EVERY MISSION NEEDS A PLAN

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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
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 work for long term change.
TENURE

Administration
Public Intellectual
Institutional Change Agent
Pre-Tenure

Full Professor
Disciplinary Super-Star
Master-Teacher
Investing Energy Elsewhere
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.
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)
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)
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.
## 3 Biggest Myths About Writing

<table>
<thead>
<tr>
<th>Myth</th>
<th>What We Know From Research</th>
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<tbody>
<tr>
<td>I need huge blocks of uninterrupted time</td>
<td>The most productive writers write regularly, in small increments</td>
</tr>
<tr>
<td>I must be inspired to write</td>
<td>No you don’t. You show up, the inspiration happens once you get started.</td>
</tr>
<tr>
<td>Writing is what I do when I’m done thinking.</td>
<td>Writing <em>IS</em> thinking</td>
</tr>
</tbody>
</table>
**WE KNOW WHAT WORKS**

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

It’s about different **BEHAVIOR**, not different **ABILITY**!
## Daily Writing & Productivity

<table>
<thead>
<tr>
<th>PARTICIPANT GROUPS</th>
<th>PAGES WRITTEN PER YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>No change</td>
<td>17</td>
</tr>
<tr>
<td>Wrote Daily &amp; Recorded progress</td>
<td>64</td>
</tr>
<tr>
<td>Wrote daily, recorded progress, and were accountable</td>
<td>157</td>
</tr>
</tbody>
</table>
Daily Writing Helps to Align Your Time With Your Evaluation Criteria

Tenure & Promotion Criteria:
- Research: 70%
- Teaching: 20%
- Service: 10%

Typical New Faculty:
- Teaching: 70%
- Service: 25%
- Research: 5%
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?
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 \textit{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 \underline{writing}. 
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:

<table>
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<tr>
<th>What is Resistance?</th>
<th>How Can You Fix it?</th>
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</thead>
<tbody>
<tr>
<td>Fear</td>
<td>Willpower</td>
</tr>
<tr>
<td>Low Self-Esteem</td>
<td>Positive Affirmations</td>
</tr>
<tr>
<td>Laziness, lack of motivation, or some bad personality trait</td>
<td>Change yourself</td>
</tr>
</tbody>
</table>
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?
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
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!**
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
<table>
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<tr>
<th>Technical Errors</th>
<th>Psychological Blocks</th>
<th>External Realities</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you are missing some relevant skill or technique (these are the easiest to fix!).</td>
<td>The deeper issues that underlie our resistance to writing.</td>
<td>Situations or environmental factors that are beyond your control</td>
</tr>
<tr>
<td>✓ You haven’t set aside a <em>specific time</em> for writing</td>
<td>✓ Disempowerment around writing</td>
<td>✓ Physical transitions</td>
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<tr>
<td>✓ You've set aside the <em>wrong time</em> to write</td>
<td>✓ Perfectionism</td>
<td>✓ Life transitions</td>
</tr>
<tr>
<td>✓ You have no idea <em>how much time</em> tasks take</td>
<td>✓ Inner-critic on steroids</td>
<td>✓ Illness,</td>
</tr>
<tr>
<td>✓ You're the <em>wrong person for the task</em></td>
<td>✓ unclear goals</td>
<td>✓ Health problems</td>
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<tr>
<td>✓ The tasks you have set out are <em>too complex</em></td>
<td>✓ Unrealistic expectations</td>
<td>that limit your energy</td>
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<td></td>
<td>✓ Fear of failure/success, Fear of speaking the truth to power…</td>
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*What’s Holding YOU Back?*
Type I Funk: Technical Errors

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
| 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
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:**
Yourself 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:
Yourself from the need to fix it. You just want to become aware of the presence a specific fear.

RESPOND:
In a way that sneaks around your resistance (instead of putting that guy on red alert!).
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: 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.
Daily writing (particularly on the tenure-track) accommodates the ups and downs of life.

Type III Funk: External Realities
PART III:
FROM VISION
TO PLAN
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*
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

Identify Goals  Map the Steps  Projects Meet Calendar

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

To-Do Task: Go through address book and make a list of names & contact numbers

Talk to editors I know about the idea & get suggestions

To-Do Task: Make a coffee date with X

To-Do Task: E-mail Y

To-Do Task: Call Z

Project: Draft Synopsis

Project: Draft Table of Contents

Project: Select a Publisher

GOAL: Complete proposal

Project: Draft Market Analysis

Generate a list of potential publishers & special series
Step #2: Map out the steps – It’s Your Turn

Goal #1: ________________________________

Goal 1:
Step #2: Map out the steps – It’s Your Turn

Goal #2: ____________________________________________

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

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

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

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

<table>
<thead>
<tr>
<th>Research</th>
<th>Teaching</th>
<th>Service</th>
<th>Personal</th>
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<tbody>
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<td>10.</td>
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</tbody>
</table>
To complete Step #2, I started by grabbing my Semester Plan

Here’s what I had planned for this week

<table>
<thead>
<tr>
<th>GOALS</th>
<th>WEEK #1: 9/6 - 9/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prep &amp; deliver Delaware workshop</td>
<td>• Prep &amp; deliver Delaware workshop</td>
</tr>
<tr>
<td>• Update FSP book, Module #3</td>
<td>• Update FSP book, Module #3</td>
</tr>
<tr>
<td>• UR_FAC Column Series: Draft 1 column #3</td>
<td>• UR_FAC Column Series: Draft 1 column #3</td>
</tr>
<tr>
<td>• Current Column Series: polish and submit #3</td>
<td>• Current Column Series: polish and submit #3</td>
</tr>
<tr>
<td>• Draft content for continuity #1</td>
<td>• Draft content for continuity #1</td>
</tr>
<tr>
<td>• Facilitate 4 small groups</td>
<td>• Facilitate 4 small groups</td>
</tr>
<tr>
<td>• Prepare and Facilitate Community Call</td>
<td>• Prepare and Facilitate Community Call</td>
</tr>
<tr>
<td>• Read &amp; Review CH book proposal &amp; chapters</td>
<td>• Read &amp; Review CH book proposal &amp; chapters</td>
</tr>
<tr>
<td>• Run 3 times</td>
<td>• Run 3 times</td>
</tr>
<tr>
<td>• Date Night</td>
<td>• Date Night</td>
</tr>
</tbody>
</table>

Of course, new things have come up since I made the plan!
<table>
<thead>
<tr>
<th>Writing</th>
<th>Speaking</th>
<th>Admin</th>
<th>Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Update Mod #3</td>
<td>1. Prep Del slides</td>
<td>1. 4 groups</td>
<td>1. Run 3 times</td>
</tr>
<tr>
<td>2. Draft column 4-3</td>
<td>2. Submit by 9/7</td>
<td>2. Community call</td>
<td>2. Plan date night</td>
</tr>
<tr>
<td>5. Prep MM</td>
<td>5.</td>
<td>5. Data merge #2</td>
<td>5. See cobbler</td>
</tr>
<tr>
<td>7. Draft comments on AS chapter</td>
<td>7.</td>
<td>7. Make video #2 &amp; send to J to clean up</td>
<td>7. Prep spread sheets for Household meet</td>
</tr>
<tr>
<td>8. Draft Continuity 2</td>
<td>8.</td>
<td>8.</td>
<td>8. prescription</td>
</tr>
<tr>
<td>9. KOF abstract</td>
<td>9.</td>
<td>9.</td>
<td>9. tailor</td>
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<tr>
<td>10.</td>
<td>10.</td>
<td>10.</td>
<td>10. cook</td>
</tr>
</tbody>
</table>
Sample: Categorized To-Do List for Tenure-Track Faculty

<table>
<thead>
<tr>
<th>Research</th>
<th>Teaching</th>
<th>Service</th>
<th>Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>
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...
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday, Sep 6</th>
<th>Tuesday, Sep 7</th>
<th>Wednesday, Sep 8</th>
<th>Thursday, Sep 9</th>
<th>Friday, Sep 10</th>
<th>Saturday, Sep 11</th>
<th>Sunday, Sep 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 AM</td>
<td>Beauty morning</td>
<td>Writing Time - KOF Abstract (draft and revise)</td>
<td>Writing Time - draft AS chapter comments</td>
<td>Housecleaning</td>
<td>10:00 AM Write on Site — Bronzeville Coffee House</td>
<td>10:00 AM Delaware ADVANCE conference</td>
<td></td>
</tr>
<tr>
<td>10 AM</td>
<td>10:00 AM Accountability Group 1: Amber, Doyle, Whitney, and Suzanne 310-409-2027, 636689</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>11 AM</td>
<td>Email</td>
<td>11:00 AM Accountability Group #3: JeeYoung, Sara, Claudia, Margaret 310-409-2027,</td>
<td>11:00 AM Email and calls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noon</td>
<td>Revise and submit UDel slides</td>
<td>11:30 AM Revise and submit UDel slides</td>
<td></td>
<td>11:00 AM Lunch w/Michelle @ Meil</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 PM</td>
<td>Walk &amp; lunch</td>
<td>12:00 PM Walk, lunch, errands (bank, cobble)</td>
<td>12:00 PM Lunch w/Michelle @ Meil</td>
<td>12:00 PM Catch up on email and calls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 PM</td>
<td>2:00 PM Accountability Group #2: Tomomi, Bedelia, Reizelie, Chenaz 310-409-2027,</td>
<td>2:00 PM Prep spreadsheets for Household Meeting AND prep &amp; send estimated tax payments</td>
<td>2:00 PM Read AS chapter</td>
<td>2:00 PM Highlights</td>
<td>2:30 PM Stuff that didn’t get done</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 PM</td>
<td>Writing Time – Complete column 3-3, send to editor for feedback, prep and schedule MM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 PM</td>
<td>Gym (tailor drop)</td>
<td>4:00 PM Prep and request data merge &amp; set up MM template</td>
<td>4:00 PM Gym</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5 PM</td>
<td>Gym</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6 PM</td>
<td>6:00 PM Cook winter vegetable soup for dinner</td>
<td>6:00 PM Date night!!</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 PM</td>
<td>Household meeting (cook corn bacon pudding &amp; salad)</td>
<td>7:00 PM Eat at gym or bring home Klay Oven</td>
<td></td>
<td></td>
<td>5:00 PM Delaware ADVANCE meet-end and greet cocktail party</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 PM</td>
<td>Eat @ gym</td>
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</tr>
</tbody>
</table>

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The schedule includes various activities such as meetings, writing time, housecleaning, and personal tasks like cooking and exercise.
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!
How can you make your writing & your personal goals FEEL as pressing as teaching/clinical and service?

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

The National Center for Faculty Development and Diversity is a professional development, training, and mentoring community. We work with colleges, universities, organizations, and individuals towards one goal: helping new faculty members make a successful transition from graduate student to professor. We offer online and on-site training workshops, leadership development programs, individual coaching, and institutional consulting.

Become a member of our community today! Then share, connect, exchange, and grow -- that's why we're here and we hope you are too. You can engage this community's resources anytime, from anywhere there's a web connection.

Welcome. We're glad you're here.

www.FacultyDiversity.org