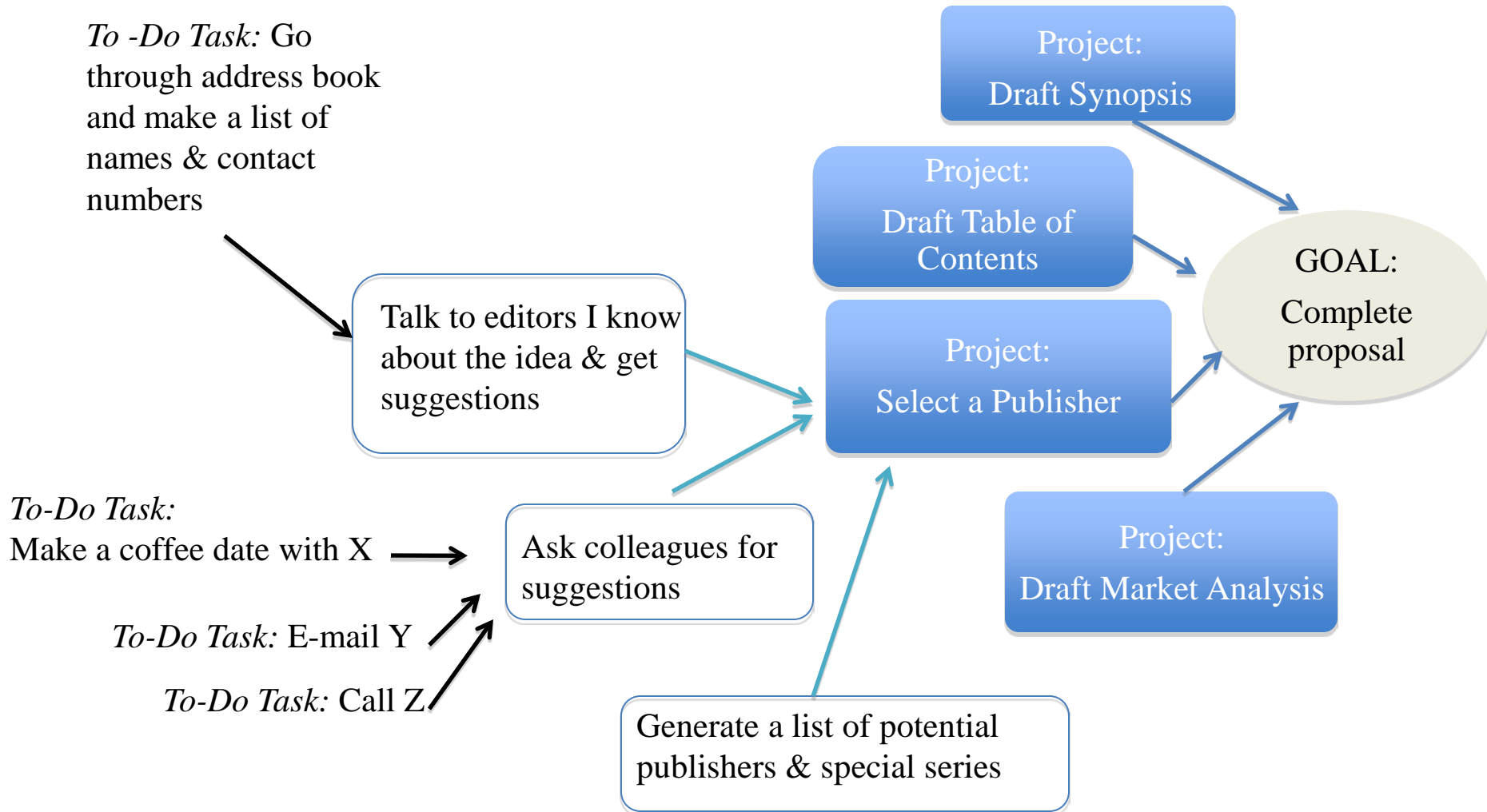
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Summer Personal Goals:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

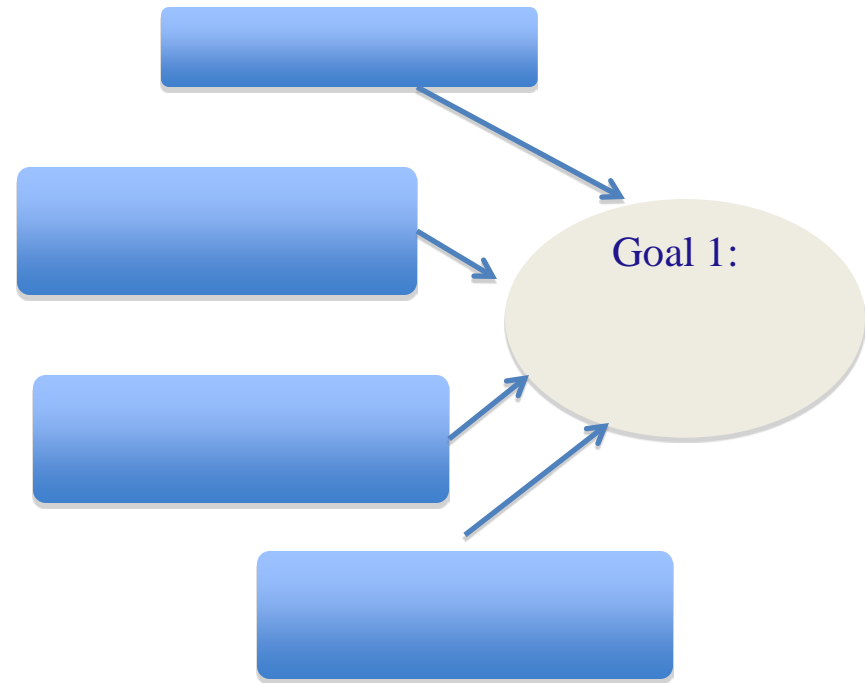
## Step #2: Map out the steps [example]

Goal #1: Complete a book proposal for my next book project



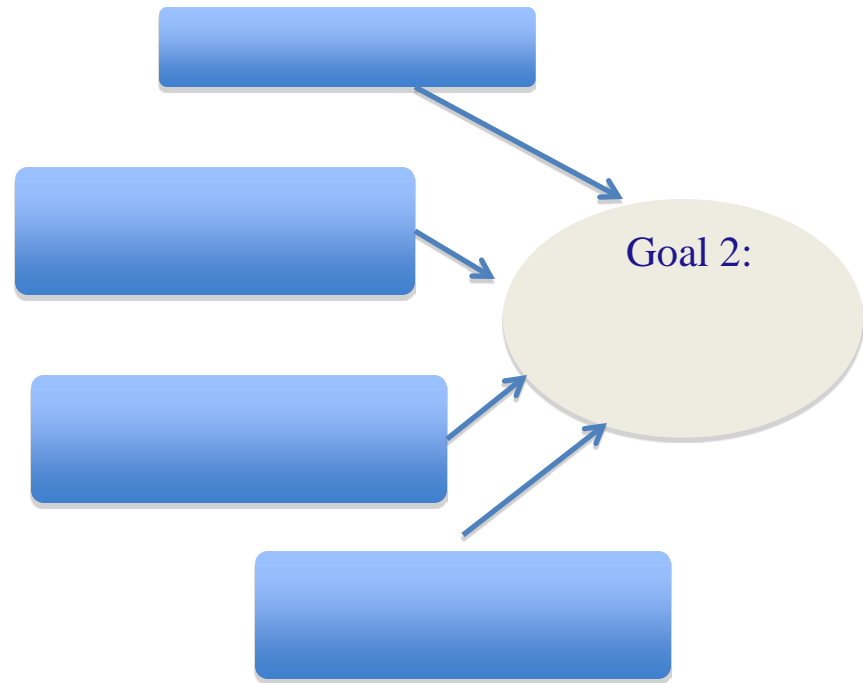
## Step #2: Map out the steps – It's Your Turn

Goal #1: \_\_\_\_\_



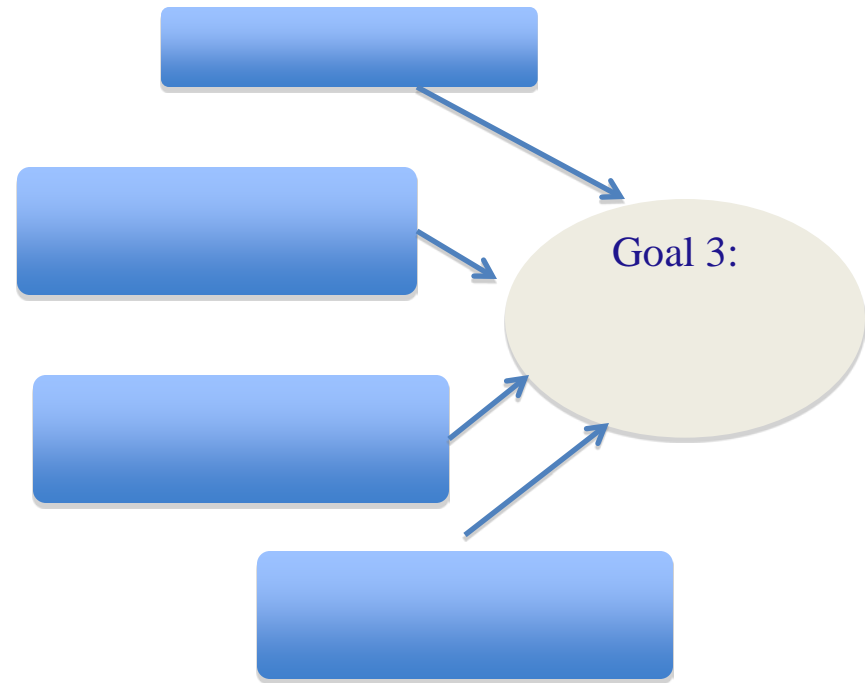
## Step #2: Map out the steps – It's Your Turn

Goal #2: \_\_\_\_\_



## Step #2: Map out the steps – It's Your Turn

Goal #3: \_\_\_\_\_



## Step #3: Introduce your PROJECTS to your calendar [example]

<b>MAY</b>	5/9 – 5/13	<b>Write Synopsis [Project 1]</b>	<b>3 workouts, date night</b>
	5/16 – 5/20	<b>Draft Table of Contents [Project 2]</b>	<b>3 workouts, date night</b>
	5/23 – 5/27	<b>TRAVELING</b>	<b>3 workouts</b>
<b>JUNE</b>	5/30 - 6/3	<b>MOVING</b>	<b>date night</b>
	6/6 – 6/10	<b>TRAVELING</b>	<b>3 workouts</b>
	6/13 - 6/17	<b>Research Publishers [Project 3]</b>	<b>3 workouts, date night</b>
	6/20 – 6/24	<b>Draft Market Analysis [Project 4]</b>	<b>3 workouts, date night</b>
	6/27 – 7/1		<b>3 workouts, date night</b>
<b>JULY</b>	7/4 – 7/8		<b>3 workouts, date night</b>
	7/11 – 7/15		<b>3 workouts, date night</b>
	7/18 – 7/22		<b>3 workouts, date night</b>
	7/25 – 7/29		<b>3 workouts, date night</b>
<b>AUG</b>	8/1 – 8/5		<b>3 workouts, date night</b>
	8/8 -8/12		<b>3 workouts, date night</b>
	8/15 – 8/19	<b>TRAVELING</b>	<b>3 workouts</b>

### Step #3: Introduce your PROJECTS to your calendar [example]

<b>MAY</b>	5/9 – 5/13		
	5/16 – 5/20		
	5/23 – 5/27		
<b>JUNE</b>	5/30 - 6/3		
	6/6 – 6/10		
	6/13 - 6/17		
	6/20 – 6/24		
	6/27 – 7/1		
<b>JULY</b>	7/4 – 7/8		
	7/11 – 7/15		
	7/18 – 7/22		
	7/25 – 7/29		
<b>AUG</b>	8/1 – 8/5		
	8/8 -8/12		
	8/15 – 8/19		



# STEP #4: Choose An Accountability and Support Mechanism

How can you make your writing & your personal goals FEEL as pressing as teaching/clinical and service?

WHAT DO YOU NEED?	POSSIBLE FORMATS
Physical companionship	Write-on-Site
Daily contact & support	Online Writing Groups
Problem solving & support	Accountability Groups
Individualized attention	Writing Coach
Help getting started each day	Professional Nag
Structure, community, accountability & a dedicated mentor	Semester-Based External Mentoring Programs

PART IV:  
WORK THE PLAN



# IV. Work The Plan

A plan is just a piece of paper unless you bring it to life!  
The **ONLY** way to do that is to interact with it on a regular basis.

## **THE TECHNIQUE:**

Hold a 30-minute Weekly Planning Meeting

## **THE GLUE:**

Choose an appropriate accountability mechanism  
and support system



# Work the Plan **EVERY** Week Using The **Sunday Meeting**

The weekly planning meeting is a 30-minute, once a week time for you to consciously and intentionally choose **WHAT** needs to get done, determine **HOW** it will get it done, and designate **WHEN** you will work on each of your tasks.

## THREE STEPS:

### **Step 1: Set up the Skeleton** (5 minutes)

Block all of your time commitments out of your calendar for the week (classes, meetings, writing time, etc...)

### **Step 2: Brain Dump** (10 minutes)

Create your list of to-do tasks (use project maps to figure out what long term items need to get done)

### **Step 3: Tasks Meet Time** (15 minutes)

Assign each task a specific block of time and decide what to do with the tasks that don't fit into your calendar



# 5 MIN: THE SKELETON

## 5 MINUTES

- ◆ Go through your weekly calendar and block out all of your existing time commitments.
- ◆ “Time commitments” are all of the things that require you to be somewhere at a specific time & place (these are the non-negotiable items)
- ◆ I call this “the skeleton” of your week because everything else has be built on top of it.
- ◆ It’s easiest to do this if you have a predictable schedule where the skeleton is roughly the same each week (that’s doesn’t apply to everyone)
- ◆ Don’t limit your skeleton to professional items! include everything you’re committed to! Church, weekly therapy appointment, exercise, etc...

**Here’s an example...**

2010	Monday, Sep 6	Tuesday, Sep 7	Wednesday, Sep 8	Thursday, Sep 9	Friday, Sep 10	Saturday, Sep 11	Sunday, Sep 12
all-day						Delaware	Delaware
9 AM		9:00 AM Beauty morning	9:00 AM Wrting Time	9:00 AM Writing Time	9:00 AM Housecleaning		
10 AM	10:00 AM Accountability Group 1: Amber, Dayle, Whitney, and Susanne 310-409-2027, 636689	9:30 AM Writing Time			10:00 AM Write on Site — Bronzeville Coffee House		10:00 AM Delaware ADVANCE confer- ence
11 AM		11:00 AM Accountability Group #3: JeeYoung, Sara, Claudia, Margaret 310-409-2027,					
Noon				12:00 PM Lunch w/Michelle @ Meli			
1 PM		1:00 PM Accountability Group #4: Elise, Cleopatra, Xinli, Janna 310-409-2027,				1:00 PM MDW – PHL Southwest Flight 643 QZ4C6P	
2 PM	2:00 PM Accountability Group 2: Tomomi, Bedelia, Reizelie, Chenaz 310-409-2027,						
3 PM	3:00 PM Complete column and send to editor for feedback						
4 PM		4:00 PM Gym		4:00 PM Gym			
5 PM	5:00 PM Gym						
6 PM			6:00 PM Cook winter vegetable soup for dinner		6:00 PM Date night!		
7 PM		7:00 PM Household meeting (cook corn bacon pudding & salad)		7:00 PM Eat at gym or bring home Klay Oven		7:00 PM Delaware ADVANCE meet- and greet cocktail party	7:00 PM Community Call FSP FA10
8 PM	8:00 PM Eat @ gym						

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							



# 10 MIN: BRAIN DUMP

## 10 MINUTES

- ◆ You want to get all of the things floating around in your head onto paper.
- ◆ I like to categorize them according to your main categories of responsibility: **Research, Teaching, Service, and Personal**
- ◆ The purpose of categorizing is so that you can see if your to-do items reflect your priorities
- ◆ This is easiest to do if you jot down the tasks you need to do *throughout the week* and keep them in one place (scraps of paper, post-it notes, or tasks in your electronic calendar). Then bring that pile of stuff to your meeting
- ◆ **Don't forget your semester plan!** We often experience pressure to do things that feel urgent but are not critical to our long term success, as opposed to the things that aren't quite on fire, but matter the most!
- ◆ Your semester plan has the important things broken down week by week.  
**Here's a sample...**



# Sample: Categorized To-Do List for Tenure-Track Faculty

Research	Teaching	Service	Personal
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.
9.	9.	9.	9.
10.	10.	10.	10.



# To complete Step #2, I started by grabbing my Semester Plan

Here's what I had planned for this week

<b>GOALS</b>	<b>WEEK #1: 9/6 - 9/10</b>
	<ul style="list-style-type: none"><li>• Prep &amp; deliver Delaware workshop</li><li>• Update FSP book, Module #3</li><li>• UR_FAC Column Series: Draft 1 column #3</li><li>• Current Column Series: polish and submit #3</li><li>• Draft content for continuity #1</li><li>• Facilitate 4 small groups</li><li>• Prepare and Facilitate Community Call</li><li>• Read &amp; Review CH book proposal &amp; chapters</li><li>• Run 3 times</li><li>• Date Night</li></ul>

Of course, new things have come up since I made the plan!



# My Categorized To-Do List

Writing	Speaking	Admin	Personal
1. Update Mod #3	1. Prep Del slides	1. 4 groups	1. Run 3 times
2. Draft column 4-3	2. Submit by 9/7	2. Community call	2. Plan date night
3. Polish column 3-3	3. Prep talking points	3. Forward old URL	3. Buy new bag
4. Submit col 3-3	4. Travel to U Del	4. Cancel TS	4. Highlights
5. Prep MM	5.	5. Data merge #2	5. See cobbler
6. Draft comments on book proposal	6.	6. Re-assign membership types	6. Prep & send estimated taxes
7. Draft comments on AS chapter	7.	7. Make video #2 & send to J to clean up	7. Prep spread sheets for Household meet
8. Draft Continuity 2	8.	8.	8. prescription
9. KOF abstract	9.	9.	9. tailor
10.	10.	10.	10. cook



# Sample: Categorized To-Do List for Tenure-Track Faculty

Research	Teaching	Service	Personal
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.
9.	9.	9.	9.
10.	10.	10.	10.



# 15 MIN: Tasks Meet Time!

## 15 Minutes

- ◆ Here's where it gets ugly!
- ◆ Figure out WHEN you will do each of the items on your to-do list. If you can't find a time, then they won't get done anyway. So let's face that reality at the beginning of the week.
- ◆ Inevitably, they will not all fit! **Tenure track life = too many things to do and too little time to do them.** The trick is to make conscious choices.
- ◆ For the items that don't fit, consciously decide what you will do with them (delegate, renegotiate the deadline, let them go, etc...)
- ◆ Advanced tip: once you've been doing this a while you may want to **color code** so you can see at a glance whether you're time is aligned with your priorities!
- ◆ I know it's hard, but over time it will get easier!

**Here's what my final time map for this week looks like...**

2010	Monday, Sep 6	Tuesday, Sep 7	Wednesday, Sep 8	Thursday, Sep 9	Friday, Sep 10	Saturday, Sep 11	Sunday, Sep 12
all-day						Delaware	Delaware
9 AM		9:00 AM Beauty morning	9:00 AM Writing Time - KOF Abstract (draft and revise)	9:00 AM Writing Time - draft AS chapter comments	9:00 AM Housecleaning		
		9:30 AM Writing Time update mod 3, draft continuity program material #2					
10 AM	10:00 AM Accountabilty Group 1: Amber, Dayle, Whitney, and Susanne 310-409-2027, 636689				10:00 AM Write on Site — Bronzeville Coffee House		10:00 AM Delaware ADVANCE conference
11 AM	11:00 AM Email	11:00 AM Accountability Group #3: JeeYoung, Sara, Claudia, Margaret 310-409-2027,	11:00 AM Email and calls			11:00 AM commute to the airport, get through security and wait for flight [prep talking points]	
	11:30 AM Revise and submit UDel slides						
Noon		12:00 PM Walk & lunch	12:00 PM Walk, lunch, errands (bank, cobbler)	12:00 PM Lunch w/Michelle @ Meli	12:00 PM Make continuity video #2 & send to Josh for compression		
		12:30 PM Email & calls					
1 PM	1:00 PM Walk & lunch	1:00 PM Accountability Group #4: Elise, Cleopatra, Xinli, Janna 310-409-2027,			1:00 PM catch up on email and calls	1:00 PM MDW – PHL Southwest Flight 643 QZ4C6P [Read CH book proposal & draft comments]	
2 PM	2:00 PM Accountability Group 2: Tomomi, Bedelia, Reizelie, Chenaz 310-409-2027,	2:00 PM Prep spreadsheets for Household Meeting AND prep & send estimated tax payments	2:00 PM Read AS chapter	2:00 PM Highlights			
3 PM	3:00 PM Writing Time - Complete column 3-3, send to editor for feedback, prep and schedule MM				2:30 PM Stuff that didn't get done		
4 PM		4:00 PM Gym (tailor drop)	4:00 PM Prep and request data merge & set up MM template	4:00 PM Gym			
5 PM	5:00 PM Gym		5:00 PM URL forward, cancel TS				
6 PM			6:00 PM Cook winter vegetable soup for dinner		6:00 PM Date night!		
7 PM		7:00 PM Household meeting (cook corn bacon pudding & salad)		7:00 PM Eat at gym or bring home Klay Oven		7:00 PM Delaware ADVANCE meet- and greet cocktail party	7:00 PM Community Call FSP FA10
8 PM	8:00 PM Eat @ gym						



# Why Plan Each Week?

- ◆ You will get more done when you plan than when you don't plan!
- ◆ You can begin to pro-actively align your time with your priorities
- ◆ Things won't always go according to plan, but it's easier to adapt to (and recover from) life's chaos when each week has a plan and most week's plans are executed
- ◆ Most faculty experience reduced anxiety and greater satisfaction by doing this for only five weeks. So hang in there!



# The Glue: Choose An Accountability Mechanism That Works FOR YOU

How can you make your writing & your personal goals FEEL as pressing as teaching/clinical and service?

<b>WHAT DO YOU NEED?</b>	<b>POSSIBLE FORMATS</b>
Physical companionship	<b>Write-on-Site</b>
Daily contact & support	<b>Online Writing Groups</b>
Problem solving & support	<b>Accountability Groups</b>
Individualized attention	<b>Writing Coach</b>
Help getting started each day	<b>Professional Nag</b>
Structure, community, accountability & a dedicated mentor	<b>Semester-Based External Mentoring Programs</b>



# Finding YOUR Power

## **PERSONAL POWER VS. INSTITUTIONAL POWER:**

Your colleagues will vote on your tenure and promotion, but that doesn't mean you are powerless!

Your have power over:

- ◆ Your research productivity
- ◆ How you spend your time
- ◆ What type of supportive communities you tap into (or create)
- ◆ How you respond to conflict in your environment
- ◆ What you choose to do at your institution when you have tenure...



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## CALENDAR

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- 9/16/2010  
University of Utah Workshop
- 9/17/2010  
University of Utah Workshop
- 9/19/2010  
Faculty Success Program  
Community Meeting
- 9/23/2010  
Rutgers ADVANCE Board  
Meeting
- 9/26/2010  
Faculty Success Program  
Community Meeting