6

On the Tenure Track, Part I

Research and Networking

"I wish I could go to the hospital. Just to get some rest."

"Yes, that would be nice. Pneumonia or something, where I would just lie in bed for a few days and watch TV while the nurses feed me."

"No, pneumonia wouldn't be enough. You could probably still work with pneumonia. And the kids would want to visit. It would have to be something contagious, so that I was in quarantine. Like Ebola."

"I don't know about Ebola. . . . That will kill you."

"Well, something like Ebola that wouldn't kill me, but would allow me to have a few peaceful days on my own without having to be mom."

"Where other people were looking after your needs."

"And no grading!"

"No grading? Come to think of it, maybe Ebola wouldn't be so bad . . ."

The exchange recounted above is a rough approximation of about a dozen different conversations that Kristen and Rachel used to have with their fellow junior female colleagues with young children. This particular genre of discussion became known as the "hospital fantasy," and we have always been amazed by the number of young faculty members who daydreamed about being in nonlethal car accidents so that they could get some time off from all of the various obligations they felt pressing down on them. Skiing accidents, head injuries, and rare tropical diseases were among the many calamities new faculty parents wished upon themselves. If you ran into a colleague on campus and she asked

how you were, you could simply respond by saying, "I am having hospital fantasies." She would know exactly what you meant.

Both Rachel and Kristen used to have these fantasies too. They both remember thinking at the time that there was no way to survive this period of their lives. In moments of self-reflection, Rachel tried to convince herself that not getting tenure wouldn't be so bad after all. She would open "Connelly's Chinese Cuisine." Kristen told herself that it was not really that hard, and that someday she would look back on that era and realize that a lot of demands that were being made of her as a new mom and a newly minted assistant professor were not as pressing and immediate as she thought them to be. Now that that the time is over for both of us, we feel more comfortable making an objective judgment: *it was hell.* The first five or six years on the tenure track are unequivocally the most difficult and challenging times of any academic career, whether you have kids or not. Having kids just makes it worse. However, we are here to tell you there is light at the end of the tunnel.

In the next two chapters, we will give some very specific guidance on how to survive these first five or six years on the tenure track. While this is not the ideal time in your career to have your first child, it may still be the right time for you. You are not getting any younger, and it is part of your life plan. So whether you had your first child while you were in graduate school (as Kristen did) or while on the tenure track (as Rachel did), you will find yourself with small children during the years when you are striving to be the best scholar and teacher you can possibly be. Even if you have decided to wait until after tenure, most of the advice in this chapter is applicable to all young academics who are trying to navigate their way through the labyrinth of academic politics. In this chapter and the next we provide some practical tips on how to find success and work-family balance in academia in terms of juggling all of your many responsibilities: research, networking, teaching, university service, service to the profession, and finding time to spend for yourself and/or your family. This chapter focuses on research and networking. In chapter 7 we consider teaching, service, and family time.

RESEARCH

There are two key things you need to know about research: (1) at most institutions, you won't get tenure without it; and (2) it is your only portable form of wealth if you ever want to change institutions. No matter what anyone

tells you or how much pressure you feel to do other things, research must be a priority. This is true even in institutions that equally value teaching for tenure and those that have high expectations for service and collegiality. This cannot be stressed enough, particularly if you find yourself at a college or university where some senior faculty members have very little research to show for their many years at the institution. Their tenure standards were not your tenure standards, and, no matter how unfair it may feel, it is a reality that you must face. The job market has become a lot more competitive in the last two decades, with the academy being one of the few professions that offers lifetime job security. This means that institutions can demand a lot more from younger faculty than they were able to demand in the past. More importantly, with people like Steven Levitt and Francis Fukuyama calling for the abolition of tenure and the complete marketization of the professoriate, and with increasing cost pressures faced by all institutions, there is now a rise in adjunct and part-time positions that are unstable and insecure, making it even harder to find a tenure-track job. All of these factors mean that the stakes are much higher than they have ever been in the past, and universities have good financial incentives to deny tenure if there is even the slightest doubt that you will continue to be productive.

Producing quality publications based on original research is one of the most demanding tasks for a young scholar, and it is also a task that can feel frustratingly out of your control. The journal article that you sent out six months ago could be sitting under a stack of coffee-stained newspapers on some senior professor's desk while you wait desperately for a decision. Landing a first book contract for your revised dissertation may be imperative, but it often depends on the mood of some mercurial and faceless editor at a struggling university press who is underpaid and underappreciated. On the other hand, doing research is what you love to do. It is the reason you went to graduate school in the first place. It makes the job that you are striving to keep worth keeping. Why do senior faculty continue to publish long after the last promotion? Because they enjoy it—it is personally satisfying, and it allows them to travel to exciting places and to meet interesting people.

There is some degree of luck in early publishing endeavors. The solution to this uncertainty is having the right mentors, having enough output so that some of it can sit on an editor's desk without bringing down the entire house of cards, and getting yourself out there so the editor and reviewer know you

(and feel guilty about taking so long). Remember that merely being smart is seldom enough. Networking (which we will discuss in the next section) matters a great deal. In the sciences and engineering, developing good working relationships with your lab mates and co-authors is essential to publishing and grant-writing success.

More difficult even than producing the scholarship is dealing with the inevitable rejection letter. As we have already mentioned, the whole publishing process can be a brutal hammering on your ego. Even if you are thick-skinned, there is so much at stake when you are pre-tenure that it is easy to succumb to a crisis of self-confidence. No one likes rejection, and yet rejection is a constant and enduring part of every academic career. It is easy to understand why so many new professors find time spent teaching more rewarding than trying to get their work published.

It is essential that your work be peer-reviewed often through a double-blind process. This means that you prepare a manuscript with no identifying information, and it gets sent out to two or more anonymous reviewers. You don't know them, and they don't know you. The theory behind this arrangement is that it ensures that only the highest quality work gets published and that there is no question of professors favoring their graduate students, nor are there senior scholars resting on their laurels to publish substandard work. In reality, the peer-review process is often a mechanism to ensure that younger scholars cite the appropriate senior scholars in their fields and that established authors have veto power over what newbies can say about them in print.

Despite some shortcomings in the review process, the peer-reviewed article or sole-authored book is what you must prioritize, no matter how many invitations you receive to write encyclopedia entries or book reviews. Yes, these are publications, but, no, they do not count for much on your road to tenure and promotion. Although there are some exceptions, which will be detailed below, you should use your time strategically, initially turning your dissertation into the basis for your first publications.

Chapters in edited volumes should also be avoided, unless you want to do the editor a favor or there are several established scholars contributing to the book. Too many junior scholars bury their best research in book chapters for edited collections and then have nothing left for peer-reviewed journals. However, a chapter may make a good companion piece to a more rigorous

analysis. It may be the place for the more descriptive part of your dissertation. The most important thing is to think about the time cost versus the benefit of any collected-volume invitation. Furthermore, only agree to review books that you are going to read anyway, and then only agree to write reviews for the top journals in your field. Kristen was a book-review editor for an international journal and was always astounded at how few senior people agreed to write book reviews. It was mostly junior faculty hungry for publications who accepted these assignments, and it was precisely these young scholars who should not have been doing them. Another reason not to do book reviews when you are junior is that you might end up offending someone important in your field and thereby making an enemy you cannot afford to have made come tenure time. If you read a really awful book, it is best not to write the review at all; the book-review editor will understand. Encyclopedia entries are similarly thankless; so unless the editor is someone you really want to help out for other reasons, the best thing to do is politely decline. This is also true for refereeing journal articles or book manuscripts; these endeavors are best saved until after you have tenure—unless it is a piece of scholarship directly in your field that you think you can learn from, or it is in a journal or press in which you hope to publish.

It is not only quantity of publications that matters; quality is equally important. Your external reviewers at reappointment and tenure time will be looking at which university press you were published and in which journals your articles appeared. You need to be very strategic in choosing where to submit your work, given that the best journals are also the most competitive and therefore have a higher rate of rejection. Journals also differ in turnaround time, and that should certainly be a criterion of where to send your work. Some journals publish the date submitted and the date accepted, but not all do that. Ask your senior colleagues about the reputation of the journal and expected turnaround time for submissions.

If you are in the humanities or in one of the more humanistic social sciences (anthropology, for instance), a sole-authored book of original scholarship will most likely be expected for tenure, although some institutions will accept a series of well-placed journal articles. When books matter, there are three things that you should pay attention to: (1) original scholarship, (2) sole authorship, and (3) finding the best university press you can. You are on your own, and you must prove your own talents to the larger academic world. To

do this you must have something interesting and new to say, something that contributes to the academic debates in your field or subfield. This is often the easiest part to figure out, and for many of us the most exciting and enjoyable. Dissertations in the humanities are not co-authored, and neither should your first book be; the early years on the tenure track are not the ideal years to collaborate if you are in the humanities.

In psychology and the natural sciences, co-authorship is a given, and you should try to get your name on as many papers as possible. In large scientific collaborations, where authors are listed in order of their contribution, do the extra work necessary to get your name high up on the list. In economics, where co-authors' names are listed alphabetically, two scholars have even gone as far as suggesting that a scholar change her name if it is a surname that starts with a letter later in the alphabet. In 2006, Liran Einav and Leeat Yariv published a paper called "What's in a Surname? The Effects of Surname Initials on Academic Success," which found that economists with last names that started with letters earlier in the alphabet achieved tenure at higher rates and were more likely to be fellows of the Econometric Society.[1] Publishing journal articles is important, but getting your work cited and having your name associated with certain ideas is just as essential. If you do publish with a co-author, you may want to trade off being the first author on your joint papers.

If you go the book route, the hardest part is finding a press that will publish your work, and here there is definitely an important hierarchy. Publishing in a little-known press can mean both that your book will not be read and that it will not count as much for your tenure case as your efforts warrant. Once again, each discipline is very different, but there will always be a handful of top university presses in your field. There are several ways to figure out what they are, but the three easiest are (1) to look on your own bookshelves and figure out which presses have published the majority of books that you read, (2) to go to the book exhibit of your discipline's national conference and see which presses have the biggest booths and the most traffic, and (3) to ask someone senior in your discipline the top three or four presses that they would consider sending their next book to (more on the politics of asking for advice below). Once you have this information, make a list, and begin sending your proposal out as soon as you think you have a good working manuscript.

There are many good books about academic publishing (particularly *Getting It Published* by William Germano),[2] so we will not delve into the nitty-gritty of publishing your dissertation here. The important thing to realize is that it is better to send your manuscript or your articles out sooner rather than later. Many new professors want to do extensive revisions to their dissertations before they consider approaching a press, but this is often a mistake. If you land your manuscript with readers at a good university press, you can expect to receive detailed reports, and these will be useful even if the press ultimately passes on the book project. The same goes for referee reports from good-quality journals. You will have to revise in light of these reports either way, so use the reports to improve the manuscript and submit it to your second-choice presses. Remember what we said about rejection, and give yourself ample time to submit the book or article to several presses or journals before it finds a good home. Do not get bogged down by extensive revisions if you get an outright rejection from a journal or press. Unless the comments are truly constructive and you agree with their general thrust, it is not worth rewriting a piece unless it has been rejected from two journals or two presses for similar reasons. Reviewers can be grouchy and territorial, and as a young scholar it is important to have some faith in your own ideas. Once a manuscript is accepted, it often takes several months before it goes into production and up to a year before it is published. With tenure clocks ticking, it is essential to start this process as early as possible.

In all of the sciences, and many of the social sciences, the goal of pre-tenure scholarship should be well-placed refereed journal articles with your name as first or second author (or the last author, if it is your lab). Co-authorship is accepted, but you should be careful about continuing to publish exclusively with your dissertation-committee members. Daniel Hamermesh, in "An Old Male Economist's Advice to Young Female Economists," explains it this way:

> Readers and tenure referees tend to assume that a young economist who co-authors with a more senior economist, especially a thesis advisor, is doing the dirty work rather than providing the central innovation of the study. This is regrettably especially true when the junior person is a woman and the senior economist is male. It is important to become an independent researcher—to leave the nest of one's dissertation advisor's ideas and co-authorships—well before tenure time, and that is particularly so for women.[3]

Whether you are solely authoring or co-authoring papers, you should try to place them in journals with the best reputations. One way to figure out

which are the best journals in your field is by using Thompson's Journal Citation Reports or other ranking indexes like Scimago (www.scimagojr.com) or Eigenfactor (www.eigenfactor.org). In the sciences, being a principal investigator in a successful grant application also matters, as is being the supervisor in a lab. Tenure committees are looking for evidence of substantial scholarship beyond the dissertation and evidence of independent contributions. The best way in any discipline of judging the expectations for tenure is to look at the vitae of those in your department most recently tenured and talk to as many people as possible about expectations.

Books, peer-reviewed journal articles, and grant applications: trying to get this all done can be incredibly time-consuming, especially if there are children around. Both Kristen and Rachel had one child through all or almost all of their pre-tenure years. As we have said, it might be better to wait from a "how to increase the chances that you get tenure" point of view, but there are many good reasons not to wait, especially if having children is one of your life goals. Having children around can bring joy and meaning to daily life and is a good distraction from the pressures of publishing and teaching. If you can be disciplined with your time, having a child before tenure can be a very positive thing.

What do we mean "being disciplined with your time"? Like dieting, it is easy to understand what needs to be done, but much harder to do it. You need to figure out when you are most productive in research and then use that time optimally. For Rachel, it is in the morning (but not too early), or whenever she can get long, uninterrupted periods of research time. Kristen's most productive time is usually in the middle of the night. Because Kristen was a single mom for much of her time on the tenure track, she rarely had long chunks of time to really concentrate on research (except when on leave). When she did extended writing, Kristen sometimes worked between the hours of 2:00 a.m. and 5:00 a.m., when the house was quiet, her daughter was asleep, and there were no distractions. She tried to make up the sleep by taking power naps during the day, or by going to bed really early with her daughter at 8:00 p.m. (easy to do if you do not have a partner). The key was that she used her most productive brain time for the thing that required the most extended concentration.

Another strategy that Kristen still uses is the topic-sentence outline. Once she has an idea for an article, she will sit down and do a detailed outline that

includes the topic sentence of each paragraph that she needs to write. Then she uses the little bits of time she manages to scrounge throughout the day—the hour between classes, the bus ride, and the twenty minutes in the morning while her daughter gets ready for school—to write one paragraph at a time. The first draft of a paper written in this haphazard way is usually a mess, but it does give Kristen a starting place. This is a great strategy if you have kids around because there are always little snatches of time that you can use. This is why one respondent, Sonia, believes that mothers are more efficient with their time. They have far less of it, and they have to make the most of what they do have.

Once you figure out when your most productive time is, guard it. Use it for research. Don't use it to make phone calls for your child's soccer team or even meetings with students. It should not be the time that you use to schedule doctor appointments and cable-guy visits. You will not be able to guard thirty hours a week between the hours of 9 and 5 Monday through Friday, but you should be able to safeguard some research time every week. Even at a small liberal arts college, where teaching demands are high, you can carve out some research time for yourself every week. Rachel and Kristen have a colleague who tries regularly to secure the entire day of Friday for her research. This means she arranges her teaching schedule and committee meetings so that she keeps Friday free. Whatever you have to do, your research time must be sacrosanct.

Be particularly vigilant about email. Yes, we know that it is an essential part of our modern lives, but it can also be an incredible time sink. If there is one thing that you can do to increase your productivity, spend more time on your teaching, and spend more time with your family, it is to drastically reduce the amount of time spent writing and responding to email. Most of us don't realize that we spend about two hours a day dealing with email. This is particularly problematic because it is often the first thing we do in the morning, when our brains are fresh and we should be thinking about our research. All sorts of administrative stuff comes over email, and it's the kind of thing we should wait to deal with until our brains are already tired and working at half capacity anyway. (Be careful about actually answering email when you are tired. If it is important or delicate, answer it the next day.)

Another thing about email is that it is very distracting. You could be writing all day if not for the constant mail notifications that a new message has

appeared in your inbox. Most of the time it's just spam anyway. It may be very difficult for you to switch off the grid, especially in this day of ubiquitous iPhones and Blackberries but it is worth doing some of the time. Email is a distraction and one that you can and should control. Once you get tenure you can spend five hours a day on email if you choose. But until then, try to check it only once or twice a day. Also get in the habit of never responding to an email until a few hours have passed. You can train your students and colleagues to accept the fact that you are not always instantly available. Finally, use the auto-response vacation messages on your email program to occasionally buy yourself a few email-free days. A lot of professors use these when they are traveling, but they can also be used when you want to have a few uninterrupted days of writing or even just a weekend to yourself.

In addition to email, identify the other things that you do to fritter away time, and try to limit them. Web surfing and online shopping are two common time suckers for the busy mom who is trying to read the news, order her nonperishable goods from an online grocer, and find a new pair of rain boots at Zappos.com while scarfing down a sandwich at her desk. Web surfing is usually just procrastination and you must guard against it, even if it means finding a coffee shop with no wireless so that you won't be tempted. If you work at home, the impulse to tidy up or do a load of laundry can also be a big distraction. Whatever it is for you, try to discipline yourself. Maryellen Giger, a professor of radiology at the University of Chicago and mother of four, suggests that we need to establish a finely tuned on/off switch, turning off home life when we're at work and vice versa. "You have to be able to turn the switch so you can focus on where you're at."[4]

Also, do whatever it takes to create deadlines for yourself. Find a junior colleague and set deadlines for each other. Type into your calendar the things you hope to get done in a given week, or set it up so that you get daily calendar alerts about what you should be accomplishing each day. Committing to a conference paper can play a valuable role in creating a meaningful deadline. Teaching, service, and family obligations can feel so pressing and immediate that it is easy to let the research agenda fall to the bottom of your to-do list. But with tenure clocks ticking, you must compel yourself to work on research by sticking to your own personal deadlines. You also need to limit the number of extra things you agree to do: small service-related tasks that seem insignificant when you say yes can then pile up and eat away your research time.

TEXTBOX 6.1. TIPS FOR SURVIVING THE ADJUNCT TRACK

For many recent PhDs, spending some time on the adjunct track is inevitable because the number of tenure-track positions is limited and the competition is fierce. Also, unlike other professions that hire throughout the year, academia has a distinct hiring season in the fall for most tenure-track assistant professorships and postdoctoral fellowships. If you are not lucky enough to get an offer by late February or early March, then you will have to go back to H-NET, *Inside Higher Ed*, the *Chronicle of Higher Education*, or wherever your discipline posts its job ads and start looking more closely for all of those positions listed as "visiting assistant professor" or "lecturer." Although the pay and benefits of these jobs is often quite pitiful, it is perhaps the best way to warehouse yourself until the next cycle of the job market comes around.

Much has been written about the so-called silent revolution in the American university system, which has witnessed a steep rise in the number of contingent faculty since the 1960s. In 1960, 75 percent of faculty were full-time tenure-track or tenured professors. By 2009, this percentage had fallen by more than half to only 27 percent.[1] The economic reason behind this is that adjuncts are much cheaper than full-time faculty, and there are a myriad of circumstances that require universities and colleges to hire instructors on a short-term basis. Full-time faculty members go on sabbatical, take parental or medical leave, win grants to buy themselves out of teaching courses, or get poached away to another institution before the home institution can organize a tenure-track search. In some cases, there are classes that senior faculty simply do not want to teach, such as large survey or introductory "101" courses or basic language-instruction classes. No matter what the circumstance, adjuncts pick up the slack when full-time faculty members exercise their various privileges, and today they make up the backbone of the American university system (together with graduate-student instructors).

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While still finishing up her dissertation, Kristen taught as an adjunct instructor both at Berkeley and at San Francisco State University, in order to get some teaching experience before heading onto the job market. She taught one regular-semester course and one summer-school course at Berkeley and one regular-term academic course at SFSU, and she was paid on a per-course basis. In all three cases, the salary was extremely low. Admittedly, however, the demands were also low compared to the demands made on her when she became a tenure-track assistant professor. Outside of preparing and delivering lectures, Kristen had few obligations either to her students or to the institutions, and she was given complete freedom to design her courses as she wished. Given that she was pregnant and suffering from ongoing fatigue during two of these classes, the adjunct position was perfect for her. She could muster enough energy to teach for a few hours a week and then spend the rest of the time at home alternating between napping and writing her dissertation. In a wonderful advice column in the *Chronicle of Higher Education*, Gerardo Marti discusses the important differences between being an adjunct lecturer and an assistant professor, with the latter being better paid but completely overwhelmed.[2] Indeed, in their recent book *The American Faculty*, Martin J. Finkelstein and Jack H. Schuster find that many women, who make up the majority of adjunct laborers in the academy, report that they are quite satisfied with their jobs. Finkelstein and Schuster hypothesize that adjunct positions give women the flexibility that they need to stay in the academic labor market while their children are young,[3] and Kristen agrees that adjunct teaching is a lot less demanding than being an assistant professor, as long as you have a partner who can financially support you.

The truth is that it is difficult to live on a per-course salary unless you are working at multiple institutions or teaching online distance courses. But if you have a partner who can help pay the bills, adjuncting can be a viable part-time option in the short term if you want to eventually end up on the tenure track, as long as you continue to publish. In addition, there are some PhDs who think of adjuncting as a longer-term strategy; they are happy to fill in as a sabbatical replacement occasionally in order to keep their foot in the academic game, but just as happy not to have all of the service and research

obligations of full-time faculty. Finkelstein and Schuster confirm that adjunct faculty are far less involved in institutional governance and curricular decision making than are their tenure-track colleagues. Additionally, contingent faculty members are far less burdened with professional obligations such as writing book and journal manuscript reviews, letters of recommendation, reports, and so on. So there are real benefits to being an adjunct. On the downside, full-time faculty are less likely to befriend you because they know that you are temporary, and some might even resent you because they fear that your willingness to work for such paltry wages threatens to undermine the tenure system.

Whether you have chosen to become an adjunct for work/family reasons, or whether you are adjuncting because you had a bad year on the job market, we assume that someday you will want to find yourself a tenure-track position. If this is the case, then most of the advice in this chapter and chapter 7 still applies to you. In addition to being a good teacher, you should concentrate on getting your work published and getting your name out there to scholars in your field. By all means, continue to attend the national conventions in your discipline (no matter what the expense), and attend faculty colloquia and lectures at your institution so people get used to seeing you around.

In addition, you want to make your presence known on campus. Of course, if there is an opening for a tenure-track position at your current institution, you want to be a known quantity on campus so that you have a leg up in the search. More importantly, when there is a position at another institution, you need to be able to ask one or two of the permanent faculty members at your current institution to write letters of recommendation. Many adjuncts do not think about this until it is too late. Since they are poorly paid and have few obligations on campus, they rarely take the time to develop professional relationships with permanent faculty. But when job time comes around again, adjuncts need letters of recommendation because prospective employers will want to hear about their teaching from someone at their current institution. We can think of countless colleagues who have grumbled about having to write a letter of recommendation for

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a visiting assistant professor whom they hardly ever saw and about whom they knew very little. Take the time to at least cultivate a positive relationship with the person who hired you, so that when you have to ask for a letter, it will be a good one.

Another important thing to do if you are an adjunct is develop an academic website hosted by the institution where you are teaching. Having a web presence is really important. Take the time to develop a scholarly home page, and make sure that you include its URL in the signature of all of your professional emails. You want people to be able to find you when they type your name into Google. It's best to have a website at an official .edu address; if you can't manage that, make sure you maintain a steady web presence some other way. If your current institution will not allow you to have a website, then you can create one at Academia.edu or a similar web host.

Also, have all of your professional correspondence come from your institutional email account with a .edu suffix, even if this means that you have to change email accounts every year. Sending emails from your Gmail or Yahoo! account not only looks unprofessional but your messages might also end up caught in spam filters. It may seem like a small thing, but when people are sifting through piles of application materials or grant proposals, even tiny things like not having a "real" email address might get you tossed into the reject bin.

A common mistake that some on the adjunct track make is to call themselves "independent scholars," because they do not have a permanent institutional affiliation. Many permanent faculty have an inherent suspicion of those calling themselves "independent scholars," assuming that either they were denied tenure somewhere or they left academia for a long period of time and are now trying to reestablish themselves. Many fellowships and grants require that you have an institutional affiliation, no matter how temporary, and journal editors will often look askance at articles submitted with cover letters not on institutional letterhead. Similarly, unless you can organize a panel, submitting paper proposals to national conventions may also be tricky, as conference organizers also tend to prefer people with professional affiliations. This is terribly unfair, particularly to women who take time off to stay at home with their kids for a few years, but this is the current reality whether we like it or not, and you should avoid this title if possible. "Visiting assistant professor," "instructor," "lecturer," "fellow," or even "researcher" are all better titles if you can arrange them.

Finally, remember that many adjunct faculty members do eventually find themselves on the tenure track, and some of the faculty at your current institution may have been adjunct professors themselves for a while. Scrutinize the CVs of your colleagues on campus, and seek out those who list "visiting assistant professor" under their professional experience. These will be your natural allies on campus, and they may be able to offer you valuable advice. Make an effort to cultivate these relationships. If you really want that tenure-track position, don't let yourself get discouraged. Many adjunct careers work out quite happily in the end.

One question we hear a lot from junior faculty is, how do you say no? This is a topic that will come up again in the university-service section in the next chapter, but it is worth touching on here since you will have to say no to some publication opportunities if you are going to get your book and/or articles done on time. There are two key rules about saying no. First, always be prompt and very specific about the other research obligations you have to meet rather than just saying that you are too busy. Say something like, "This is a wonderful opportunity for me, but I have a 'revise and resubmit' on my desk that needs to be back to the journal by May 15"; or something like, "Thanks so much for thinking of me. I would love to contribute, but it is absolutely essential that I concentrate all of my efforts on my own book right now since I will be coming up for tenure in two years." The second thing to do is always offer at least two names of other people who might be able to write a chapter instead of you, even if you have to resort to Google to find names. A relatively new website, Academia.edu, makes it easy to find people by research topic, and an editor will be very thankful if you can throw in a couple of names with your polite refusal. Of course, you do not want to say no to everything. There will inevitably be articles or books to review that will be exactly in your field

and may help you with your own scholarship. But if it is not of direct benefit to your research, then the most prudent thing to do is decline at this stage in your career.

NETWORKING: TALKS, CONFERENCES, SOCIAL MEDIA, AND SHAMELESS SELF-PROMOTION

Although this section should really be a part of the "research" section above, we have decided to bracket it out because of its independent importance to your academic career. As we discussed in chapter 2, one of the biggest myths of academia is that you only have to be smart enough and have good ideas to succeed. Nothing could be further from the truth. For better or worse, the marketization of academia and the persistence of "old boys' clubs" in universities around the world means that who you know is just as important as what you know. In one study in economics, researchers found that manuscript ratings and acceptance rates were unaffected by the gender of the author, but were affected by "mutual affiliations" of author and journal editors and co-editors.[5]

This is one of lesser-known aspects of the academic world, because so much of your graduate-school training will have been about attaining the appropriate knowledge rather than the appropriate contacts. Indeed, some professors will insist that nothing but merit counts, even if they are well aware of realities to the contrary. We believe that it is a cruel disservice to graduate students for advisers not to prepare them for the realities of academia, no matter how much they might wish things were otherwise.

When you do finally get something published (and it does happen eventually), one of the most important things that you can do is send offprints of the article or copies of the book to the senior colleagues in your field. It used to be that when you had an article appear, the journal would send you free copies of the article in its published format, but today most journals just send you a .pdf of your article. You can send this .pdf as an attachment via email to your friends and other junior colleagues, but if you really want someone senior to read your work (and then possibility cite it), it is best to print it and send it as a hard copy, with a handwritten note saying something like this: "I am sending you a copy of my latest article. I found your work really helpful while writing this, and I would appreciate any ideas you might have on how to improve my arguments."

This strategy works really well if the senior colleague is someone you have cited in your bibliography, and you should be citing *all* of the senior people in your field, even if their work is tangential to your own. Citation is a way of demonstrating that you know your field and you know who the key thinkers are. It is amazing how often the same person will be asked to referee your work. Rachel was annoyed with a junior faculty member at another institution who works in the same field but seldom cites Rachel's work, or, if cited, it is only disparagingly. Rachel was asked to referee three or four papers for this young woman before tenure. This woman's university then asked Rachel to be one of the woman's external reviewers for tenure. Luckily for this young woman, Rachel didn't hold a grudge. Don't count on that.

Another way to get your work read and cited is to make sure that you keep your faculty website up-to-date, and always ask the journals in which you publish if you can "self-archive" your article, which means posting the .pdfs on your own website. Some journals won't allow you to do this with their formatted text, but you can do this with the document you submitted to them as long as you cite where and when the final article was published. A lot of websites also allow you to upload citations to your own work so that it will be easier for other academics to find. One site is Academia.edu, which is like Facebook for academics. Others include Getcited.org, Citeulike.org in the United Kingdom, and ResearcherID.org, which is specifically for the natural sciences. The benefit of these websites is that they provide an easy way to get your articles and books listed on the web in large, searchable databases. Some academics also have their own personal websites, but your faculty page should be sufficient as long as you keep it current and always have the latest version of your CV available for download. You also want to have a short paragraph on your research interests, so that Google will find your page if someone is looking for an expert in a particular field. Of course, the World Wide Web is constantly changing, and it is not always easy to stay on top of all of the new academic sites, but it is worth your time to make sure that your hard-won publication gets out there and read as much as possible. This means promoting your research (and yourself) by going to conferences, giving talks, and writing grants.

Writing grants is one of the most important things you can do when you are starting out on the tenure track. Even if you have plenty of internal funding, grant writing is one of the best ways to put your name in front of the

senior colleagues in your discipline. No matter what discipline you are in (yes, even those of you in the humanities), there are always grants out there for research funds, summer salaries, summer workshops, conference travel, and so on. It is great if you get the grants, but it is worthwhile even if you don't, as long as you have written a clear and concise grant proposal that describes your current research and scholarly goals. Grant-review committees are made up of senior professors, and they often read the grant proposals of their younger colleagues with great interest. Indeed, many overworked senior faculty agree to sit on grant committees because they want to keep up with the "cutting edge" of research in their fields. (For a great book on the internal logic of grant review committees, see Michèle Lamont's *How Professors Think.*[6])

Also, it is important to always, always, always accept every invitation you get in your junior years to give a seminar or public talk. No matter how difficult the logistical or child care arrangements are, you should try to give as many public talks as you can. If someone goes to the trouble of finding the money to invite you, you should be hugely flattered that he or she has taken an interest in your work. Indeed, giving talks, both before and after tenure, is one of the most rewarding things you can do in terms of creating a community of scholarly colleagues.

One reason grant writing and giving talks are so important is that when you come up for tenure, anywhere from four to twenty-two scholars external to your institution will be asked to read your file and comment on your scholarship and the contribution it makes to your field. The more these people have heard your name before, the better the chances that they will be favorably disposed toward your work. But another key thing that very few junior faculty members are aware of is the process through which external reviewers are chosen.

There are several things that you can do to help stack the deck in your favor if you understand the rules of collaboration and acknowledgments. Normally, you are asked to propose a certain number of names for your external reviewers, and your tenure committee will come up with their own list of names. You usually have at least one veto of someone who is known to be hostile to your work or to your particular point of view, or someone whose work your own research revolves around challenging or undermining. Academic egos are sometimes fragile, and reviewers who should be objective can sometimes let worries about being usurped by a young researcher cloud their judgment

about your tenure case. Tenure committees know this and will be sympathetic if there is someone who should absolutely not review your file. But after that, you have little say over who will ultimately be chosen to write your external letters.

The first thing to know is that anyone you openly and officially collaborate with will be excluded from your list of reviewers. This means co-authoring papers or co-writing grants will keep your collaborators off the list of potential external reviewers, and the same may even apply when you contribute to a collection edited by a senior scholar in your field (another reason to say no to those edited volumes). So even if a very well-meaning mentor or superstar in your field wants to work with you while you are still junior, you should think twice about whether the collaboration is worth excluding this person from your potential pool of external tenure reviewers. In some cases, it will be more valuable to you to have that publication with a senior colleague; in other cases, it might be best to politely decline by explaining that you do not want to exclude the scholar from your potential list of external reviewers, particularly if he or she likes you and your work well enough to collaborate with you. You can always explain that you would be delighted to work together after you get tenure; since most senior faculty have a longer time horizon than those on the tenure track, they will understand and will likely wait for you to join the hallowed ranks of the employed for life. In fact, the worst thing you can do is work with all of the people who like your work. You may think you are being proactive, but it would mean that the only people left to write your external letters are those who do not like your work.

Another thing to be careful about is how you write your acknowledgments for any book or article you publish. It is natural for junior scholars to want to thank all who have helped them in their research and writing, and certainly you should always thank your home institution and any external agencies from which you have received funding. But be careful not to thank too many of your senior colleagues, because tenure reviewers will carefully scrutinize your published acknowledgments to see if there is anyone who should be excluded from your list of potential external reviewers. (This is also true of editors looking for potential referees for your article. If you don't want someone to referee the paper, thank him or her in the acknowledgments. If you want someone to be a referee, don't thank that person, but be sure to cite him or her in your bibliography.) In most cases, it is better to cite your colleagues

than to thank them in print, and you can certainly call them and let them know how much you appreciated any assistance that they might have given. Again, you only have a limited time to get tenure, and you must always think ahead to the time when you will be putting your file together and sending it out for review.

Another important thing to effect success is to go to conferences. Conferences cost money, often a lot of money when you consider registration fees, professional-association membership fees, air travel, hotels, meals, and other incidental expenses. But they are among the most important investments that you can make with your time and money when you are pre-tenure. Going to conferences and presenting papers there is the best way to get to know people in your field. Knowing people in your field and, more importantly, having people in your field know you, is essential if you want to establish a reputation as a serious and committed scholar worthy of permanent employment. Email and social media are never enough; you need face-to-face contact with those people who will ultimately review you. They will want to see you in action, and perhaps meet with you individually if they have the time, to hear about your current and future projects. Meetings are invaluable because these people will be the same people who will review your grant applications, your articles, your book manuscripts, and ultimately your tenure file. Indeed, in two short articles for the *Chronicle of Higher Education*, Saranna Thornton and Pat Phelps argue that networking provides the most bang for your buck when it came to allocation of time resources.[7] Be proactive and put together a panel, so that you can increase your chances of being on the program. Submit paper proposals to your professional association's national convention every year, and always attend if you are accepted.

This doesn't mean that it is easy, especially if you have children. Most of the larger meetings offer some kind of child care, and, if they don't, you can try to coordinate child care with other parents attending the meetings. In terms of financial support, your institution usually has some amount of travel funding available to you if you give a paper. If not, then use your credit cards; this is an investment in your future, not pure consumption. You don't have to stay at the conference hotel, and you can certainly skimp on your travel options, but take every opportunity to go out for dinner or drinks with your colleagues, even if this means going out to a place you wouldn't usually choose. If you do find yourself in a large group of people having dinner, you should know that

the common practice is to split the bill evenly among everyone. This can be a considerable expense. If money is really a problem, discreetly inquire with the waitperson if you can have a separate check, and then only order a small appetizer, explaining to the party that you already ate in your room earlier or that you had a big lunch. But by all means, always take every opportunity to socialize; this is where a lot of scholarship gets done, and you do not want to exclude yourself from this process.

In addition to attending panels, make coffee dates or lunch dates with senior colleagues, journal editors, and book editors in advance. (In fact, acquisitions editors at all of the major university presses go to conferences precisely to meet with prospective authors, but are booked up months ahead of time.) If you are confident of which press you would like to send your book manuscript to, contact the acquisitions editor in your discipline and ask for a coffee date at the national meeting. If articles are the primary research output in your discipline, try to make meetings with the editors of the journals to which you hope to submit your research. Ask about putting together a special issue, or ask for specific advice on getting journal articles published. Remember that if the journal editor knows you, he or she may be more likely to send your paper out to review.

One thing to watch out for, however, is going to too many small regional conferences. Yes, it is easier to get papers accepted here, and they will be listed on your CV and will demonstrate to your department that you are being active in your discipline, but they will not give you the same networking opportunities as the big national (or international) conferences. Do some research on who the keynote speaker will be at the small conference. Email senior colleagues at neighboring institutions and ask which conferences they plan to attend. Think strategically about how you spend the time away from your family, and allocate your resources to maximize the value of the networking opportunities that you will have.

In addition to networking with people in your discipline, it is also important to network with people on your campus, some of whom will ultimately be judging you for tenure. Certain institutions are more conducive to collegiality than others, and different institutional cultures place differential weights on collegiality. If you are at a top Research I, you can be a complete jerk and still get tenure if you have the publication record to warrant it. But at most places, even if not officially admitted, collegiality counts for a great

deal. Recall the quote from chapter 2 about Louis XIV not rewarding someone whom he did not see at court. Daniel Hamermesh argues that you need to engage in "activities that generate the 'bonding' that is crucial in any work environment."[8] Thus, it is a good idea to be strategically visible on campus before you come up for tenure. By "strategically visible" we mean that you should be visible at faculty meetings, colloquia, invited lectures, search-committee dinners, and other professional events requiring your physical presence, and less visible, say, at the gym, or practicing your tacks and jibes with the sailing club. If you can help it, the only time you should be seen on campus is when you are working, particularly if you are on a campus that places more weight on research than teaching. One exception is faculty receptions or socials, where you can informally chat with senior colleagues and talk about your research.

This strategic visibility is also true of social-networking sites. Avoid Facebook altogether, as you don't have total control of the content. Someone might write something on your "wall" that you don't want broadcast to the world. The video link you thought was amusing might offend someone else. In addition, it is awkward to decline "friend" invitations from colleagues once they've seen you on their university or college network. If you do use Facebook, set your privacy settings so tightly that no one can find you other than those you invite.

Another core element of networking on campus is finding mentors who can help you understand the institutional culture in which you are operating. Finding mentors can be a difficult task because people are very busy, and many senior faculty are hesitant to sink too much of their time into junior faculty who may only be around for a few years. The best way to approach senior faculty is to meet them casually at a faculty social of some kind or invite them to have coffee, and to ask how they dealt with a particular issue at an earlier career stage. Make it about them and not about you, and you will be on your way to establishing healthy relationships with senior colleagues. Certainly, there could be a lot more mentoring in academia, but no one is entitled to a mentor, and the last thing you want to do is demand that your senior colleagues give you special attention. You should make your own concerted efforts to seek out guidance in a polite and politic manner. Of course, you can always fall back on your dissertation adviser in a pinch, but it is best

to cultivate at least one senior colleague on campus who knows the peculiarities of your particular institution.

Institutions differ on the extent to which faculty socialize with each other outside of work hours. At Bowdoin, faculty members often invite each other to each other's houses. It is a very vibrant social community, partially because Brunswick is a relatively small town. When Kristen celebrated her fortieth birthday with a large group of fellow faculty members, a colleague from an Ivy League school who happened to be visiting for the weekend was astounded that faculty would voluntarily socialize with each other off campus. Figure out what the norms are at your institution, and organize your social life appropriately, but be careful. One too many drinks, and a careless comment about a senior colleague (or, worse, your dean) can come back to haunt you. Remember that until you get tenure, you are always "on."

Another thing to think about is how much you should or should not talk about your child (or children) to your colleagues before you have tenure. Opinions vastly differ on this, and certainly it will vary greatly from institution to institution and department to department, but as a general rule it is best to be careful until you get tenure. No matter what your parental obligations or how demanding your child care schedule becomes, spare your colleagues the details and try not to use your kids as an excuse to miss meetings or deadlines or other departmental obligations. If you must miss something, say as little as possible about why. The truth is that when your baby is sick, it is often Mommy who is most wanted and who must then rearrange her schedule without any notice, meaning missed meetings and canceled classes. It is best to keep these dramas to yourself, no matter how comforting it might be to have someone to listen to your frustrations.

Depending on your institution, you may want to limit the number of pictures of your offspring in your office, or on your computer's screen saver, until after tenure. Unless your department is really family friendly, it's also best to keep the child art at home on the refrigerator, not on your office wall. You want your colleagues to think of you as a scholar, you want your students to think of you as a professor, and you want everyone on campus to think of you as a young professional who is organized, in control, and worthy of tenure. Senior members of your department may have pictures of their children in their offices, but colleagues and students will not perceive them as being

less committed to their work if they have kids. Until you have tenure, image control remains important.

Finally, it is important to note that things are always changing and that universities in general are trying to make it easier for faculty to achieve a decent work-family balance. There are certainly many policies and programs that can be put into place to help junior faculty who are parents, and there may be those on your campus who want to recruit you to fight for this cause. While it is absolutely essential that parents on campus place pressure on their respective administrations to put more family-friendly policies in place, *this is not your main responsibility at this stage in your career.* Leave most of this work to your senior colleagues, and commit yourself to joining the cause when you are safely ensconced in the ranks of the senior faculty. Right now, you must get on with the other important things that you have to do beyond research and networking: spending time with your family, honoring your service commitments, and becoming a better teacher.

7

On the Tenure Track, Part II

Teaching, Service, and Finding Time for Your Family

TEACHING

It is very difficult for us to speak generally about teaching because teaching expectations vary so widely from institution to institution. It is absolutely true that there are some universities that care almost nothing about how good you are in a classroom, and will only evaluate you on your scholarship. If this is the situation that you are in,[1] then there is no need to read this section; just skip to the section on university service. For most tenure-track faculty, however, teaching will factor into the tenure case, and at some institutions it is the most important factor. The other key variable is *teaching load*, or how many classes you have to teach in a given semester or quarter. Generally, the higher your teaching load, the less scholarship you are expected to produce for tenure. The lower the teaching load, the more publications you will be expected to have when you come up for review. Finally, there is a huge variability in class size and the availability of teaching assistants and graders to assist junior faculty. Unlike scholarship, where external reviewers do the evaluation, teaching is reviewed internally and is very institution-specific. This is part of the reason why being a good teacher is less of a portable asset than one might think.

The thing about teaching is that most institutions want you to be a good teacher even if they will not grant you tenure for it. At all but the top research universities, when you are a junior faculty member, it is hard to gauge how much time you should be putting into your teaching because the administration wants