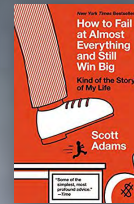


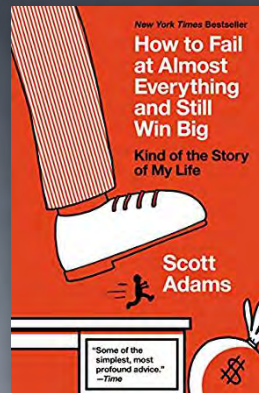
- Or to put it another way, think compass, not detailed itinerary



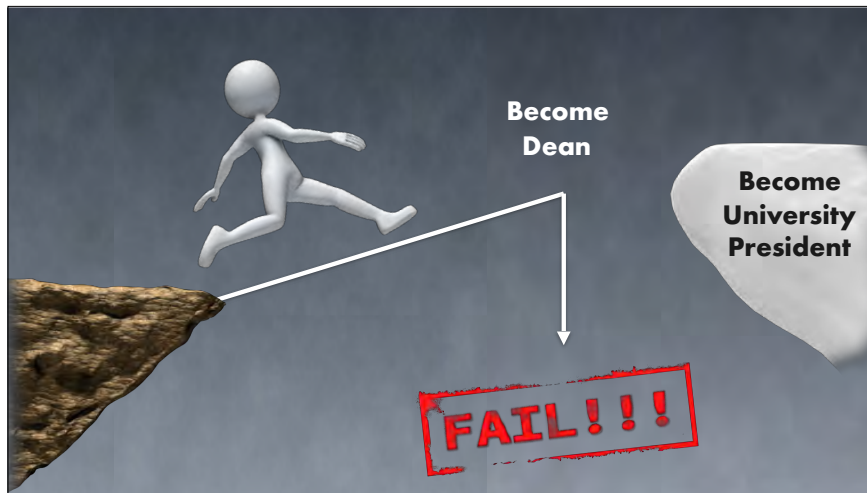
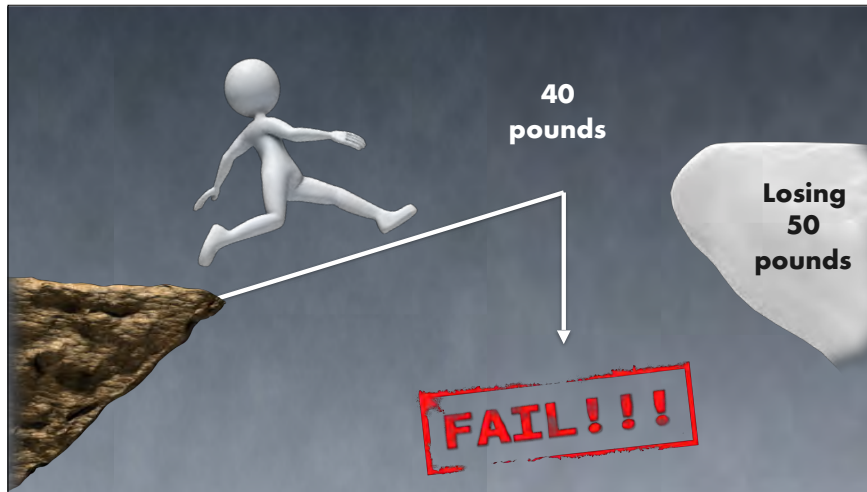
- Or to put it still another way, think system, not goals



- Scott Adams, the creator of Dilbert
- *How to Fail at Almost Everything and Still Win Big: Kind of the Story of My Life*. New York, NY: Portfolio/Penguin, 2014
- "If you're taking life advice from a cartoonist, you've got bigger problems."



GOALS	SYSTEMS
losing 50 pounds	eating right
marathon < 4 hours	exercising daily
making \$10 M	being a serial entrepreneur
becoming a university president	master each leadership position and then moving to a more challenging role



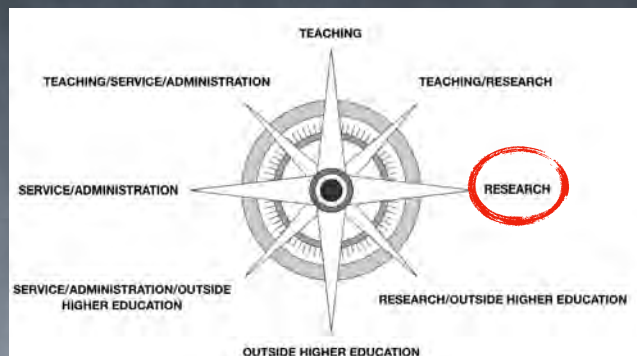
- **GOALS:** Planning for one future.
- **SYSTEMS:** Preparation for any number of futures.

## EXERCISE #1

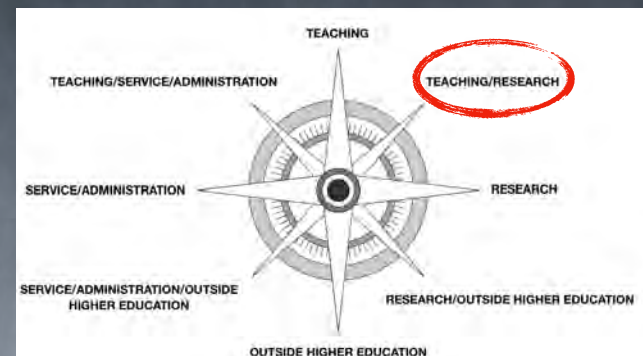
Choose a general direction in which you'd like your professional career to develop. For now, don't focus too much on specific goals or timetables. Instead merely think in terms of the general direction that you'd find most satisfying.

1. Circle one of the four cardinal points on the career development compass below: TEACHING, RESEARCH, SERVICE/ADMINISTRATION, OUTSIDE HIGHER EDUCATION.
2. If you find that you cannot choose any one of these directions and would only be happy by some combination of *two* directions, circle one of the four oblique points on the career compass: TEACHING/RESEARCH, RESEARCH/OUTSIDE HIGHER EDUCATION, SERVICE/ADMINISTRATION/OUTSIDE HIGHER EDUCATION, or TEACHING/SERVICE/ADMINISTRATION.
3. If you find that *none* of these choices reflect a direction that best fits your desires or needs, cross out any compass point and write in a direction that does suit you. Circle what you have written.

## EXERCISE #1



## EXERCISE #1





## EXERCISE #1



## EXERCISE #1

We'll pause one minute for you to make your selection.



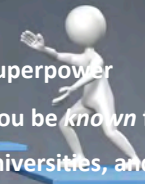
## Step One

- So, now you know at least the general direction in which (for now) you'd like your career to move.
- What do you do with that knowledge?



## STEP TWO

- Find your superpower
- What will you be *known* for?
- Colleges, universities, and the larger world have a lot of needs
- By filling which need will you find your path?



## What's Your Superpower?

- Assessment
- Accreditation
- Student Advising
- Curriculum Development (multiple platforms)
- Strategic Planning
- Undergraduate Research
- Faculty Development
- Leadership Development
- Technology
- Fundraising
- Course Evaluation
- Faculty or Staff Evaluation
- Honors Education
- Budgeting
- Teaching Large Classes
- Online Learning
- Mediation

## Exercise #2: What's Your Superpower

- Choose the area of need in which you intend to develop your superpower, the area in which you will become the "go to" person.
- If you have interest in some area that's not on this list, feel free to add it.
- Then write a sentence about why that area is appropriate for the career direction you have chosen.
- We'll pause two minutes for this exercise.

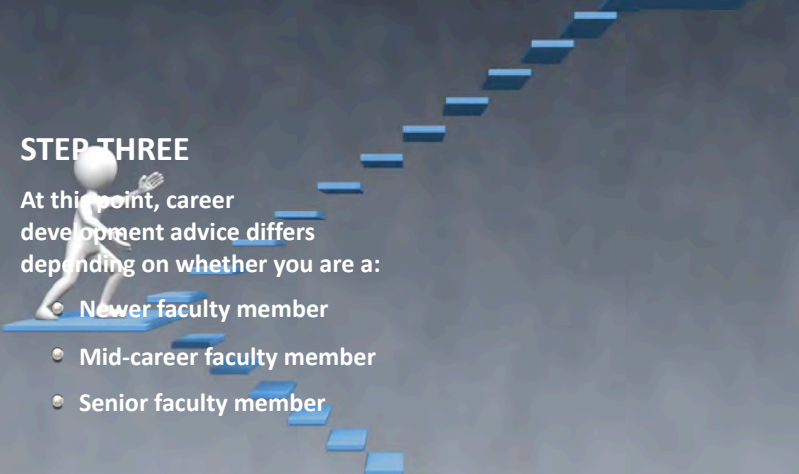


## Exercise #2: What's Your Superpower



## What Were Some of Your Decisions?

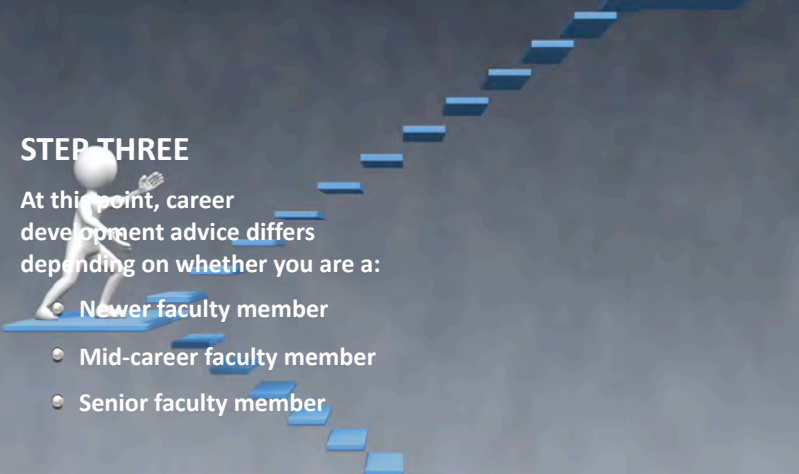
- Assessment
- Accreditation
- Student Advising
- Curriculum Development (multiple platforms)
- Strategic Planning
- Undergraduate Research
- Faculty Development
- Leadership Development
- Technology
- Fundraising
- Course Evaluation
- Faculty or Staff Evaluation
- Honors Education
- Budgeting
- Teaching Large Classes
- Online Learning
- Mediation



## STEP THREE

At this point, career development advice differs depending on whether you are a:

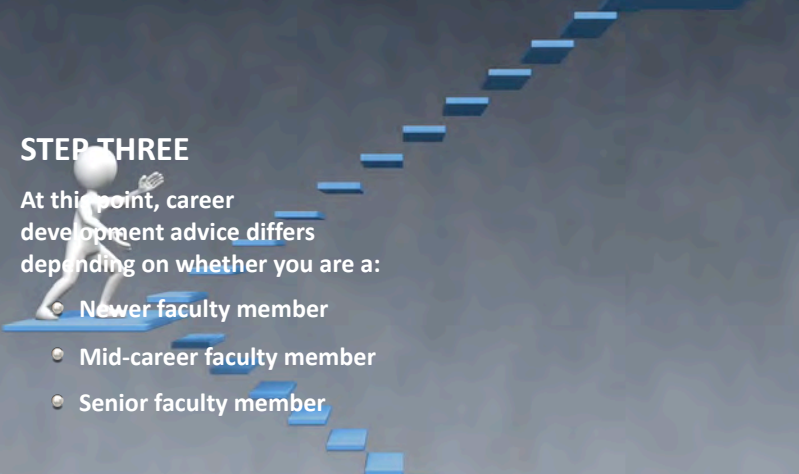
- Newer faculty member
- Mid-career faculty member
- Senior faculty member



## STEP THREE

At this point, career development advice differs depending on whether you are a:

- Newer faculty member
- Mid-career faculty member
- Senior faculty member

- 
- ## STEP THREE
- At this point, career development advice differs depending on whether you are a:
- Newer faculty member
  - Mid-career faculty member
  - Senior faculty member



## MID-CAREER STEP FOUR

For mid-career faculty members

- Take a candid look at what type of professor you've become
- How have your interests developed and changed?



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For mid-career faculty members

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- How have your interests developed and changed?

- 
- ## MID-CAREER STEP FOUR
- For mid-career faculty members
- Take a candid look at what type of professor you've become
  - How have your interests developed and changed?

## Exercise #3

- What kind of professor have you become?
- Read over the 26 activities.
- Place a checkmark (✓) in the column that best represents your feeling about that activity.

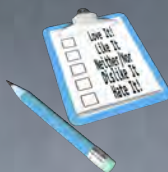
Love It!

Like It

Can Take It or Leave It

Dislike It

Hate It!



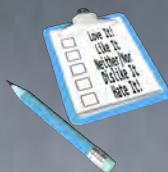
- ## Exercise #3
- What kind of professor have you become?
  - Read over the 26 activities.
  - Place a checkmark (✓) in the column that best represents your feeling about that activity.
- Love It!

Like It

Can Take It or Leave It

Dislike It

Hate It!



## Exercise #3

- What kind of professor have you become?
- Read over the 26 activities.
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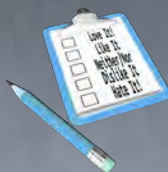
Love It!

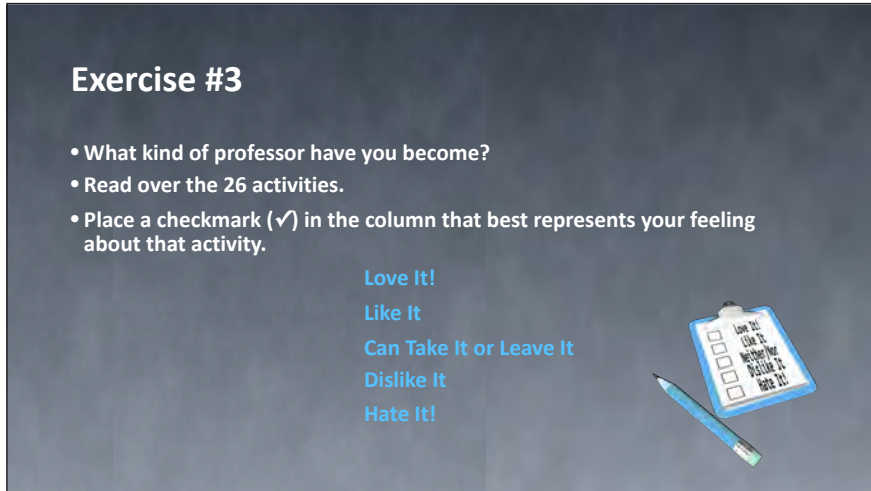
Like It

Can Take It or Leave It

Dislike It

Hate It!





### Exercise #3

- Try to have at least 5 or 6 items marked **Love It!** and at least 5 or 6 items marked **Hate It!**
- More of either or both is fine, but fewer items in either category won't really tell you very much.
- If you don't have at least 5 or 6 items marked either **Love It!** or **Hate It!**, go back over the items marked **Like It** and/or **Dislike It** and see if you can move a few of these checkmarks to the "more extreme" category.



### Exercise #3

- We'll take fifteen minutes for this exercise.
- If you finish early, go back over your answers.
- Then wait for further instructions.
- Any questions before we begin?



### Exercise #3

- Scoring the Inventory
- Immediately after the inventory itself, a scoring form can be found in the workbook
- On this form, place one checkmark on the line in the **Love It!** or **Hate It!** column each time you responded that way to any activity listed on that line
- Some boxes may get many checkmarks
- Some may get few or none



### Exercise #3

- For example, you may end up with Section One looking something like this:

Section One			
	Love It!		Hate It!
i.	✓✓✓✓✓	B, C, D, E, J, O, P, T	✓
ii.	✓	A, I, L, M, S, V, X	✓✓
iii.		F, G, H, K, Q, U, W, Y, Z	✓✓✓✓✓

- But do the same thing for all seven sections



### Exercise #3

- We'll pause five minutes for you to make your checkmarks on the inventory scoring form
- Are there any questions?



### Exercise #3

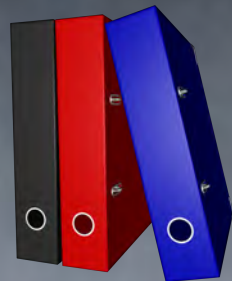
- Scoring the Inventory
- Next we're going to look at what those checkmarks mean
- Pay particular attention to any boxes where you have four or more checkmarks
- You can write what you're about to see in the margins beside the table



### Exercise #3

#### Section One: The Academic Triad

- i. Teaching
- ii. Scholarship/Research/  
Creative Activity
- iii. Service



### Exercise #3

#### Section Two: Group Work Preference

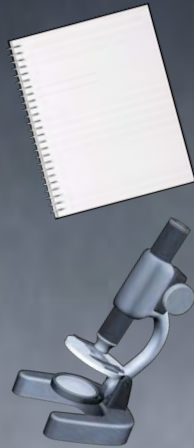
- iv. Independent Work
- v. Collaborative Work



### Exercise #3

#### Section Three: Focus

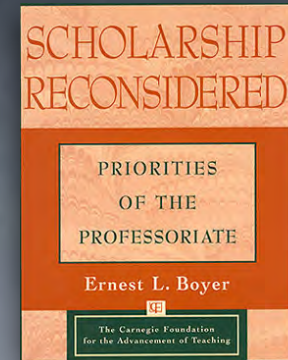
- vi. Student-Centered
- vii. Faculty-Centered



### Exercise #3

#### Section Four: Type of Scholarship

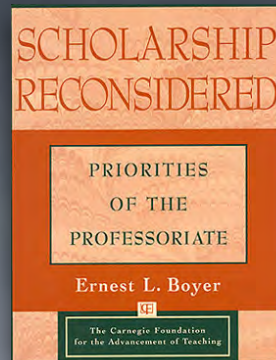
- viii. Scholarship of Discovery
- ix. Scholarship of Integration
- x. Scholarship of Application



### Exercise #3

Ernest Boyer, *Scholarship Reconsidered*

- Scholarship of Discovery
- Scholarship of Integration
- Scholarship of Application
- Scholarship of Teaching



### Exercise #3

#### Section Five: Orientation

- xi. Detail-Oriented ("in the weeds")
- xii. Overview-Oriented ("30,000 feet view")



### Exercise #3

#### Section Six: Group Preference

- xiii. Large Groups
- xiv. Small Groups and Individuals



### Exercise #3

#### Section Seven: Preparation Emphasis

- xv. Advance Planning
- xvi. Improvisation



### Exercise #3

Now, based on what the inventory suggested in these findings, write a sentence or two on the lines at the bottom of the page that describes who you are as a college professor.

For example: *I am a research-oriented college professor who prefers to work independently on issues dealing with the scholarship of discovery.*



### Exercise #3

Now, based on what the inventory suggested in these findings, write a sentence or two on the lines at the bottom of the page that describes who you are as a college professor.

Or: *I am a student-centered, learning-oriented college professor who prefers collaborative work in small groups.*



### Exercise #3

Now, based on what the inventory suggested in these findings, write a sentence or two on the lines at the bottom of the page that describes who you are as a college professor.

*Or: I am a detail-oriented college professor who prefers applied research and careful advance planning.*



### Exercise #3

- You don't have to include something from every section.
- Just focus on those where you have the most checkmarks.
- We'll take three minutes for this activity.



### Exercise #3

- Now turn to the next page in your workbook, which looks like the document to the right
- Based on what you just said (and everything else you know about yourself) write down three core principles *you truly believe in*
- Write what you believe, not what you think others *want* you to believe

A large blue arrow pointing from the text on the left towards the worksheet on the right.

Your Core Principles As a College Professor

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

### Exercise #3

In other words, you might say:

*Student learning is the single most important thing a college professor can do. The main reason for doing research is to improve how we can teach our students.*

Your Core Principles As a College Professor

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_



### Exercise #3

or:

*Research and the excitement of academic discovery are what attracts people to become college professors. We teach in order to be paid, but the real thrill of our profession is that we can continue to learn.*

Your Core Principles As a College Professor

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Exercise #3

- Finally notice that there's a box on the bottom of that page.
- Within that box, you're going to draft a statement of philosophy that's going to guide you in your development from this point forward.

Your Core Principles As a College Professor

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### Exercise #3

- Major kinds of statements
  - Teaching
  - Research, scholarship, creative activity
  - Service
  - Administration
- Only about 100 words long
- Revised periodically
- Best when not in first person
- Answer the questions: What am I trying to do? And *why*?

Your Core Principles As a College Professor

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Exercise #3

*Example: 114 words*

Effective administrators combine their dedication to collegiality and professionalism with an ability to inspire those whom they serve. Through collegiality and their willingness to build consensus, administrators model for students the highest form of leadership at the same time that they use to the fullest advantage the creativity, talent, and insights of every member of their community. Through professionalism, administrators set an essential, institution-wide standard that tasks must be accomplished on time and at a high level of quality, that confidences must be kept, and that even the smallest details of a plan must be addressed. Through the ability to inspire others, administrators both build community and help that community fulfill its shared vision.

## Exercise #3

- Avoid first person forms (*I, me, my, we, us, our*)
- Be sure to address *what* you're trying to achieve and *why*

Your Core Principles As a College Professor

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Exercise #3

- We'll pause five minutes for you to begin filling in this page in your workbook
- That almost certainly won't be enough time to complete it
- But you'll at least get a start on it that you can finish after the workshop
- Are there any questions?



Your Core Principles As a College Professor

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Your Philosophy and Your C.V.



**TEACHING**

**PHILOSOPHY OF TEACHING**

Teaching is at its best when it is a joyful pursuit in which the teacher and the student are both learning and growing. It is a process of discovery and exploration, and it is a process that is constantly evolving. The teacher's role is to facilitate this process, to provide the student with the tools and resources they need to succeed, and to create a supportive and challenging environment in which the student can thrive.

**PROFESSIONAL EXPERIENCE**

**Florida Atlantic University, Boca Raton, Florida**  
 Professor, 1997-present  
 Assistant Professor, 1993-1997  
 Assistant Professor, 1990-1993

**Florida State University, Tallahassee, Florida**  
 Assistant Professor, 1988-1990  
 Assistant Professor, 1986-1988

**COURSES TAUGHT**

**Florida Atlantic University**

Course	Semester	Year
Introduction to Psychology	2	1997
Psychology of Learning	2	1997
Psychology of Development	2	1997
Psychology of Social and Personality	2	1997
Psychology of Health and Behavior	2	1997
Psychology of Language	2	1997
Psychology of Learning and Memory	2	1997
Psychology of Learning and Memory	2	1997
Psychology of Learning and Memory	2	1997
Psychology of Learning and Memory	2	1997

- puts achievements in context
- answers the *why*, not just the *what*
- helps you be more intentional about your work

## MID-CAREER STEP FIVE

- Consider reorganizing your priorities
- Based on your principles and your status as a mid-career faculty member, your priorities may be different from what they were earlier



## One Possible Example



## Recommendations

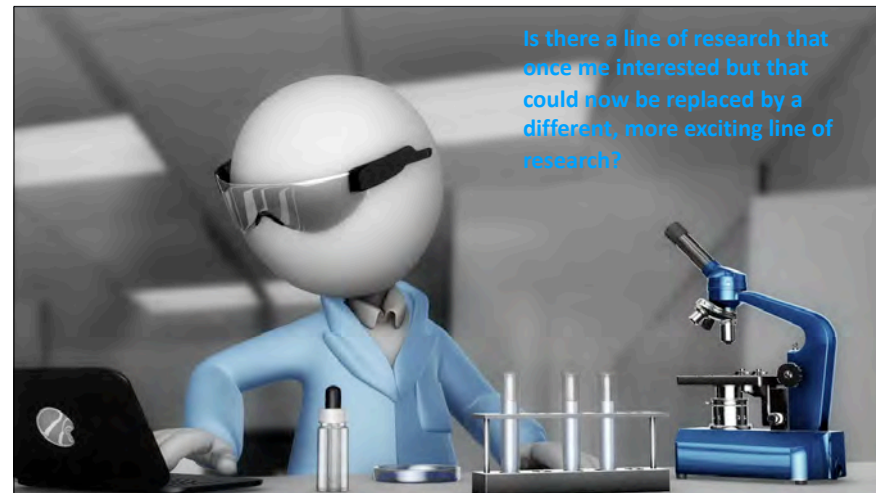
- Brush up on parliamentary procedure.
- When joining a new committee or group, spend the first few meetings doing a lot more listening than talking.
- Strive to maintain a positive, constructive tone



## The Time-Money Continuum



*Have I reached a point in my life where saving time is more important than saving money?*



*Is there a line of research that once me interested but that could now be replaced by a different, more exciting line of research?*



## MID-CAREER STEP SIX

Set transitional goals

- Based on where you've been, where should you go next?
- What is **possible** for you now that wasn't possible when you were newer to your position?

## Setting Transitional Goals

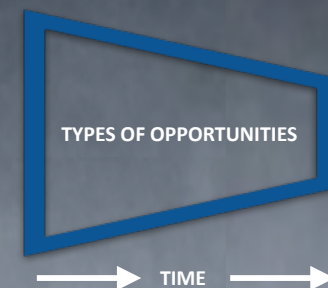
- Do I see myself remaining at my current institution for the rest of my career?
- If there were a very attractive position elsewhere, but I would have to start over again from the point of view of earning tenure, would I consider such a position?
- Which factors (salary? job security? research opportunities? the collegiality of the department? location? placement for my spouse? greater challenge? more prestige?) would make me consider relocating?
- If I could design a position that I would find "irresistible," what would that be?

## If You're Thinking of Relocating

- Remember that it is usually much easier to do so at associate rank than as a full professor ...
- ... unless you can rise to the rank of a distinguished senior scholar in a field.



## The Types of Opportunities Often Appear to Us to be Diminishing Over Time





## TYPES OF OPPORTUNITIES

Reflect: What opportunities might I have now that I'm unlikely to have in ten years or when I'm a full professor?

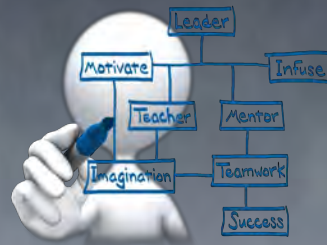
Should I pursue these "time limited" opportunities now?

## MID-CAREER STEP SEVEN

- Become a mentor
- Faculty members *can* mentor students at *any* point in their careers
- But when you're mid-career, that's when it's *appropriate* to consider mentoring *other* faculty members

## Mentoring

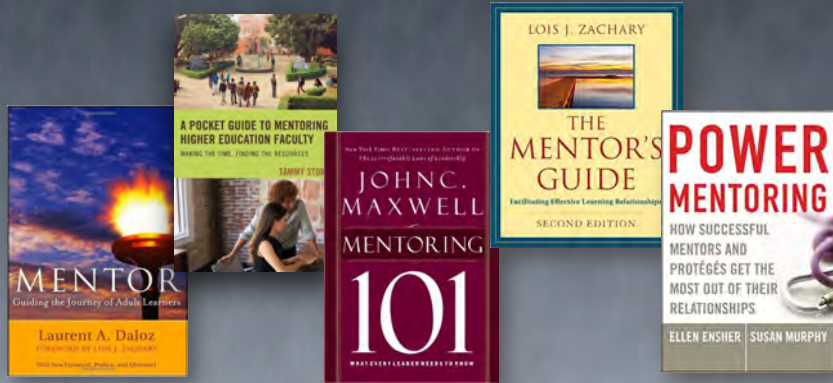
- Mentoring allows you to:
  - ✓ pass on accumulated wisdom
  - ✓ help others avoid common mistakes
  - ✓ establish a legacy
- It also looks great when you apply for promotion to full professor



## Varieties of Mentoring

Type	Function
Traditional Mentor	provides general advice and inspiration; serves as a role model
Coach	teaches specific skills
Confidante	hears concerns; lends an ear
Sponsor	open doors; makes contacts
Advocate	pleads case; "has your back"

## Resources on Mentoring



## MID-CAREER

### STEP EIGHT

- Document your progress on your career journey for promotion to full professor
- As with your earlier promotion, remember that you have to **earn it** ...
- ... and you have to **make a compelling case** that you've earned it

If you do earn it and make a suitably compelling case, then you'll progress to ...



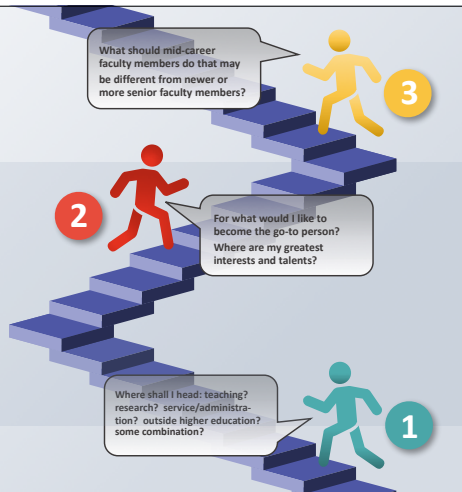
## The First Three Steps

are the same as for mid-career faculty members

**STEP THREE:** Then focus on the most appropriate advice for faculty members at your stage of career.

**STEP TWO:** Find your *current* superpower.

**STEP ONE:** Choose the general direction in which you'd like to go *now*.



## SENIOR

### STEP FOUR

For senior faculty members

- Shake things up
- Study Abroad
- Create your own sabbatical

## Study Abroad

- **Fulbright Scholarship Program:** research, teaching, research/teaching, and administrative seminars ([awards.cies.org](http://awards.cies.org))
- Take a group of students overseas with **EF College Study Tours** ([efcollegestudytours.com](http://efcollegestudytours.com))
- **Roads Scholar** ([roadscholar.org](http://roadscholar.org))
- **Oxford Summer School for Adults** ([www.conted.ox.ac.uk/about/oussa](http://www.conted.ox.ac.uk/about/oussa))
- **Semester at Sea** ([semesteratsea.org](http://semesteratsea.org))



## Create Your Own Sabbatical

- instead of or in addition to a formal sabbatical
- usually unpaid leave of absence
- use to:

- ✓ Read
- ✓ Write
- ✓ Recharge
- ✓ Relax
- ✓ Conduct research
- ✓ Take a visiting position elsewhere
- ✓ Travel
- ✓ Plan for the next phase of your life



## SENIOR

### STEP FIVE

- Consider a leadership role
- This could be a faculty leadership role such as chair of a senate or major committee
- Or it could be an administrative position such as chair or dean

## Is a Formal Leadership Role Right for You?

- For some senior faculty members, a formal leadership/administrative position is the logical next step: They have the interests, temperaments, and desire to succeed in a role as a department chair, dean, or provost.
- For some senior faculty members, a formal leadership/administrative position would be exactly the wrong option to consider: They just don't have the interest, temperament, or desire that would help them succeed in a role as a department chair, dean, or provost.



## Formal Leadership Roles

Advantages	Disadvantages
Chance to make a significant and positive difference	Increased responsibility
Frequent opportunities to solve problems	Frequent problems that need to be solved
Often added income	Always added work hours
Ability to use accumulated wisdom on a broader scale	Must remember that you speak with voice of institution/authority
New challenges	New headaches
Ability to see matters from a new perspective	No longer "one of the group" at departmental or faculty level

## Exercise #4

- This exercise asks you to reflect candidly on several aspects of academic leadership and to indicate how you feel about them.
- Respond to the ten statements as directed and then reflect on what your responses seem to indicate about whether becoming an academic leader may be right for you.
- We'll take three minutes for this exercise.
- Ready?





## Exercise #4

- This exercise asks you to reflect candidly on several aspects of academic leadership and to indicate how you feel about them.
- Respond to the ten statements as directed and then reflect on what your responses seem to indicate about whether becoming an academic leader may be right for you.
- We'll take three minutes for this exercise.
- Ready?



## Leadership Self-Reflection

- Regardless of whether or not you believe that your responses on this survey suggest that you're a good fit for a leadership position, that information is just for your own use
- But, in either case, we want to consider the skills that academic leaders often need



## Academic Leadership Skills

What general leadership books say leaders need	What academic leaders really need
Vision	Consensus building
Authority, <i>auctoritas</i> , <i>gravitas</i>	Negotiation
Quick decisiveness	Respect for colleagues at all levels
Persistence	Compromise

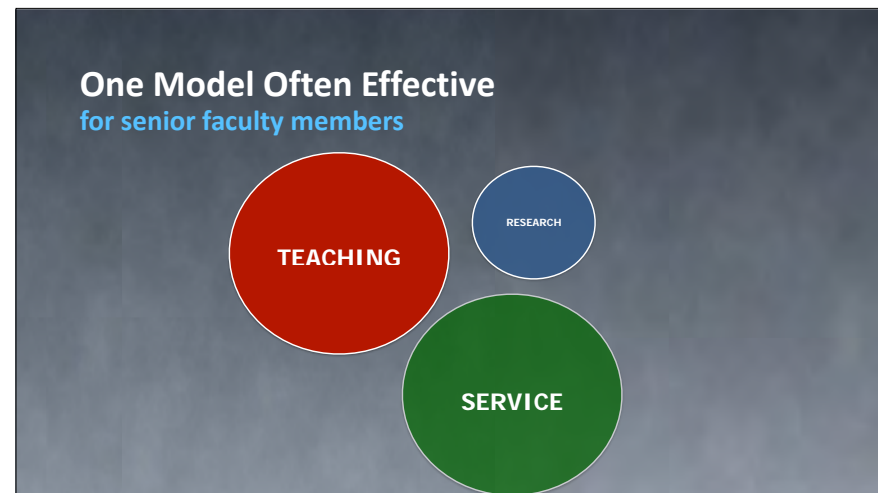
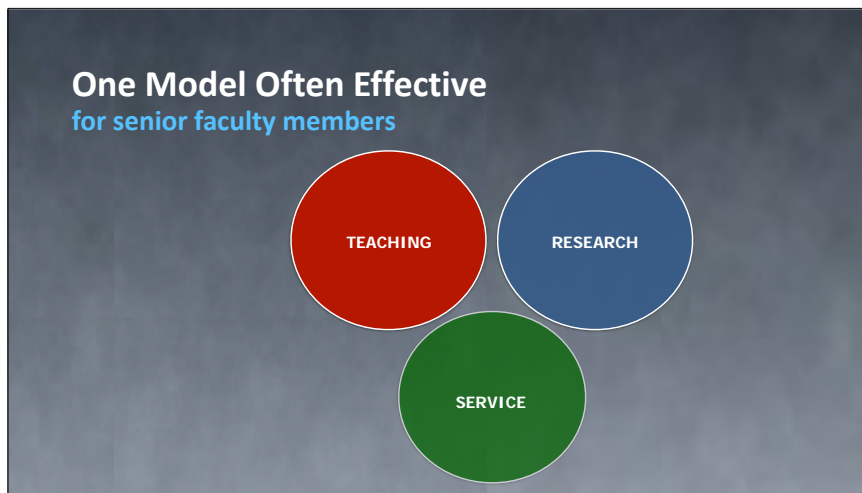
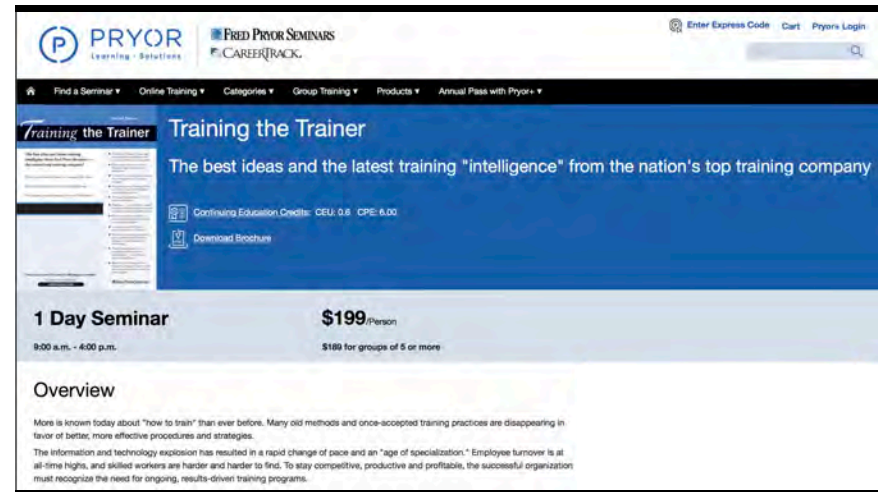
## SENIOR

### STEP SIX

Consider becoming a trainer or facilitator

- What are the superpowers that you have developed over the years?
- How could you help others develop them?





## SENIOR

### STEP SEVEN

- Develop an additional area of interest outside of professional life
- This area of interest will be one that you can continue after retirement

## The Myth

"I'll develop new interests after I retire when I have time to pursue them."

## The Reality

Many professors find the shift from professor to retired professor difficult if they don't prepare for it well in advance.



## Why?

- Unstructured days
- Change in self-image ("I'm a college professor." to ?)
- The mental stimulation of colleagues and students
- Having a place where you "need to be"
- Sometimes: loss of office/lab space and other privileges



## Possibilities

- hobbies
- civic groups
- religious organizations
- book clubs
- political campaigns
- lifelong learning societies
- travel





## SENIOR

### STEP EIGHT

- Plan for your post-retirement future
- Build on Step Seven
- See retirement, not as the end of your professional identity, but as your next professional identity
- If possible and desirable, seek emeritus status

### Exercise #5

Write down one constructive step you could take NEXT WEEK to advance your career development preparation.



CAREER SUCCESS

STEP 8

STEP 7

STEP 6

STEP 5

STEP 4

STEPS 1-3



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# ● ATLAS Leadership Training

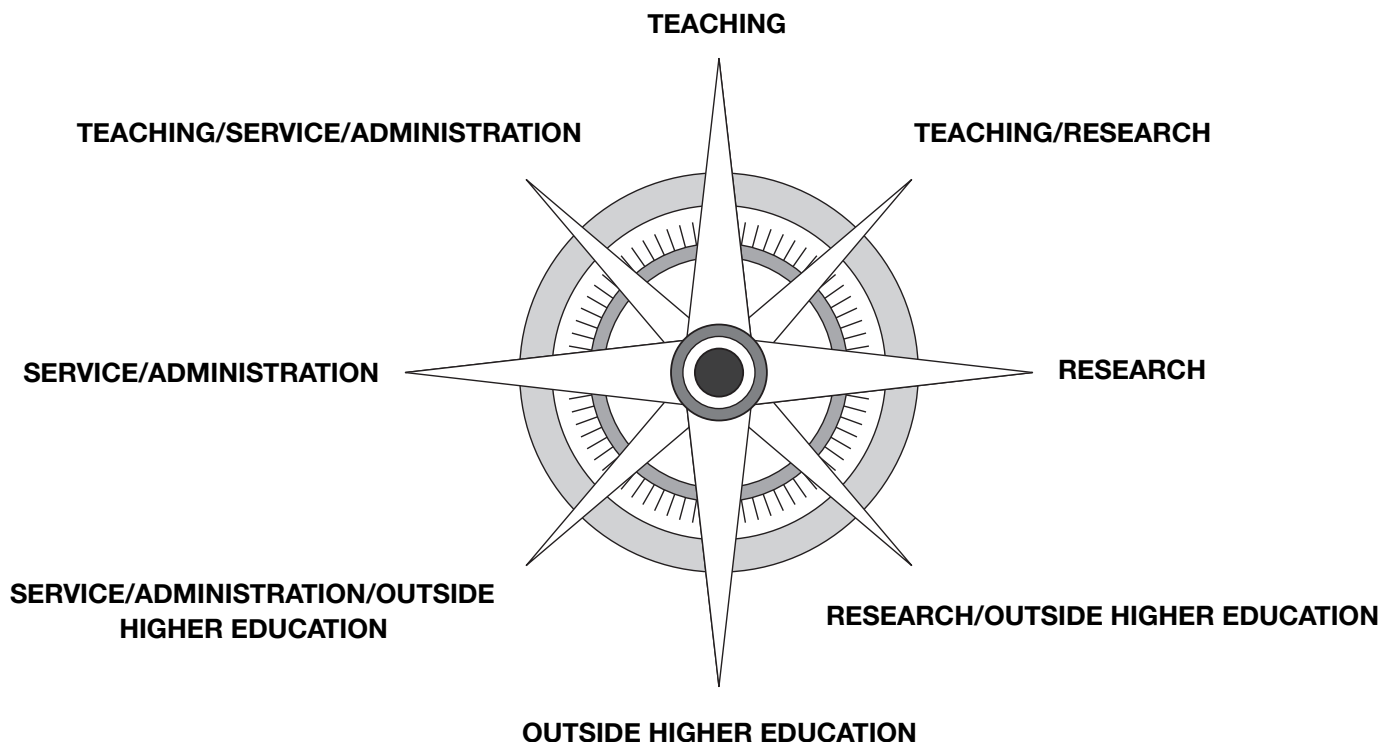
## Career Development for College Professors

### Exercise #1

*INSTRUCTIONS:* Choose a general direction in which you'd like your professional career to develop. For now, don't focus too much on specific goals or timetables. Instead merely think in terms of the general direction that you'd find most satisfying.

Step ONE

1. Circle one of the four cardinal points on the career development compass below: TEACHING, RESEARCH, SERVICE/ADMINISTRATION, OUTSIDE HIGHER EDUCATION.
2. If you find that you cannot choose any one of these directions and would only be happy by some combination of *two* directions, circle one of the four oblique points on the career compass: TEACHING/RESEARCH, RESEARCH/OUTSIDE HIGHER EDUCATION, SERVICE/ADMINISTRATION/OUTSIDE HIGHER EDUCATION, or TEACHING/SERVICE/ADMINISTRATION.
3. If you find that *none* of these choices reflect a direction that best fits your desires or needs, cross out any compass point and write in a direction that *does* suit you. Circle what you have written.



Step TWO

## Exercise #2



### WHAT'S YOUR SUPERPOWER?

Every college, university, and organization has needs in certain areas. Often these needs don't fall into anyone's job description but *someone* has to do them. Look at the following list and choose the area of need in which you intend to develop your superpower, the area in which you will become the "go to" person. If you have interest in some area that's not on this list, feel free to add it. Then write a sentence about why that area is appropriate for your leadership strategy or trajectory.

### WHICH SUPERPOWER DO YOU CHOOSE?

- |  |  |
|--|--|
| <input type="checkbox"/> Assessment                                  | <input type="checkbox"/> Technology                  |
| <input type="checkbox"/> Accreditation                               | <input type="checkbox"/> Fundraising                 |
| <input type="checkbox"/> Student Advising                            | <input type="checkbox"/> Course Evaluation           |
| <input type="checkbox"/> Curriculum Development (multiple platforms) | <input type="checkbox"/> Faculty or Staff Evaluation |
| <input type="checkbox"/> Strategic Planning                          | <input type="checkbox"/> Honors Education            |
| <input type="checkbox"/> Undergraduate Research                      | <input type="checkbox"/> Budgeting                   |
| <input type="checkbox"/> Faculty Development                         | <input type="checkbox"/> Teaching Large Classes      |
| <input type="checkbox"/> Leadership Development                      | <input type="checkbox"/> Online Learning             |
|  | <input type="checkbox"/> Mediation                   |

☐ Another superpower of your choosing: \_\_\_\_\_

### WHY IS THIS SUPERPOWER APPROPRIATE FOR THE CAREER DIRECTION THAT YOU CHOSE?

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# Exercise #3

## What Kind of Professor Have You Become?

Read over the following activities commonly performed by college professors. For each activity, decide whether you:

- Love It!
- Like It
- Can Take It or Leave It
- Dislike It
- Hate It!

Place a checkmark beside the item in the appropriate box. Try to have at least 5 or 6 items marked **Love It!** and at least 5 or 6 items marked **Hate It!** (More of either or both is fine, but fewer items in either category won't really tell you very much.) If you don't have at least 5 or 6 items marked either **Love It!** or **Hate It!** when you are finished with the inventory, go back over the items marked **Like It** and/or **Dislike It** and see if you can move a few of these checkmarks to the "more extreme" category.

	Love It!	Like It	Take or Leave It	Dislike It	Hate It!
A. Receiving a course release to conduct a scholarly project that will cause you to spend much of your time alone in the lab, library, or studio.					
B. Answering a telephone call from a parent who is seriously concerned about how his or her child is doing in your course.					
C. Being the "point person" selected by your department to present a new and highly controversial curriculum proposal before a meeting of the institution's entire faculty.					
D. Meeting one-on-one with a student to conduct an Independent Study, Directed Inquiry, or thesis preparation.					
E. Revising a course that you have already taught several times in order to make it more effective.					

(continues on the next page)

	Love It!	Like It	Take or Leave It	Dislike It	Hate It!
F. Completing a report that summarizes the assessment data for your entire academic department.					
G. Being appointed to a committee that meets quite often but conducts what you regard as extremely important work for the department and institution.					
H. Being invited at the last minute to answer a few questions about your program's curriculum by the governing board. You understand the department's curriculum rather well, although you do not have time to prepare specifically for <u>this</u> meeting.					
I. Devoting a year or more to an interdisciplinary work of scholarship that, while it is somewhat related to your discipline, does not fall within the traditional confines of that discipline.					
J. Teaching a 300-person introductory course in your discipline.					
K. Serving as the person who is responsible for planning celebrations whenever a faculty member in your discipline is promoted, receives tenure, or has a major work accepted for publication.					
L. Being listed as third author on a publication for which the first two authors are highly respected members of your discipline.					
M. Co-authoring a work of scholarship or creative activity with a student.					
N. Meeting one-on-one with your dean, provost, or president to discuss a topic that is not revealed to you until the meeting.					
O. Beginning the initial preparation for an innovative curriculum proposal that will not be completed for several years.					

(continues on the next page)



	Love It!	Like It	Take or Leave It	Dislike It	Hate It!
P. Teaching an upper-level seminar or graduate course in your discipline.					
Q. Working on a project that applies your discipline to “real world” situations and helps improve the lives of others without cost to them.					
R. Reading an interesting book in your discipline, alone in your office with the door closed.					
S. Giving some quick and spontaneous advice to a colleague who has reached an impasse in his or her own research.					
T. Tutoring a student who is having difficulty in one of your courses.					
U. Being elected to a four-year term on a committee that will radically revise the General Education requirements of your institution.					
V. Organizing your receipts so that you can be reimbursed for travel expenses related to your scholarship.					
W. Serving as the departmental representative on a panel that answers questions parents may have about their children’s academic experience at your institution.					
X. Writing a solo article that explains a truly innovative idea you have developed in your discipline.					
Y. Advising a student of which courses to take next term in order to graduate in a timely manner.					
Z. Providing an overview of recent developments in your discipline to an alumni gathering.					

**What Kind of Professor Have You Become?**  
**Interpretive Guide**

Section One			
	Love It!		Hate It!
i.		B, C, D, E, J, O, P, T	
ii.		A, I, L, M, S, V, X	
iii.		F, G, H, K, Q, U, W, Y, Z	
Section Two			
iv.		A, B, C, E, F, H, R, V, X, Z	
v.		D, G, L, O, P, S, U, W	
Section Three			
vi.		B, D, E, J, M, P, T, U, W, Y	
vii.		A, F, G, K, L, R, S, V, X	
Section Four			
viii.		A, L, P, R, X	
ix.		C, I, O, U, Z	
x.		D, E, Q, T, Y	
Section Five			
xi.		B, E, F, K, T, V, W, Y	
xii.		C, O, U, X	
Section Six			
xiii.		C, H, J, U, W, Z	
xiv.		B, D, G, L, M, N, P, S, T, Y	
Section Seven			
xv.		A, E, F, G, I, K, O, U	
xvi.		B, C, H, N, S, W, Y	

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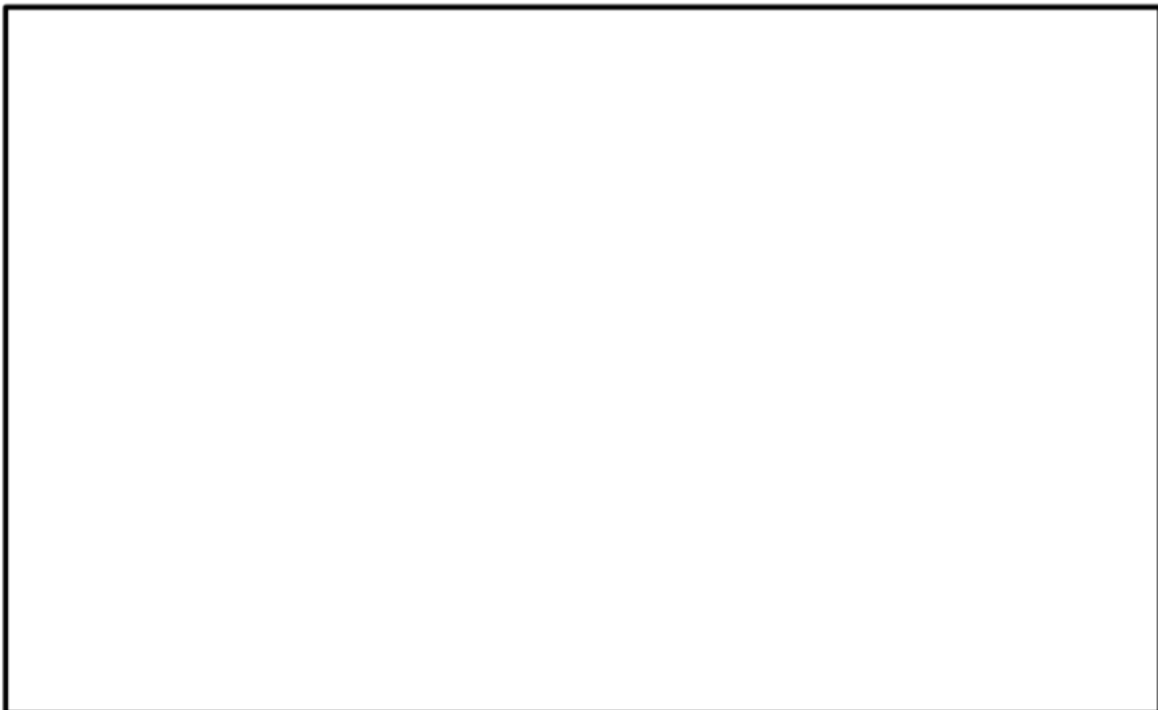
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### Your Core Principles As a College Professor

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



# Exercise #4

## Would an Academic Leadership Position Be Right for You?

*INSTRUCTIONS: Respond to each of the following statements on a scale of 1 to 5 where 1 = This statement does not sound like me at all. and 5 = This statement is an exact reflection of how I feel.*

1. \_\_\_\_\_ If I were offered a leadership position but only at my current salary, I would still be very interested in it.
2. \_\_\_\_\_ If, for whatever reason, I found myself facing a great deal of anger and hostility at a meeting of faculty, students, or administrators, all of whom were directing their rancor at me personally, I could handle the situation with grace and without lashing out at those who were attacking me.
3. \_\_\_\_\_ I see myself as a caregiver. I don't feel drained by days on end of seemingly endless complaints, requests, demands, and needs brought to my attention.
4. \_\_\_\_\_ I enjoy solving problems, even when the vast majority of those problems may be either very difficult to solve or, at the other extreme, so minor that the time required to solve them seems inefficient.
5. \_\_\_\_\_ I don't mind attending meetings. I don't get bored easily when matters not directly related to my academic field are discussed at great length. I don't feel that numerous meetings and appointments take me away from my "real work."
6. \_\_\_\_\_ When I think of the most important things my institution does, I think primarily of faculty and staff concerns, workplace challenges, and academic issues.
7. \_\_\_\_\_ When I think of the most important things my institution does, I think primarily of student development and student life issues.
8. \_\_\_\_\_ When I think of the most important things my institution does, I think primarily of the overall strategic direction of the institution, the school's relationship with external constituencies (trustees, legislators, advisory groups, donors, accrediting bodies, and so on), and other such "big picture" issues.
9. \_\_\_\_\_ I can "let things go" easily once a decision is made even if it hasn't gone my way. I don't need to revisit issues continually and to justify my perspectives repeatedly.
10. \_\_\_\_\_ I am not disturbed when I spend long periods in isolation. I can handle things easily when I'm not really being part of a recognized group and have to face challenges on my own.

*Now reflect on how you responded to these statements. What would an objective observer say about whether you see to have the appropriate interests and inclinations to become an academic leader?*





Next STEP

## Exercise #5

*INSTRUCTIONS: Write down one constructive step you could take NEXT WEEK to advance your career development preparation.*

