• What is ADVANCE at Lehigh?

• How will you engage with ADVANCE?

• Micro-Workshop

Dr. Marci Levine, Staff, Dir. ADVANCE mjl410@lehigh.edu
Dr. Joan Ramage, Faculty, Dir. ADVANCE, Assoc. Prof EES, jmr204@lehigh.edu

www.lehigh.edu/luadvance
Deputy Provost Faculty Affairs

Original ‘STEM’ Focus:
• Improve recruitment and retention of women and underrepresented STEM faculty
• Support career advancement of women and underrepresented STEM faculty
• Advocate for institutionalization of successful and evidence-based policies and programs

Contemporary Campuswide Focus:
• Interlocking programs
• Capacity & community building
• Evidence-based guidance
• Engage national dialogue on faculty equity

New faculty engage with ADVANCE in key ways.
Engage with *advance*

**Recruitment best practices supported your hiring**
- Interview agenda includes “30 min non-evaluative meeting”

**University Resources for DE&I And Faculty Success**
- Increasing attention to contributions to DE&I mission of Lehigh

**Onboarding**
- Capacity building and checklists for chairs and others to welcome and support the launch of your Lehigh career
- Connecting with you at your new faculty orientation

**New Program! Advancing Future Faculty Diversity Postdoctoral Scholars Program**
- Departments apply to host scholars
- Postdocs who wish to be future faculty apply for development, position
Engage with advance

Attend workshops, symposia, programs:
- Cornerstones of Community: SpeakUp! Bias Bystander Intervention, with HR
- Inclusive Excellence in Teaching with CITL & ODI&E
- NASEM: *Advancing Anti-Racism, Diversity, Equity, and Inclusion in STEMM Organizations: Beyond Broadening Participation*
- Writing Retreats, with Office of Research
- Aligning Values with Rewards: Workloads, Transparent and Equitable Criteria
- Queering STEM
- New faculty INC program, Mentoring the Mentors

Be part of Transformation: advocate for self and others
- Educate yourself or others
- COVID-19 inequities, Racism, Sexism, Homophobia, Ableism, Bullying, etc.
- Faculty Code of Ethics, Faculty Senate

Give feedback/ask questions: improve programs, inform policy, strengthen resources via surveys & 1:1 support
Engage with STEM Women+ Community

LU-WISE: Community of STEM Women+ Faculty (all ranks/roles, post-docs, visitors welcome!)
- Bias in Teaching Evaluations
- Research Group Expectation Setting
- Faculty Workloads
- STEM women research roundtable
- Responding to Feedback
- Work-Life Balance
- What We Want Department Chairs to Know
- Anti-racist resources for STEM
- Addressing COVID-19 inequities

Writing Retreats
Engage with Small Grants

Small grants ($750) for

- Faculty Development/Leadership grants for historically underrepresented faculty
- Diverse Voices: diversify STEM colloquia
- Knowledge Builders: Invite a speaker about underrepresentation in STEM
- Apply online
Want to join the INC Mentor Program for New Faculty? Complete the [2023-24 INC Invitation](https://www.lehigh.edu/luadvance)! 

VISIT US!
EVENTS and News
Time Management
Skill Builder

Micro-Workshop

adapted from:

National Center for Faculty Development & Diversity
To avoid common ‘new faculty pitfalls’ try:

<table>
<thead>
<tr>
<th></th>
<th>Plan for professional AND personal needs and goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>- Know your evaluation criteria</td>
</tr>
<tr>
<td></td>
<td>- Know where your time goes</td>
</tr>
<tr>
<td></td>
<td>- Set meaningful and realistic goals aligned with what counts</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Build in feedback loops and accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>- Prepare for requesting and receiving feedback</td>
</tr>
<tr>
<td></td>
<td>- Mentor networks and structures (buddies)</td>
</tr>
<tr>
<td></td>
<td>- Self check-in strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Be flexible AND intentional</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>- YOU BELONG HERE- not an imposter</td>
</tr>
<tr>
<td></td>
<td>- Seeking help is OK- don’t (can’t) do all yourself</td>
</tr>
<tr>
<td></td>
<td>- No. is a complete sentence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Celebrate successes!</th>
</tr>
</thead>
<tbody>
<tr>
<td>04</td>
<td>- Big and small wins matter</td>
</tr>
<tr>
<td></td>
<td>- Tell your chair and mentors!</td>
</tr>
<tr>
<td></td>
<td>- Self-promote to “important people”</td>
</tr>
<tr>
<td></td>
<td>- Treat yourself</td>
</tr>
</tbody>
</table>
## Academic Time Management Components

<table>
<thead>
<tr>
<th></th>
<th>Today</th>
</tr>
</thead>
</table>
| 1 | **Semester/Annual Strategic Plan**  
   (combine with overarching Career Development Plan) | ✓ |
| 2 | Weekly 30 min meeting |
| 3 | Daily Quick Check |
| 4 | Write 30 min per day with a timer | ✓ |
| 5 | Increase Knowledge and Control where your time goes  
   ● Email management- rituals, templates  
   ● Time Audit- Activity timers (some do as step 1) |
Benefits of better time management skills?

- Clarity
- Balance
- Flexibility
- Productivity
- Less stress and anxiety
Discuss Semester Roadblocks: “Time Burglars”
What could get (or is) in the way of managing your time?

- Conflict
  - Institutional culture of working all the time
  - Lack of clarity about how much time research and writing tasks actually take
  - Varied and time-consuming commitments
  - Prioritizing others’ needs while neglecting our own health, well being, relationships and long-term success

- Tendency to unconsciously prioritize seemingly urgent yet unimportant tasks

- Unstructured time = illusion of lots of time

- Invitations to new opportunities

- Prioritizing others’ needs while neglecting our own health, well being, relationships and long-term success
## Self Reflection Questions

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What aspects of the “semester slam-” (unstructured time, varied time commitments, etc.)” reflect your own experience?</td>
</tr>
<tr>
<td>2</td>
<td>How would you like to feel at the middle/end of the term?</td>
</tr>
<tr>
<td>3</td>
<td>What does work/life balance look like for you, and how can you craft a plan that reflects this?</td>
</tr>
<tr>
<td>4</td>
<td>What kind of accountability will you seek out to help you stick with your semester plan</td>
</tr>
</tbody>
</table>
Steps of a Semester Strategic Plan

1. Identify your goals
2. Map out the steps to accomplish your goals
3. Introduce the projects to your semester calendar
4. Choose appropriate accountability and support systems (mentors)
5. Work the plan
   
   *What, How, and When*

- Identify Goals
- Map Steps
- Projects meet Calendar
- Accountability and Support
- Work the Plan
Why have a Strategic Plan?

• Align skills, strengths and expectations to your career choices and work and personal activities.
• Help keep you accountable to what matters to your goals for your success.
• Help you prioritize and see tradeoffs when new opportunities or roadblocks arise.
• Helps track successes to celebrate along the way.
Step 1: Identify Goals (5 minutes)

Professional Goals- focus on scholarship, development, writing
1. __________________
2. __________________
3. __________________ or more

Consider: teaching and service goals already have built in accountability, deadlines, and subtasks and, even though you’re new to Lehigh, they’ll easily take as much time as you give them.

Personal Goals
1. __________________
2. __________________
3. __________________ or more
Step 2. Map out the steps for each goal

Goal #1: Complete a book proposal for my next book project

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

Talk to editors I know about the idea & get suggestions

Ask colleagues for suggestions

Generate a list of potential publishers & special series

Project: Draft Market Analysis

Project: Select a Publisher

Project: Draft Table of Contents

Project: Draft Synopsis

GOAL: Complete proposal

Everything we do tends to have parts. A grant proposal has parts.

Keep asking yourself: how do I do that? who do I need to contact?
Map Key steps to complete 1 of your goals (5 min)
Step 3. Put projects on the calendar

*May want to code the projects to the goals*

Iterate and reflect

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Writing/Scholarship/Steps</th>
<th>Personal Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>1/26-1/30</td>
<td>Write Synopsis (Project 1)</td>
<td>3 workouts, 0 inbox</td>
</tr>
<tr>
<td>February</td>
<td>2/2</td>
<td>Draft Table of Contents (Project 2)</td>
<td>3 workouts, 0 inbox</td>
</tr>
<tr>
<td></td>
<td>2/9</td>
<td>Research publishers (project 3)</td>
<td>3 workouts, 0 inbox</td>
</tr>
<tr>
<td></td>
<td>2/16</td>
<td>Draft analysis (project 4)</td>
<td>3 workouts, 0 inbox</td>
</tr>
<tr>
<td></td>
<td>2/20</td>
<td></td>
<td>3 workouts, 0 inbox</td>
</tr>
<tr>
<td>March</td>
<td>3/2</td>
<td></td>
<td>3 workouts, 0 inbox</td>
</tr>
<tr>
<td></td>
<td>3/16</td>
<td>Mid- term grading</td>
<td>3 workouts, 0 inbox</td>
</tr>
</tbody>
</table>
### Step #3: On your own, Introduce your PROJECTS to your calendar (8 min)

<table>
<thead>
<tr>
<th>MONTH</th>
<th>WEEK/Date</th>
<th>WRITING/RESEARCH</th>
<th>PERSONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPT</td>
<td>Week 1 (Date)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCT</td>
<td>Week 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 4. Find Support and Accountability (example: mentors, writing groups, etc.)

<table>
<thead>
<tr>
<th>Support Structure</th>
<th>The need it meets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write on site</td>
<td>Buddy- physical companionship</td>
</tr>
<tr>
<td>Online writing groups</td>
<td>Daily contact &amp; support</td>
</tr>
<tr>
<td>Accountability Groups</td>
<td>Problem solving and support</td>
</tr>
<tr>
<td>Writing coach</td>
<td>Individual attention and externally imposed weekly meeting</td>
</tr>
<tr>
<td>Writing buddy</td>
<td>Help getting started each day</td>
</tr>
<tr>
<td>External writing boot camp/retreat</td>
<td>Community, support &amp; accountability facilitated by a professional/ mentor</td>
</tr>
</tbody>
</table>

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Step 4: Support for Daily Writing

Get an "almost done" project out the door!

Join us for the Fall 14-Day Writing Challenge and experiment with daily writing, online community, and supportive accountability.

Coming Up: October 9th - October 22nd, 2023

Whether you've got a writing project that is almost done or not even close, join the challenge to kickstart or revitalize that daily writing habit and get those projects out the door!

The 14-Day Challenge is free.

Experiment with daily writing, online community, and supportive accountability and register today!
Step 5: Work the plan: Be Pro-Active, Align Time with Priorities

• Weekly planning meeting with yourself (30 min, Sunday Meeting)
  • Minimize waking before dawn, borrowing from the weekend
• It won’t all fit
THE WEEKLY PLANNING MEETING

The weekly planning meeting is a 30-minute meditation on what you need to do, when you will do it, and getting creative with the work that doesn’t fit.

**step #1**
Set up your skeleton
5 minutes

**step #2**
Brain dump
10 minutes

**step #3**
Tasks meet time
15 minutes

Block out appointments & non-negotiables
Are these time demands for your goals? someone else’s?
Make time for easy wins; high-impact/priority low accountabilities
What will you do with what doesn’t fit?
Prepare for end of semester self check-in

• What goals have (and have not) been accomplished so far this semester?
• How consistent have I been in my daily writing routine?
• When, where, and how has my resistance flared up?
• Is my current support system effective? And if not, what am I willing to try?
• How do I feel about my answers to the previous questions?
NEXT STEPS:

1. Finish your *Semester Plan*
2. Claim your NCFDD profile
3. Who are your mentors?
   - TT folks: Join INC [2023-24 INC Invitation](#)
4. Prepare to share plan with mentors and chair
   - Decide what you will share with your mentor: Goals, monthly overview? Detailed plan?
   - Determine what advice and feedback you need
   - Have the meeting; establish regular meetings
5. Align time with priorities
   - Weekly meeting with self
   - Watch out for time burglars
6. Work the plan- Sign up for October NCFDD 14 day Writing Challenge
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