## Moving from Associate to Full Professor

A Workshop Series and Funding Opportunity for Associate Professors at CUNY’s Senior Colleges

### Schedule of Activities

**Spring 2017 – Day 1**

12:00 – 5:00 p.m.

CUNY Central (205 East 42nd Street)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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| 12:00 – 1:00  | WELCOME, INTRODUCTIONS AND LUNCH<br><br>*Pre-workshop Activity*  
• Read  
The uncertain path to full professor (Williams, 2016)  
Beyond teaching and research: Perceptions of service roles at research universities (Mamiseishvili, Miller & Lee, 2016) |
| 1:00 – 1:15   | A CIRCLE OF ADVISORS<br><br>*Pre-workshop Activities*  
• Read – Becoming your own best mentor: Selecting a mosaic of mentors (McCauley & Martineau, 1998).  
• Think about your goals – and what kinds of help you need to meet those goals – now that you are actively working toward promotion to full Professor. Think broadly about who can provide the kinds of assistance you need. |
|               | *Presentation* – The importance of a circle of advisors                                                                |
|               | *Post-workshop Activity* – Look to your advisors – new and old – to help fill your needs and meet the goals you have set for yourself regarding promotion to full Professor. |
| 1:15 – 2:10   | PROCRASTINATION AND MANAGING TIME EFFECTIVELY<br><br>*Pre-workshop Activities*  
• Read – Solving a work problem (Valian, 1985). Time management tactics for academics (Feamster, 2013) |

http://www.cuny.edu/academics/FacultyAffairs.html

Email: faculty.affairs@cuny.edu
• Think about a recent case of procrastination or ineffective working. Then think about a case of working effectively. For each type of case, consider questions like those listed below, as well as others like them. Once you have identified some of the relevant characteristics of your procrastination or ineffective working, think about what sort of work program could help you to cope with them. Be prepared to discuss your ideas with the group.

1. Was there a deadline? If so, how long was it before the deadline that you began to work?
2. Was there an actual or anticipated rejection? Was there an anticipated good reception?
3. Was there a concern that you would not complete the task well? Was there confidence that you would complete the task well?
4. When you thought about what you were working on, were your thoughts primarily negative or primarily positive?
5. Did you accurately estimate how long the task would take?
6. Did you have anyone "friendly" to show the work to once you finished it? If so, what was your attitude toward that person's likely reaction?
7. Did you have the materials you needed at hand? Did you arrange your working conditions to be maximally conducive to work?
8. Did you have a plan for how you would complete the task? At the end of each work session did you know what you would do next?
9. When you made progress on the task, did you have a feeling of accomplishment? Or did you feel too-little-too-late?
10. Did you plan your work time before you actually sit down to work?
11. Did you reserve your work time specifically as “time for work”?

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<th>Time</th>
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<tbody>
<tr>
<td>1:15 – 1:35</td>
<td>Presentation – Procrastination and managing time effectively</td>
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<tr>
<td>1:35 – 1:50</td>
<td>Small Group Discussion – Working in pairs or groups of three, discuss the strategies you have found to effectively manage your time so that you can make progress toward promotion.</td>
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<tr>
<td>1:50 – 2:10</td>
<td>Report Back – One person from each group gives a 2 minute report on their group’s discussion.</td>
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<td>2:10 – 2:25</td>
<td>BREAK – and move to a different table</td>
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<tr>
<td>2:25 – 3:25</td>
<td>BALANCING RESPONSIBILITIES</td>
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<td>Pre-workshop Activities</td>
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<td>• Read – So many committees, so little time (Fogg, 2003); Work life balance (Academic Coaching and Writing LLC)</td>
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<td>• Talk with at least one colleague whose personal life is similar to your own and who was promoted recently. Ask about strategies he or she used to balance</td>
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<tr>
<td>2:25 – 2:55</td>
<td><strong>Panel</strong> – Balancing work responsibilities and your work and personal life.</td>
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<tr>
<td>2:55 – 3:25</td>
<td><strong>Discussion</strong> – How are you balancing your work responsibilities and your work and personal life now that you are actively seeking promotion? What issues and obstacles are you encountering? What strategies have you used to deal with these issues?</td>
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**Post-workshop Activity**: Using what you’ve learned, make and implement a plan to better manage your time and balance your responsibilities so that you have more time to work on projects that will help you achieve your goal of being promoted to full Professor. Consider establishing a writing group or finding a writing “buddy” to help you keep on track.

**3:25 – 4:20 SUCCESSFULLY HANDLING REJECTION**

**Pre-workshop Activities**

- Read – Dealing with the rejected article (Guillou & Earnshaw, 2000); Me and my shadow CV (Looser, 2015); Thank you for advertising, but your needs don't meet my interests (Montgomery, 2003)
- Review at least one manuscript or grant proposal that was rejected or received a revise-and-resubmit judgment. Then consider the following:
  1. Were the comments made by the reviewers constructive? If so, what made them constructive?
  2. Were any of the comments made by the reviewers particularly unhelpful? If so, what made the comments unhelpful?
  3. Imagine that a respected colleague received the rejection or reviews that you did. What suggestions would you give him or her?

Come to the workshop prepared to talk about reviewers’ comments and how you’ve dealt with them.

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<tr>
<td>3:25 – 3:55</td>
<td><strong>Presentation</strong> – Successfully handling rejection</td>
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<tr>
<td>3:55 – 4:20</td>
<td><strong>Discussion</strong> – Dealing with reviewers comments: Examples from workshop participants</td>
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**Post-workshop Activity** – Use what you’ve learned in the workshop to help you revise and resubmit a paper or grant proposal.

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<td>4:20 – 4:30</td>
<td><strong>BREAK</strong></td>
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### 4:30 – 4:45  |  MAKING GOOD USE OF YOUR SUMMERS

**Pre-workshop Activities**

- **Talk with** at least one person whose work habits and productivity you admire. Ask them how they structure their summers. Your goal here is not to find someone you can emulate. It is to learn what strategies people use to have a happy and productive summer so that you can devise your own strategies. When you talk with them, keep the following questions in mind.
  - **How do they structure their days?**
    - Do they write in the morning and leave afternoons and evenings free for other activities? Do they devote certain days or weeks to work while leaving others for free time?
  - **Where do they work?**
    - Do they work at home? At the office? At a summer place?
    - What do they find challenging or helpful about working at their chosen location?
  - **Do they take work with them when they travel?** If so, how do they schedule time for work and travel activities?
  - **How do they balance work with their other activities and responsibilities (e.g. visiting relatives)?**
  - **With whom do they talk about their work during the summer?** Research assistants in their labs? Colleagues at their home institution or another institution?
  - **Did they develop any strategies that were unsuccessful?**
- **Identify** one major writing (or creative) project you want to accomplish this summer (e.g., complete and submit a journal manuscript)

### 4:30 – 4:45  |  Small Group Discussion – Working in pairs or groups of three, share the useful advice you learned from the pre-workshop activity. Write the two or three best pieces of advice from the group on post-its and post them on the flip chart. All tips will be compiled and shared with participants after the workshop *(so please make sure your post-its are legible!)*.

**Post-workshop Activity** - Use the ideas presented in today’s workshop to develop a concrete plan to complete at least one major writing or creative project over the summer. Consider the prep work you may have to do to start (e.g., experiments that need to be run, literature searches that need to be conducted) and the aspects of your personal life that will have to be taken into consideration (e.g., child care, vacations, family or friends who will be visiting). Divide your summer project into 4-5 subtasks and set tentative dates by which to complete each. Use the subtasks as a guide to determine the time and resources you need to complete the entire project.

- **What resources will each subtask require?** How much time will each subtask require?
Reading materials:


https://www.researchgate.net/publication/284929939_Beyond_Teaching_and_Research_Faculty_Perceptions_of_Service_Roles_at_Research_Universities


