



*Workshop Series for Junior Faculty*  
President's Conference Room, 1700 East Building, Hunter College



**Workshop Schedule of Activities and Discussion**  
Friday, September 28, 2007

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**10:00 – 10:30 a.m.                      WELCOME AND INTRODUCTIONS**

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**10:30 – 11:15 a.m.                      DIVERSITY IN ACADEMIA**

Read: “Coloring the academic landscape: Faculty of color breaking the silence in predominantly white colleges and universities” (Stanley, 2006)

Presentation by Virginia Valian

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**11:15 – 11:40 a.m.                      CIRCLE OF ADVISORS**

Read – “Becoming your own best mentor: Selecting a mosaic of mentors” (McCauley & Martineau, 1998)

Pre-workshop Activity – Complete “*Building an advisor mosaic*” handout. While working on the advisor mosaic think about the following questions:

1. What additional needs do you have? Think broadly about who can fulfill those various needs.
2. How might you be able to help some of the people you have listed as advisors?

**11:15 – 11:25 a.m.                      Presentation** – “Importance of developing a circle of advisors” by Annemarie Nicols-Grinenko

**11:25 – 11:40 a.m.                      Discussion** – Based on pre-workshop activity and presentation

Developing and maintaining a circle of advisors

1. How should your circle of advisors change as your needs change?
2. What do you think is most successful for keeping relationships with advisors effective?

Post-workshop Activity – Using the ideas presented in the discussion, write down a concrete plan to add at least one more person to your circle of advisors: draft an e-mail, plan a phone call, or rehearse an introduction at an upcoming meeting. *Post your plan or questions about formulating your plan on the Workshop Series Fall 2007 discussion board – <http://bb.hunter.cuny.edu/>*

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**11:40 – 11:50 a.m.                      *Break***

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**11:50 - 12:30 p.m.****TIME MANAGEMENT**

Read –“Learning to work” (Valian, 1977) and “Solving a work problem” (Valian, 1985)

**11:50 – 12:05 p.m.**

Presentation – “Learning to work” by Virginia Valian

**12:05 – 12:30 p.m.**

Discussion –Large group discussion on working productively: hours vs. pages; trouble getting started or working consistently; using other people as aids; having allies.

**12:30 - 1:10 p.m.****TEACHING EFFICIENTLY AND EFFECTIVELY**

Read – “Tips for teaching effectively and efficiently” (Miami & Tobery, 2004) and “Fairness in the classroom” (Whitley et al, 2000).

Pre-workshop Activity

- Pick three suggestions from the tips list that you would like to incorporate into your teaching. [We suggest this tip as one of your three: At the start of each class, present an outline of what you will cover and refer back to this throughout the lecture.] Come prepared to discuss your ideas.
- Research on teaching suggests that the attention span of students ranges from 10-30 minutes, with most estimating 15-20 minutes. Consider preparing your lectures as a series of 10-15 minute mini-lectures that are separated by activity breaks (discussion of current events, summary, group work, mini-experiment, quiz, brainstorming exercise, etc.). Think about how you can break up an upcoming lecture into mini-lectures and what interactive activities you can include. Come prepared to discuss your ideas with the group.

**12:30 – 12:50 p.m.**Activity

Divide into pairs and discuss the best way to implement the improvements you would like to make to your teaching.

**12:50 – 1:10 p.m.**Report Back

Discuss lessons learned from activity

**1:10 – 2:10 p.m.*****Lunch Break***

2:10 – 2:55 p.m.

## BALANCING WORK AND PERSONAL LIVES

Pre-workshop Activity – Talk with at least one colleague whose personal life is similar to your own. Ask about strategies he or she uses to balance work and personal lives. Your goal here is not to find someone you can emulate. It is to learn what strategies others use to have a happy and productive work and home life so that you can devise your own strategies. Come prepared to discuss what you learned with the group.

2:10 – 2:25 p.m.

Presentation – “Balancing work and personal lives” by Vita Rabinowitz

2:25 – 2:55 p.m.

Group Discussion – Discussion will be based on lessons learned from pre-workshop activity and presentation.

Post-workshop Activity – Although time-management principles alone cannot create a better balance between work and life activities, they can help in working toward that balance. Several principles are at work here. One is to think deliberately about what you want. Another is to think about what activities you habitually regret having engaged in. A third is to see your disposable time as, indeed, yours to dispose of: you can waste it or you can use it to your advantage. With that as a background, think about all the activities you engage in on any given day. Some of those activities are work; some are personally important or fulfilling; some are wastes of time. Part of achieving a better balance is to pinpoint activities – over which you have some control – that are time-consuming but neither inherently satisfying nor materially helping you reach any of your goals. By eliminating or reducing time spent on those activities, you will have more time for activities that are productive and enjoyable.

Keep in mind that the same activity – such as talking to a colleague about a recent trip – might be inherently satisfying in some contexts and a waste of time in others, or might be desirable if limited to 10 minutes but undesirable if extended to 30 minutes. Eliminating wasted time requires thinking about what you want to be doing, thinking about when you want to be doing it, and seeing yourself as entitled to do what you want when you want to (within the normal *ceteris paribus* limits).

Identify some activities that are wastes of time and generate concrete actions you can take to avoid them. For example, if someone spends 2 hours a week on laundry – but does not think doing laundry is preferable to working or spending intimate time with a loved one – a concrete action would be to use a laundry service instead. In identifying such activities, you may discover that irrational compunctions (e.g., it's "wrong" not to do your own laundry) are preventing you from a more fulfilling use of your time. ***Post your responses, ideas, or questions on the Workshop Series discussion board, available at: <http://bb.hunter.cuny.edu/>***

Here is a list of some common places where people spend time:

- Internet
- Email
- Television, video games, puzzles, newspapers
- Housework, laundry, grocery shopping, or other errands (e.g., post office)
- Phone calls (e.g., talking on the phone during your writing time)

**BALANCING WORK AND PERSONAL LIVES (Cont'd...)**

- Office chat (exchanging stories with colleagues or assistants)
- Junk reading

**2:55 p.m. – 3:45 p.m.****RESEARCH, TEACHING, AND SERVICE**

Read – “The academic marathon: Controlling one’s career” (Taylor & Martin, 2004).

**2:55 – 3:10 p.m.**

Presentation – “Balancing your responsibilities at work” by Virginia Valian

**3:10– 3:20 p.m.**

Q & A Session

**3:20 – 3:35 p.m.**

Activity – Identify one imbalance in how you manage your responsibilities at work that you would like to change (e.g., having only 4 hours a week of solid writing time, spending 3 hours a night preparing for class, etc.). Working in pairs, generate at least one concrete solution to help each person in the pair better balance his or her responsibilities at work.

**3:35 – 3:45 p.m.**

Report Back – Discuss lessons learned from activity.

Post-workshop Activity – Think about how you balance teaching, research, and service responsibilities. Which do you value most? Do you commit as much time to this as you’d like? Why or why not? Of research, teaching, and service, which does your department value most? Is this also what you commit most time to? Why or why not? What changes do you want to make? ***Post your ideas or questions on the Workshop Series discussion board, available at: <http://bb.hunter.cuny.edu/>***

**3:45 – 3:55 p.m.*****Break*****3:55 – 4:50 p.m.****TENURE AND PROMOTION**

Read – “Preparing tenure and promotion dossiers” (GEP, 2005), “Curriculum vitae – Research emphasis” (Reis 2000) and “The basics of science CV’s” (Reis 2000)

Pre-workshop Activity – Having an up-to-date and well-formatted and well-presented CV is very important during the tenure and promotion processes. If your institution requires a specific CV format that is distinct from one that is used in your discipline, it is a good idea to have two versions of your CV, one in each format. Update (or create a second version, if applicable) both versions of your CV, and come prepared to discuss it.

**3:55 – 4:25 p.m.**

Presentations – “Preparing CVs” by Annemarie Nicols-Grinenko (10 mins) and “Tenure and promotion” by Vita Rabinowitz (20 mins)

**4:25 – 4:50 p.m.**

Q&A Session

**TENURE AND PROMOTION (Cont'd...)**

Post-workshop Activity - Generate 3 concrete plans to strengthen your tenure package. Make a timeframe to accomplish these goals. Remember that publishing your work is the most important thing that you can do. ***Post your progress on the Workshop Series discussion board.*** Consider the following:

1. How long do you have before your next review and which projects can you plan to publish work on during that time?
2. Do you have a research plan for the next 5 years? Do you have someone on your board of advisors with whom you can discuss this?
3. What indicates the impact of your research? How can this be strengthened?
4. Who will you suggest as external reviewers? What can you do now to ensure they are familiar with your scholarly work?
5. Have you written a teaching statement? When was the last time you updated it?
6. Have you:
  - a. Contributed to department needs?
  - b. Updated and innovated the curriculum?
  - c. Mentored undergraduate, masters, and doctoral students?
7. What professional organizations and activities are you interested in and how can you be more involved?

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**4:50 – 5:00 p.m.**

Evaluations – Please complete evaluations before leaving.

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