



Promotion Tips and Strategies for Assistant and Associate Professors

During 2009 the UA's ADVANCE Program* conducted focus groups with junior faculty, Associate professors, department heads, and University Promotion and Tenure Committee members. Findings from these meetings have been synthesized into the following areas of advice.

Consider Advice from Others

Take advantage of advice that has been offered by others. The following resources may be helpful to you:

ARTICLES

Fant, G.C. (2009). [Real Tenure Is Portable: The most valuable kind of tenure transcends the narrow realm of any one institution](#). *The Chronicle of Higher Education*.

Rockquomore, K. A. (2010) [Winning Tenure Without Losing Your Soul](#). *InsideHigherEd*.

Stillman, J. (2010) [Self Promotion Secret: Forget You. Focus on Ideas](#). *BNET*.

Perlmutter, D.D. (2009). [Presenting Your Tenure File](#). *The Chronicle of Higher Education*.

BOOKS

Boice, R. (2000). *Advice for New Faculty Members*. Boston: Allyn & Bacon

"Advice for New Faculty Members is a unique and essential guide to the start of a successful academic career. As its title suggests (nothing in excess), it advocates moderation in ways of working, based on the single-most reliable difference between new faculty who thrive and those who struggle. By following its practical, easy-to-use rules, novice faculty can learn to teach with the highest levels of student approval, involvement, and comprehension, with only modest preparation times and a greater reliance on spontaneity and student participation. Similarly, new faculty can use its rule-based practices to write with ease, increasing productivity, creativity, and publishability through brief, daily sessions of focused and relaxed work. And they can socialize more successfully by learning about often-misunderstood aspects of academic culture, including mentoring. Each rule in Advice for New Faculty Members has been tested on hundreds of new faculty and proven effective over the long run -- even in attaining permanent appointment. It is the first guidebook to move beyond anecdotes and surmises for its directives, based on the author's extensive experience and solid research in the areas of staff and faculty development." (Publisher Synopsis)

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Cahn, S.M. (2008). *From Student to Scholar; A Candid Guide to Becoming a Professor*. New York: Columbia University Press.

"Steven M. Cahn's advice on the professorial life covers an extensive range of critical issues: how to plan, complete, and defend a dissertation; how to navigate a job interview; how to improve teaching performance; how to prepare and publish research; how to develop a professional network; and how to garner support for tenure. He deals with such hurdles as a difficult dissertation advisor, problematic colleagues, and the pressures of the tenure clock. Whether you are beginning graduate study, hoping to secure an academic position, or striving to build a professorial career, Cahn's insights are invaluable to traversing the thickets of academia." (Publisher Synopsis)

Diamond, R.M. (2004). *Preparing for Promotion, Tenure, and Annual Review: A Faculty Guide*, Second Edition. Bolton, MA: Anker

"This guide to helping faculty prepare for professional review, whether an annual event or at a key moment in their career, will help make this often stressful and confusing experience less challenging and provide faculty a sense of mastery over the process. It shows faculty how to plan ahead by learning the rules, getting organized, developing a line of research, collecting baseline data, and fostering interpersonal relationships. It then gives practical advice and examples on documenting ones work in all areas of teaching and scholarship.

The second edition of this best-selling book features some new materials designed to help faculty prepare for a major professional review, including post-tenure reviews. New areas covered are how to

1. Document teaching with technology,
2. Manage changing guidelines and policies
3. Use annual review materials as the foundation for a professional portfolio

In addition to updating references and resources, the author has expanded sections on scholarship, teaching and advising, how to best document faculty role and impact as part of a team, and on assessing collegiality.

Appropriate for faculty at large universities and small colleges, public or private institutions, and unionized campuses, this book enumerates important questions to be asked and the issues that should be considered as faculty approach the review process. Concrete resources, examples, references, and a faculty checklist make this a practical tool for any instructor facing a professional evaluation." (Publisher Synopsis)

Goldsmith, J.A., et al. (2001). *The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School Through Tenure*. Chicago: University of Chicago Press.

"Three scholars in the humanities and social sciences share reflections on their own professional experiences in academia, including the advantages and disadvantages of pursuing an academic career. They provide insights into finding a mentor, surviving the dissertation process, getting a job, obtaining tenure, publishing, consulting, intellectual property, and opportunities for academics in the corporate world, as well as issues of family, gender and the personal side of academic life. Written as an informal conversation between the three authors, this text is intended for both those considering a career in academia, as well as those already in the early stages of such a career." (Publisher Synopsis)

[Gray](#), P. and [Drew](#), D.E. (2008). *What They Didn't Teach You in Graduate School: 199 Helpful Hints for Success in Your Academic Career*. Sterling, VA: Stylus Publishing.

"Just landed your first faculty position? Close to getting your Ph.D., and planning a career in academe? Already in your first job? This insightful guide will help you achieve success.

What will academic life be like? How do you discover its tacit rules? Develop the habits and networks needed for success? What issues will you encounter if you're a person of color, or a woman? How is higher education changing?

In 199 succinct, and often humorous but seriously practical hints, Paul Gray and David E. Drew share their combined experience of many years as faculty and (recovering) administrators to offer insider advice the kind that's rarely taught or even talked about in graduate school.

For instance, Gray and Drew advise you on what you can do to become known in your field and also to be humble about your Ph.D. They also warn you of the danger points along the Ph.D. path, and the possible stumbling blocks with litigious students. Their hints can cover topics as lofty as quantitative and qualitative methods and as mundane but still as important as negotiating campus parking.

For easy reference as you climb the academic ladder, the hints are divided into 15 short chapters and 4 appendices covering the stages and responsibilities of faculty life.

As the authors state, It is a good life and it is a lifestyle for which you even get paid. These hints will help you both make a valuable contribution to, and get the most from, academe." (Publisher Synopsis)

Kitchin, R. and Fuller, D. (2005). *The Academics Guide to Publishing*. Thousand Oaks, CA: Sage Publication.

"The Academics' Guide to Publishing: explains the different ways in which research can be disseminated: in journals, books, reports, the Internet, popular media, and conferences; demonstrates how the structures, practices and procedures involved work - making them easily understood and transparent; and situates research in the larger and changing context of Higher Education.

For postgraduates or academics in the social sciences The Academics' Guide to Publishing provides essential guidance on how to secure a job, how to gain tenure, how to survive research assessment exercises, and how to obtain promotion." (Publisher Synopsis)

Lang, J.M. (2005). *Life on the Tenure Track: Lessons from the First Year*. Baltimore: The John Hopkins University Press.

"In this fast-paced and lively account, Jim Lang asks -- and mostly answers -- the questions that confront every new faculty member as well as those who dream of becoming new faculty members: Will my students like me? Will my

teaching schedule allow me time to do research and write? Do I really want to spend the rest of my life in this profession? Is anyone awake in the backrow?

Lang narrates the story of his first year on the tenure track with wit and wisdom, detailing his moments of confusion, frustration, and even elation -- in the classroom, at his writing desk, during his office hours, in departmental meetings -- as well as his insights into the lives and working conditions of faculty in higher education today. Engaging and accessible, *Life on the Tenure Track* will delight and enlighten faculty, graduate students, and administrators alike." (Publisher Synopsis)

Luey, B. (2004). *Revising Your Dissertation: Advice from Leading Editors*. Berkeley, CA: University of California Press.

"The aftermath of graduate school can be particularly trying for those under pressure to publish their dissertations. Written with good cheer and jammed with information, this lively guide offers hard-to-find practical advice on successfully turning a dissertation into a book or journal articles that will appeal to publishers and readers. It will help prospective authors master writing and revision skills, better understand the publishing process, and increase their chances of getting their work into print. This edition features new tips and planning tables to facilitate project scheduling, and a new foreword by Sandford G. Thatcher, Director of Penn State University Press." (Publisher Synopsis)

Obeng, K. (2005). *Surviving Academia: A Guide to New Professors*. Boca Raton, FL: Universal Publishers.

"This book is about how to survive university teaching. It is written for new faculties joining academic ranks the first time, those returning to university teaching and those advising doctoral students. Its focus is providing guidance to new faculties in what they should do to establish records of teaching, research and service to be successful in promotion and tenure decisions, and other evaluations. It draws upon the experiences of successful faculties to make it interesting reading while not diluting its substance. To accomplish its objective of providing guidance, it devotes separate chapters to becoming an effective teacher, developing a research record, involvement in service, and the procedures new faculties must follow to receive promotion and tenure. The book recognizes that the procedures for promotion and tenure differ by institution and accounts for these differences in its presentation." (Publisher Synopsis)

[Schoenfeld](#), C. and [Magnan](#), R. (1994). *Mentor in a Manual: Climbing the Academic Ladder to Tenure, 2nd Edition*. Madison, WI: Atwood Publishing.

"The practice of mentoring is often in the current public dialogue of education. And the process of achieving tenure is an area particularly in need of "a wise and loyal advisor."

Mentor in a Manual, in its 2nd edition, has been a trusted guide for many new faculty members as they begin their academic careers. It is often used as a parting gift to graduates from advisors or major professors. And it serves as a resource for senior faculty as they practice their own mentoring." (Publisher Synopsis)

Silverman, F. H. (1999). *Publishing for Tenure and Beyond*. Westport, CT: Praeger.

"Silverman provides graduate students who intend to pursue a career in academia and tenure-track junior faculty with candid information about developing an adequate publication record. The book also provides graduate students, tenured faculty, and others with information they need to maximize the likelihood of having their articles accepted for publication by peer-reviewed professional, scientific, and scholarly journals. The focus throughout is on how editorial boards and tenure committees function rather than on how they are supposed to function. Anyone dealing with academic publishing will find this book an indispensable resource." (Publisher Synopsis)

Silvia, P.J. (2007). *How to Write a Lot: A Practical Guide to Productive Academic Writing*. American Psychological Association.

"All students and professors need to write, and many struggle to finish their stalled dissertations, journal articles, book chapters, or grant proposals. Writing is hard work and can be difficult to wedge into a frenetic academic schedule. In this practical, lighthearted, and encouraging book, Paul J. Silvia explains that writing productively does not require innate skills or special traits but specific tactics and actions. Drawing examples from his own field of psychology, he shows readers how to overcome motivational roadblocks and become prolific without sacrificing evenings, weekends, and vacations. After describing strategies for writing productively, the author gives detailed advice from the trenches on how to write, submit, revise and resubmit articles; how to improve writing quality; and how to write and publish academic work." (Publisher Synopsis)

[Toth](#), E. (2008). *Ms. Mentor's New and Ever More Impeccable Advice for Women and Men in Academia*. Philadelphia, PA: University of Pennsylvania Press.

"Ms. Mentor, that uniquely brilliant and irascible intellectual, is your all-knowing guide through the jungle that is academia today. In the last decade Ms. Mentor's mailbox has been filled to overflowing with thousands of plaintive epistles, rants, and gossipy screeds. A mere fraction has appeared in her celebrated monthly online and print Q&A columns for the *Chronicle of Higher Education*; her readers' colorful and rebellious ripostes have gone unpublished--until now.

Hearing the call for a follow-up to the wildly successful *Ms. Mentor's Impeccable Advice for Women in Academia*, Ms. Mentor now broadens her counsel to include academics of the male variety. Ms. Mentor knows all about foraging for jobs, about graduate school stars and serfs, and about mentors and underminers, backbiters and whiners. She answers burning questions: Am I too old, too working class, too perfect, too blonde? When should I reproduce? When do I speak up, laugh, and spill the secrets I've gathered? Do I really have to erase my own blackboard? Does academic sex have to be reptilian?

From the ivory tower that affords her an unparalleled view of the academic landscape, Ms. Mentor dispenses her perfect wisdom to the huddled masses of professorial newbies, hardbitten oldies, and anxious midcareerists. She gives etiquette lessons to academic couples and the tough-talking low-down on adjunct positions. She tells you what to wear, how to make yourself popular, and how to decode academic language. Raw, shocking, precise, clever, absurd--Ms. Mentor has it all. She introduces you to characters you must know: Professor Pelvic, Dr. Iron Fist, Mr. Upstart Whelp, Dean Titan, Professor McShameless.

In this volume Ms. Mentor once again shares her wide-ranging unexpurgated wisdom, giving tips on bizarre writing rituals, tenure diaries, and time management (Exploding Head Syndrome). She decodes department meetings and teaches you the tricks for getting stellar teaching evaluations. Raw, shocking, precise, clever, absurd--Ms. Mentor has it all." (Publisher Synopsis)

Whicker, M.L., et al. (1993). *Getting Tenure*. Thousand Oaks, CA: Sage Publications.

"Tenure. The one word guaranteed to send shivers of hope or dread down the back of any junior professor. Have I published enough? Will the department chair sponsor me through the process? What can I do to ensure that I get it? The process is a complicated one involving many players and all facets of the scholar's life, according to Marcia Lynn Whicker, Jennie Jacobs Kronenfeld, and Ruth Ann Strickland. Achieving success is not something to be left to chance or in someone else's hands; there are clear, positive steps you can take to help yourself toward that goal. The authors suggest being prepared to think politically, manage your image, and focus your attention on things that matter to the decision makers, for tenure is not simply rewarding the productive and discarding the rest. This brief, practical guide demystifies the tenure process and gives concrete advice to graduate students and junior faculty on how to strategize to maximize your chances of hearing those golden words 'you got it.'" (Publisher Synopsis)

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