SURVIVING AND THRIVING IN ACADEMIA

A Guide for Members of Marginalized Groups

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AMERICAN
PSYCHOLOGICAL
ASSOCIATION

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A Guide for Members of Marginalized Groups

The original monograph was prepared by the APA Committee on Women in Psychology (CWP) in 1992. The second edition was the result of a collaborative effort in 1998 between the APA Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology Task Force (CEMRRAT2) and CWP. This third edition reflects the continued collaboration between CWP and CEMRRAT2.

For copies of this monograph, please contact the APA Office of Ethnic Minority Affairs (OEMA) at oema@apa.org; 202/336-6029 or the Women's Programs Office at WomensPrograms@apa.org; 202/336-6044.

Available online at http://www.apa.org/pi/oema/resources/brochures/surviving.aspx

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FOREWORD

The survival guide to academia for women and members of marginalized groups is an updated and revised edition of a guide first published in 1992 by the American Psychological Association (APA) Committee on Women in Psychology (CWP). In 1998, the guide was updated as the result of a collaborative effort between CWP and the APA Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology (CEMRRAT). This third edition is designed to address changes that have taken place since the production of the second edition in 1998, which may dramatically affect the level of success, even the survival, of women and psychologists of color pursuing careers in academic environments and/or in private practice. This third edition is once again a collaborative effort between the CEMRRAT2 Task Force and CWP. This third edition of the guide continues to focus on women and psychologists of color pursuing careers in academia, including African Americans/Blacks, American Indians/Native Americans, Asian Americans/Pacific Islanders, Latinas/os/Hispanics, White women (in some contexts), and the potential issues regarding intersectionality for these populations with other identities (i.e., sexual orientation, gender identity, disability, age, etc.).

Three other pamphlets prepared by CEMRRAT—*Valuing Diversity in Faculty: A Guide, How to Recruit and Hire Ethnic Minority Faculty,* and *Diversity and Accreditation*—are helpful supplements to this guide. These pamphlets were designed to aid the academic department seeking to hire faculty members of color, while this guide will assist prospective and current faculty who are members of marginalized groups.

The present guide has four overarching goals: (1) to provide an overview of the current political landscape in academia; (2) to assist new PhDs in seeking and selecting jobs that effectively complement their personal mix of skills and career goals; (3) to help faculty members maximize their chances of gaining promotion and tenure; and (4) to identify strategies for moving on after the promotion and tenure decision.

This guide was written and reviewed by psychologists who have experienced or have close personal knowledge of the opportunities and special challenges academia poses for traditionally marginalized groups. It has been developed as a guide, reference, and resource. This guide is specifically addressed to junior (i.e., untenured and early career) faculty.

However, as noted in the previously cited CEMRRAT pamphlets, important institutional issues continue to affect the context and academic climate for promotion and tenure of people from marginalized groups. The authors are cognizant that psychology departments, professional schools, institutions, and APA have a responsibility to address these issues. The guide provides an overview of key issues and a compilation of references that cover these issues in greater depth, including those on the guide reference and resource list. We hope that this guide will be helpful as psychologists begin, survive, and thrive in the academic world. Outlined below are the topics covered in this guide.

Part 1: Introduction. This section provides an overview of the current landscape of academia, including the following: implications of the changing demographics of the United States for psychologists in academia; current legislative and political trends regarding academia; current faculty data; tokenism and its effects; and a commentary and recommendation on terminology and the prevailing use of the phrases "women and minorities" and "women and people of color."

Part 2: Deciding on Academia: What Are Your Options? Part 2 addresses milestones in the career development process, including making the decision about the type of job you should pursue; and, if you choose academia, the type of academic setting, the match between potential job and skills with career goals, and negotiation for resources that will enhance a productive career. This information will guide the academic job candidate to consider more fully questions such as: What types of academic careers are available to me? How can I tell if this department really values diversity? What roles am I expected to fill in this department as a faculty member? Which of these roles stem from my being an ethnic minority and/or a woman? Which of these roles are of personal and professional interest to me? Which of these roles will jeopardize my ability to attain tenure? What are the potential areas in which I could get "bogged down," thus jeopardizing my ability to move ahead in my academic career? How can I optimize my academic experiences so as to increase the likelihood of survival (e.g., promotion and tenure)? It is important to keep in mind that activities related to retention are clearly begun during the recruitment process and if they are handled well by both

the candidate and the department, many potential retention problems can be avoided. Therefore, all of the issues discussed throughout this part will directly affect the successful retention of members of historically marginalized groups as faculty.

Part 3: Strategies for Maximizing Your Chances for Promotion and Tenure. By making the rules of the system that govern tenure more explicit, we hope to assist members of historically marginalized groups in examining their own personal standards in the context of the external demands of the tenure and promotion processes. Although knowledge is a source of power, academic situations in which sexism, racism, heterosexism, and ableism are entrenched create strong barriers to success, regardless of the effort the individual exerts. In such situations, it may be wise to consider moving to another institution where discrimination is less of an obstacle to success. The rules discussed here do not encompass all

possible situations, but we hope to enable individuals to develop personalized strategies for enhancing success.

Part 4: Moving on From the Promotion and Tenure Decision. For those who successfully negotiate tenure, next steps in academia are discussed, including keeping focused and exploring mid-career issues such as evaluating career trajectory or pursuing administrative positions. For those who receive notification that they cannot stay at that particular institution position, emotional support and career strategies are offered. Strategies for coping with the emotional trauma of an adverse decision regarding promotion and tenure to help the new academician avert a negative career shift are the focus in this section.

Part 5: Conclusion. This section summarizes the major points of the guide and highlights recommendations for success in an academic career.

INTRODUCTION

CURRENT TRENDS AND POLITICAL LANDSCAPE IN ACADEMIA

The higher education landscape has changed significantly in the last decade, and continues to change rapidly. Universities are now expected to be run more like businesses, make money, and run effectively and efficiently. To that end, it is no longer unusual for university presidents to be appointed from the business world, without ever having served in academic administrative positions prior to their presidential appointment. Military leaders are also now viable candidates for university administrative positions, especially president.

Most universities now have online degree programs, and those continue to multiply. Most faculty entering academia today will be expected to teach one or more online courses. Students can now take an online course that is provided by a for-profit business, validated by the American Council on Education, and have that course accepted for credit in their university program. Massive Open Online Courses (MOOCs) are provided by elite private universities such as Yale and Harvard, as well as by public research and comprehensive universities. These courses are free of charge, thereby increasing educational access and opportunities for all. Although at this time MOOCs do not contribute to the semester credit hours required for a degree, these courses, often taught by leading experts in their fields, provide education that can help people advance in their careers and broaden their knowledge and competency. Prompted largely by requirements of the labor market, competency-based education is also gaining a stronghold in universities. Programs that evaluate competency equivalence to semester credit hours are gaining acceptance and their development is gaining public- and private-sector interest.

Accountability is a major buzzword among administrative leadership, governance boards, state-level higher education offices, and elected officials. Political ideologies and values of state elected and appointed officials often determine the direction and focus of higher education, which means that directions and foci may change with each election cycle. State and federal legislative bodies are increasingly inserting themselves into the daily and goal-setting functioning of

academia. This change is evidenced by topics covered in national higher education advocacy conferences, such as the Association of Public and Land-Grant Universities (APLU), the American Council on Education (ACE), and the Association of American Colleges and Universities (AAC&U). Examples of these conference and meeting topics include: engaging students in entrepreneurship; accountability systems that justify faculty salaries and provide evidence of faculty productivity and competence; quantitatively measuring learning outcomes; "big-data" student retention systems that can predict how a student's grade in any given course will affect his or her success in any degree program; fundraising strategies (especially as state funding for higher education continues to decrease); aging faculty cohorts and early retirement promotions and incentives; publicly available databases that follow graduates' employment and salaries, thereby helping higher education consumers make informed decisions; technology changes and tools that help centralize all university data; interdisciplinary and global teaching and research; increased focus on STEM (science, technology, engineering, mathematics) education; education directly related to employable skills required by the current labor market; four-year (or three-year) college degree completion rates and incentives; the price of college (with a focus on the idea that it is possible to provide a $10,000 degree); rubrics that evaluate student learning and will be publicly posted, along with the names of the faculty; competency-based learning rubrics and evaluation metrics; collaboration with the corporate world to provide for their labor and technology needs; community college collaboratives and consortiums; and changing definitions of student and faculty success.

Regional accreditation agencies, under the strong influence of federal policies and foci, are increasingly dictating curriculum, faculty competency requirements, and evidence of programmatic success. University presidents are being held accountable to their governing boards—Boards of Trustees or Boards of Regents—the vast majority of whom are political appointees. Through their demands for accountability and special interest reports, these bodies now lead much of the higher education agenda and goals. In addition, universities must often add staff to respond to unfunded legislative and governing board mandates, which detracts from faculty and student needs.

As the focus on accountability broadens, students are also more consumer-oriented. They are demanding the latest in residence hall facilities and other campus amenities such as recreation centers. University Student Affairs office staff and budgets now rival those of Academic Affairs. Increasing university resources are being committed to athletic programs, many of which include state-of-the-art, distinctive football stadiums and other sports arenas. All this focus on what occurs outside of the classroom takes energy and resources away from teaching and research.

THE FUTURE OF TENURE

Perhaps most critical for the future of academia, among federal, state, and university boards across the country, the role and value of tenure is increasingly under discussion. Tenure, which is largely associated with academic freedom and job security, is the coin of the realm for faculty. However, in Wisconsin, led by Governor Scott Walker, tenure policies have been eroded and are now set by the University of Wisconsin Board of Regents, most of whom are appointed by the governor. In defense of his tenure-cutting proposal, Governor Walker inferred that faculty needed to teach more classes and work more hours (http://www .politico.com/story/2015/07/scott-walker-college-professor -tenure-120009). Walker's changes broaden the grounds on which tenured faculty can be fired and remove tenure from the state statute (https://badgerherald.com/news/2015/07/18 /controversial-tenure-provisions-become-reality-as-gov-walker -signs-budget/). Discussions of following the Wisconsin example are commonplace in state legislatures across the country. In addition, post-tenure reviews, which have generally received little attention in the past, are now under much greater scrutiny at various governance levels.

At the same time, the numbers and percentages of contingent faculty are increasing nationwide. In 1969, 78% of faculty held tenure-track positions and 21% held nontenure-track, or contingent, positions (http://agb.org/trusteeship/2013/5 /changing-academic-workforce). In 1975, the percentage of tenure-track faculty was 70%. By 2011, only 51% of faculty held tenure-track positions (http://www.forbes.com/sites#/sites /noodleeducation/2015/05/28/more-than-half-of-college -faculty-are-adjuncts-should-you-care/). A 2013 report placed the numbers of contingent faculty at 75% of instructional faculty at nonprofit colleges and universities in the United States (http:// agb.org/trusteeship/2013/5/changing-academic-workforce).

These trends continue for all types of institutions—public and private research, public and private comprehensive, public and private 2-year colleges. The decreased job security, significantly higher teaching load, and lower pay of contingent positions— adjunct, lecturer, contractual—makes for a quality of life far different than that of the tenured faculty member. As contingent faculty numbers increase, shared faculty governance weakens. Heavy service responsibilities increase for tenure-track faculty, as allegiance to and identity with the university is diffused for those

in contingent contracts. In addition, contingent and tenure-track faculty generally have very distinct rights, often producing two-tiered faculty systems, with the tenured faculty having far greater privileges, power, and rights than their counterparts in contingent positions (http://www.aaup.org/issues/contingency /background-facts).

COMMUNITY COLLEGE FOCUS

The political focus on the importance of higher education has shifted from that of a broad, critically thinking, liberal arts educational process to one that provides skills deemed directly required for employment, (e.g., accounting, construction, research lab work). With that shift, in the last decade and especially in the last 5 years, increased focus and resources have gone to community colleges (http://www.aacc.nche.edu /AboutCC/Trends/Documents/completion_report_05212015 .pdf). In 2015, President Barack Obama proposed an initiative to further invest in community colleges to help American workers get the skills and credentials needed to meet the labor demands of U.S. businesses (https://www.whitehouse.gov/issues /education/higher-education/building-american-skills-through -community-colleges). Proposals to fund community college tuition for all students are currently under way in many states, as well as at the federal level.

These changes may provide opportunities for faculty whose interest lies in teaching, but will also increase the perception that tenure-track faculty associated with research are not required at degree-granting institutions. Rather, research-focused faculty may increasingly need to find employment at corporate and privately sponsored research centers and/or elite universities with strong endowments as well as other resources.

CHANGING DEMOGRAPHICS: WHOM DO WE SERVE?

In 2010, Whites were 64% of the U.S. population, and non-Whites were 37%, as follows (in rounded numbers): Hispanics, 16.3%, Blacks, 12%, Asians, 5%, multiracial Americans, 2%, American Indians/Alaska Natives, 1%, Native Hawaiians and other Pacific Islanders, under 1% (http://www.infoplease.com /ipa/A0762156.html). According to the 2012 U.S. Census Bureau census snapshot report, by 2043, people of color will become the majority population of the United States, and non-Hispanic White Americans are expected to become the numerical minority group. By 2019, people of color will make up the majority of those persons under the age of 5. Over 10% of U.S. counties are now "majority-minority" (http://usnews.nbcnews .com/_news/2013/06/13/18934111-census-white-majority-in -us-gone-by-2043).

FACULTY DEMOGRAPHIC MAKEUP

The U.S. demographic data have huge implications for training of psychologists. Ethical practice demands that we prepare to effectively serve persons in our communities, states, nation, and world. Implications for clinical, research, and teaching include

Figure 1 • 2013 Full-Time Faculty and Instructional Staff in Psychology
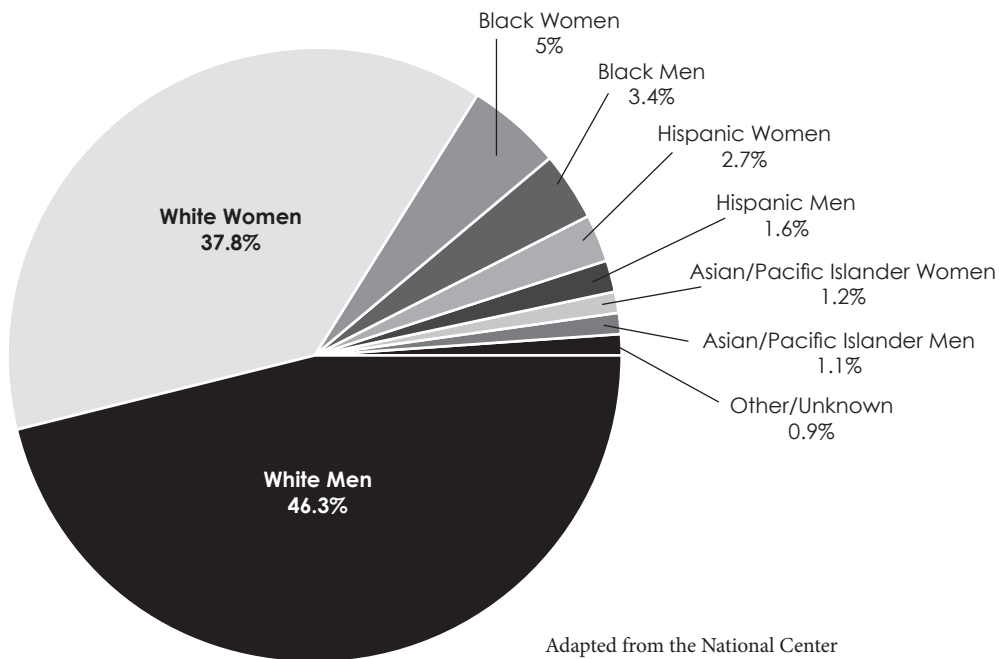
Black Women
5%

Black Men
3.4%

Hispanic Women
2.7%

Hispanic Men
1.6%

Asian/Pacific Islander Women
1.2%

Asian/Pacific Islander Men
1.1%

Other/Unknown
0.9%

White Women
37.8%

White Men
46.3%

Adapted from the National Center on Educational Statistics, *Digest of Education Statistics 2013*.

Figure 2 • 2011–2012 Conferred Doctorates in Psychology (*N* = 5,928)

Black
7.44%

Hispanic
6.68%

Asian/Pacific Islander
6.02%

Nonresident Alien
5.58%

Two or more races
1.18%

American Indian/Alaska Native
0.46%

White
72.64%

Adapted from the National Center on Educational Statistics, *Digest of Education Statistics 2013*.

training that accounts for the worldviews of non-White populations. The traditional Western, individualistic, and often male-centric approach to practice, research, and teaching cannot be expected to meet the needs and realities of people with non-White worldviews. In the face of current U.S. demographics, is psychology prepared to ethically serve communities of color? According to the National Center for Education Statistics, the overwhelming majority, 84%, of full-time faculty and instructional staff in psychology are White, as reflected in Figure 1.

The number of PhDs conferred in psychology, and hence, the potential faculty in the pipeline, also remains predominantly White, as reflected in Figure 2.

TOKENISM IN THE ACADEMY

All university faculty face similar experiences and challenges related to teaching, research, service, and the tenure and promotion process. In addition to these expected challenges, faculty of color are vulnerable to token status, or tokenism. The data in Table 1 and Figure 3 indicate that White men dominate the full professor landscape, followed by White women. By comparison, faculty of color remain almost invisible and in tokenized status.

The representation of faculty of color becomes bleaker as we look at tenure-track ranks, as reflected in Tables 2–4 (Snyder & Dillow, 2015).

Tokenism occurs, in part, when persons with visible racial/ethnic and/or gender

Table 1 • National Faculty Diversity, All Instructional Faculty, Fall 2013

Race/Ethnicity	Male	Female	Total Race/Ethnicity %
White	43.3%	35.3%	78.5%
Black	2.6%	3.3%	5.9%
Hispanic	2.3%	2.2%	4.5%
Asian/Pacific Islander	5.9%	3.9%	9.9%
American Indian/Alaska Native	0.2%	0.2%	0.5%
Two or More Races	0.3%	0.4%	0.7%
Total Sex %	54.7%	45.3%	100.0%

Adapted from Snyder, T. D., and Dillow, S. A. (2015). D*igest of Education Statistics 2013 (NCES 2015-11)*. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Figure 3 • National Faculty Diversity, Fall 2013
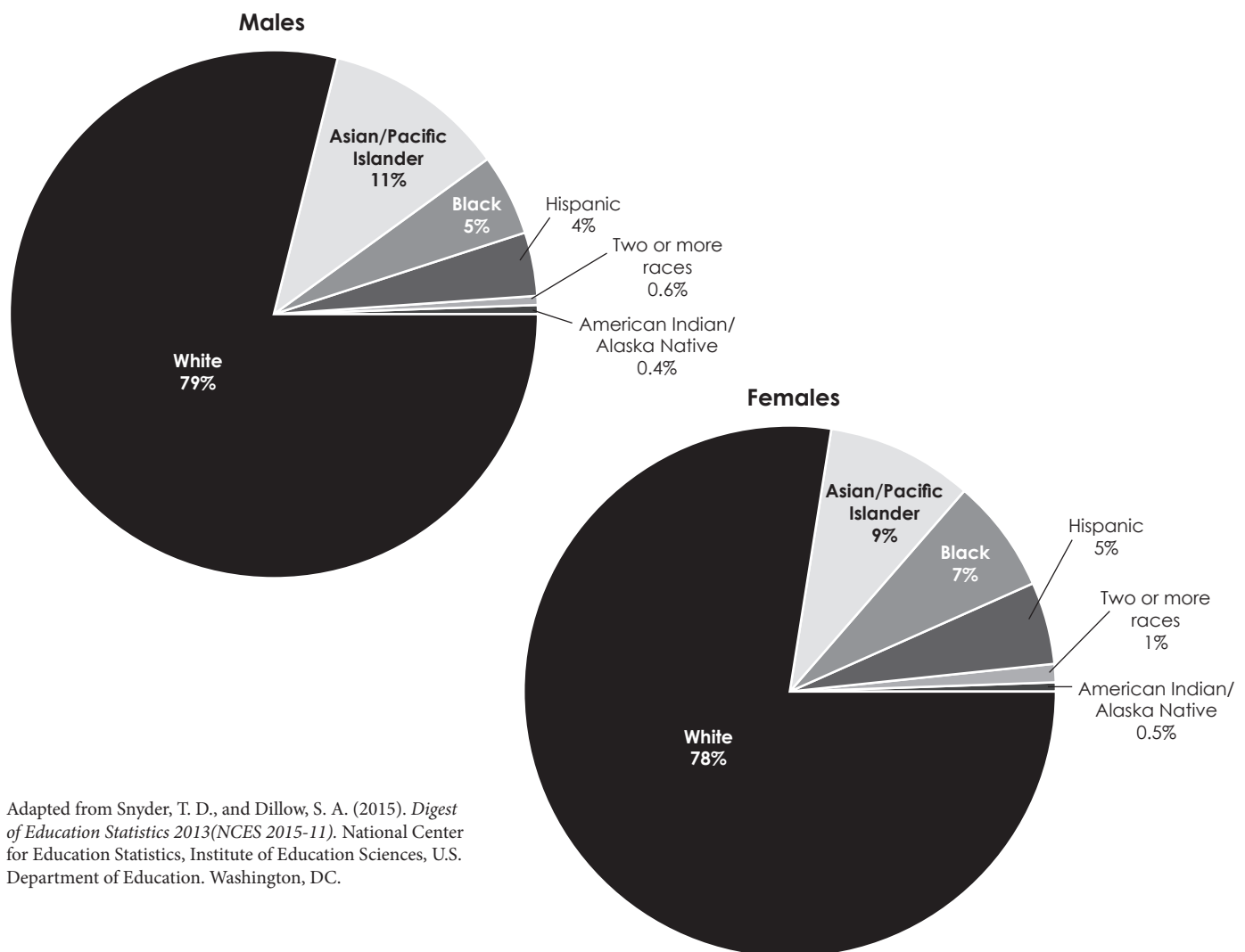
Adapted from Snyder, T. D., and Dillow, S. A. (2015). *Digest of Education Statistics 2013(NCES 2015-11)*. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Table 2 • National Faculty Diversity, Tenured/Tenure-Track Faculty, Fall 2013

Race/Ethnicity	Male	Female	Total Race/Ethnicity %
White	46.6%	32.5%	79.1%
Black	2.6%	2.8%	5.5%
Hispanic	2.2%	1.8%	4.0%
Asian/Pacific Islander	6.6%	3.8%	10.4%
American Indian/Alaska Native	0.2%	0.2%	0.4%
Two or More Races	0.3%	0.3%	0.6%
Total Sex %	58.6%	41.4%	100.0%

Adapted from Snyder, T. D., and Dillow, S. A. (2015). *Digest of Education Statistics 2013 (NCES 2015-11).* National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Table 3 • National Faculty Rank Diversity, Employment for Tenured/Tenure-Track Faculty, Fall 2013

Academic Rank	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native	Two or More Races
Male	**222,540**	**12,508**	**10,708**	**31,666**	**941**	**1,566**
Professors	102,520	4,018	3,699	11,882	350	531
Associate Professors	65,320	4,321	3,533	9,897	287	514
Assistant Professors	54,700	4,169	3,506	9,887	304	521
Female	**155,116**	**13,511**	**8,407**	**17,962**	**906**	**1,527**
Professors	46,057	2,647	1,935	3,535	223	321
Associate Professors	51,497	4,491	2,848	5,912	304	473
Assistant Professors	57,562	6,373	3,624	8,515	379	733

Adapted from Snyder, T. D., and Dillow, S. A. (2015). *Digest of Education Statistics 2013 (NCES 2015-11).* National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Table 4 • National Faculty Rank Diversity, Employment for Tenured/Tenure-Track Faculty, Fall 2013

Academic Rank	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native	Two or More Races
Male						
Professors	21.5%	0.8%	0.8%	2.5%	0.1%	0.1%
Associate Professors	13.7%	0.9%	0.7%	2.1%	0.1%	0.1%
Assistant Professors	11.5%	0.9%	0.7%	2.1%	0.1%	0.1%
Female						
Professors	9.6%	0.6%	0.4%	0.7%	0.0%	0.1%
Associate Professors	10.8%	0.9%	0.6%	1.2%	0.1%	0.1%
Assistant Professors	12.1%	1.3%	0.8%	1.8%	0.1%	0.2%

Adapted from Snyder, T. D., and Dillow, S. A. (2015). *Digest of Education Statistics 2013 (NCES 2015-11).* National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

distinctions in a work environment account for 15% or less of the workforce (Kanter, 1977). While numerical minority status is the identifier of tokenism, its effects can be exacerbated or moderated by subordinated gender status within the context (e.g., if males are in all or most power positions); placement of the minority group on the social hierarchy at a given time (e.g., the perception of Muslims as terrorists after September 11, 2001); solo status within a unit; job satisfaction; interactive effects of other visibly stigmatized status (e.g., weight, disability); institutional climate; performance context; and formal role in the institution (Niemann, 2016a, 2016b; Niemann & Sanchez, 2015).

Interrelated phenomena associated with tokenism, which are exacerbated by intersections of race/ethnicity and gender, include isolation; loneliness; visibility; chronic distinctiveness; disproportional attention and causality; stress associated with feeling representative of one's demographic group; role encapsulation; stereotyping; lack of fit for the environment; stereotype threat (which refers to the fear of proving true the stereotypes about one's group); and attributional ambiguity (which refers to not knowing whether provided feedback is the result of racism and/or sexism). For tenure, promotion, and merit, tokens may be evaluated under different, and more stringent, criteria than their mainstream culture colleagues (Niemann, 2016a).

It is absolutely critical to understand that tokenism is a function of a social-ecological context. Its existence and consequences do not result from the competence or character of the tokenized person, nor necessarily from intentional prejudices of workplace colleagues, whose biases may be unconscious. Tokenism is a psychological state imposed on men of color as well as on all women across race/ethnicity who are working in predominantly male environments. Faculty from marginalized groups are typically left on their own to navigate this context. These faculty, especially those new to the academy, may not have the experience or understanding to be conscious of the effects of token status or to understand how to minimize the negative aspects of the situation. The latter may also be true of their White allies who want their colleagues of color to succeed but lack the knowledge to help diffuse the damaging ramifications of tokenism (Niemann, 2012).

Fundamentally, however, tokenism is created by hiring decisions that are often grounded in aversive racism, which refers to largely unconscious racial biases and preferences for the in-group (Gaertner & Dovidio, 2014; Niemann, 2016a). Due to the damaging effects of tokenism, it is imperative that faculty seek knowledgeable mentorship to succeed in academic environments. In addition, it is incumbent upon faculty to include these matters in professional development aspects of their graduate training programs. Resources in this guide can complement and greatly facilitate that face-to-face mentorship.

For in-depth readings on the psychology associated with tokenism, see Gutierrez y muhs, Niemann, Gonzalez, and Harris (2012); Hewstone et al. (2006); Jones, Dovidio, and Vietze

(2014); King, Hebl, George, and Matusik (2009); Niemann (2003, 2011, 2012, 2016a, 2016b); Niemann and Dovidio (1998); Pollak and Niemann (1998); Sekaquaptewa and Thompson (2003); Steele (1997, 2010); Stichman, Hassell, and Archbold (2010); Torchia, Calabro, and Huse (2011); Viallon and Martinot (2009); and Yoder (1994). In particular, narratives in the book, *Presumed Incompetent: The Intersections of Race and Class for Women in Academia* (Gutierrez y muhs, Niemann, Gonzalez, & Harris, 2012) illustrate the challenges of being a member of a historically marginalized group in academia. As well, the narratives in *Presumed Incompetent* outline strategies to not only survive, but to thrive, in these environments. The final chapter of *Presumed Incompetent* (Niemann, 2012) summarizes findings and details strategies for faculty in token situations and their allies, as well as for administrators who are intentionally seeking to increase the numbers and success of members of faculty from marginalized groups.

WHAT'S IN A NAME? IS THE TERM "WOMEN AND MINORITIES" STILL RELEVANT?

Although the phrases "women and minorities" and "women and people of color" can be read and heard almost daily, the current relevance of this phrasing is questionable (http://www .upcolorado.com/about-us/blog/item/2843-the-problem-with -the-phrases-women-and-minorities-and-women-and -people-of-color). The phrasing of "women and members of ethnic groups" is also questionable. These terms infer that the two—women and minorities, or women and ethnic groups, or women and people of color—are distinct and separate categories, which is not the case. Further, the phrasing may interfere with our future focus on intersectionalities. Most importantly, the phrasing can imply that White women are the defacto women in the given statement and context, since women of color are in the other part of the term. As such, the phrase can be quite insensitive to the realities of women of color and White women. It might be more accurate to say "members of marginalized groups."

As indicated in the data above, and in Niemann (2015), even more than 50 years after Lyndon Johnson made affirmative action the law of the land, the realities of faculty women of color in academia are, in numbers, more similar to those of men of color than to those of White women. According to the *Digest of Education Statistics* (2015), in 2013, out of a grand total of 791,391 faculty members in degree-granting universities, 436,456 (55%) were male, and 354,935 (45%) were female. Among the females, 258,579 (73%) were White, and among males, 316,912 (73%) were White. In contrast, the combined total for Black, Hispanic, Asian, Pacific Islander, American Indian, Alaska Native, and faculty of two or more races was 157,480 (20% of the grand total). Among this group, 73,575 (47%) were female and 83,905 (53%) were male. This means that only 9% of the total number of all faculty were women of color and only 11% of the total number of all faculty were

men of color. The differences in faculty representation between Whites and people of color are starker when disaggregated by professional rank of the faculty (e.g., full, associate, and assistant professors and instructors). These data exist in spite of the fact that for several decades virtually all faculty position advertisements have included the phrase "women and minorities are encouraged to apply."

So, what's in a name when speaking of members of historically underrepresented groups in academia? Might the term "members of marginalized groups" be appropriate? The phrase includes members of historically underrepresented groups from the United States—Asian Americans/Pacific Islanders, Latinas/os, American Indians/Native Americans, and Blacks/African Americans. In some fields and in certain contexts, (e.g., professional ranks, salary), it can also include White women. In addition, "members of marginalized groups" allows for inclusion of groups that have increasingly become marginalized, such as Muslims. No doubt, and unfortunately, there will be others. Can we be inclusive without being blind to the great differences in the realities of different group members in academia?

We, the authors of this survival guide, believe that this phrase, "members of marginalized groups," best captures the spirit of our target audience and thus you will see it reflected throughout this document. However, there are places in this guide when it is necessary to highlight examples from specific marginalized groups and then these are named accordingly. Although this guide was primarily written for those who identify as members of marginalized groups, this guide may also be helpful for mentors and administrators working with faculty members from marginalized groups. We hope that this guide provides a useful place to start by providing considerations in the areas outlined in the following sections. We hope that we have provided not only the information you will need to survive the developmental stages you may experience in academic work, but also to help you find ways to thrive in this environment. Good luck! ■

DECIDING ON ACADEMIA: WHAT ARE YOUR OPTIONS?

Opportunities for work in psychology are expanding in scope and number. Teaching, research, and clinical service, which constituted the primary occupations of psychologists in earlier eras, are now only three of many career paths open to psychologists. In 2012, academic institutions employed about 31% of psychologists (https://collegegrad.com /careers/psychologists).

Academic careers can be extremely rewarding and offer the opportunity to teach, interact with developing professionals, and in most cases, conduct important research. The availability of jobs in academe, however, has fluctuated dramatically during the last three decades, and there is now greater reliance on part-time faculty members and fewer new faculty positions due to delayed retirements, hiring freezes, and a reconfiguration of faculty within institutions (Snyder & Dillow, 2015). Consequently, competition for academic jobs has increased.

To be competitive, individuals preparing for academic careers should begin early and realistically. If you do not have a teaching or research assistantship when you begin your graduate work, try to get one. Each gives valuable experience that will be useful in your later job search. Research assistantships are particularly helpful because they put you in a position to work with an established researcher and likely receive valuable experience and opportunities to publish. It is important to begin your publication history while in graduate school. Teaching opportunities may be found via teaching assistant positions within a university, but some graduate school settings may not have such opportunities, and other options such as teaching a course at a local community college or at a 4-year institution that does not have doctoral students could be a valuable addition to your academic dossier. In addition, if it is possible to garner a track record of grantsmanship—whether through small foundation grants or via federally funded programs—while in graduate school or during postdoctoral training, this is highly valued by academic settings for whom grants are a key source of funding.

For many new psychologists who aspire to academic positions, a postdoctoral fellowship can offer the opportunity to get started on building a program of research and developing grant-writing skills. These positions are typically grant-funded, highly competitive, and offer lower salaries than starting positions, but the opportunity for experience, mentoring, and obtaining funding can give psychologists an important advantage when seeking a tenure-track academic position. For research positions, a postdoc may be absolutely necessary (Walton, 2014).

FACTORS TO CONSIDER IN ASSESSING INSTITUTIONS

One of your most important decisions prior to beginning a job search is choosing the type of academic institution in which you would like to work. Many types of academic institutions exist, and they differ in substantive ways. Institutions vary in the way they evaluate faculty performance. Most academic institutions have some form of a promotion and tenure process, which they use to evaluate and reward faculty members for their performance. Also, institutions may or may not have ethnic, women's, or comparative studies departments. Candidates should be aware of all these factors in assessing institutions. To get a general sense of the fit between your career goals and ambitions and the particular institution and position, you might start by looking at the mission statements of the institution, at the particular college or school where the position resides, and within the specific department itself. More specific information about the different types of institutions and appointments is provided below.

DIFFERENT TYPES OF INSTITUTIONS

Typical Duties Dictated by Various Types of Institutions and Programs

Faculty responsibilities and duties also vary based on differences in the institutional mission. If an institution stresses research and graduate training in its mission statement, expectations of faculty will include development of a program of research. Likewise, if undergraduate teaching or preparation of students for entry into a 4-year institution is stressed in the mission statement, faculty responsibilities will emphasize teaching or advising. The Carnegie rating of institutions may also be helpful in determining the foci of the institution. The following descriptions highlight the major responsibilities of faculty in various types of institutions.

Public and Private Doctoral-Level Research Institutions
Faculty at this type of institution will probably serve as faculty

to both graduate and undergraduate students. They are expected to teach courses, direct graduate student thesis and dissertation research, serve on university committees, provide community service, and develop a productive research program. Promotion and tenure decisions are typically based on successful research, teaching, and service (often weighted in that order). These are the types of institutions that are most likely to require or highly value prior postdoctoral research experience. Some of these institutions also offer PsyD programs, which emphasize applied aspects of psychology more than research.

Professional Schools of Psychology
Faculty members at these institutions typically teach in PhD and PsyD programs that focus on application of psychology in a variety of settings. These include clinical, research, program evaluation, intervention, and program demonstration settings. PhD programs are usually more research focused, whereas PsyD programs focus more on the applied and clinical aspects of psychology.

Four-Year Public or Private Institutions
These institutions focus on undergraduate education, though there may also be master's students and master's-level graduate classes. There is less emphasis on research and more on teaching. Faculty members are often responsible for teaching more classes than they would be at a research institution. Promotion and tenure decisions are based on teaching, advising, and service. Research and publications are increasingly emphasized in some of these institutions. This fact can actually make a position at these institutions a unique challenge as heavy teaching loads can make finding time for research, grantsmanship, and publication quite demanding.

Two-Year Public or Private Institutions
Here, the emphasis is on teaching and advising students. The institutional focus is on preparing students either to enter the workplace or to continue on to a 4-year institution. Students at these institutions tend to be at varied levels of preparedness and at different developmental stages, so preparation for working with nontraditional students is often necessary.

Ethnically Concentrated Institutions
These institutions (also known as Historically Black Colleges and Universities [HBCUs], Hispanic-Serving Institutions [HSIs], Minority Serving Institutions [MSIs], and Tribal Colleges and Universities) began in reaction to the legal racial segregation of college and university campuses and the inability of people of color to obtain higher education degrees. Others evolved because of the ethnic concentrations of their student and community populations. These institutions generally offer 2- or 4-year and/or graduate degrees and often operate similarly to other public or private institutions but with a special focus on meeting the academic, social, research, and leadership needs of

students and communities of color. This focus may be reflected in mission statements, course content requirements (e.g., more multicultural material integrated throughout the curriculum), the availability of bilingual teaching, culturally sensitive teaching styles, and attention to nonmainstream cultural learning styles, and numerous opportunities for minority student mentoring and leadership.

Medical Schools, Schools of Public Health, and Teaching Hospitals
The emphasis in these institutions is on the training of medical students, psychiatric residents, psychology interns, and trainees from other mental health professions. Developing a successful research program is often also expected, as is providing psychological services. The employment period may be a full 12-month year as opposed to the traditional academic 9-month period. Joint appointments are sometimes available. For example, you may see a given faculty member with responsibilities in a traditional psychology department as well as a medical school appointment. Grant writing and securing external funding also tend to be highly valued. In these institutions, salaries may be more negotiable and flexible than in other settings, and you should explore various salary options. You may also be able to enhance your salary through private practice, sometimes with space provided by the employer. Some faculty in such settings may be responsible for generating their own salaries via grants (what is sometimes termed a "soft-money" position), and though this can provide flexibility and autonomy, shifts in funding agendas and the challenges of maintaining funding can make this a difficult balancing act. In some situations, the psychologist is supporting MDs in getting their research programs started. Nevertheless, these types of settings are more likely to allow you to be a member of a multidisciplinary team along with other benefits.

Ethnic, Women's, and Comparative Studies Departments
Ethnic, women's, and comparative study departments may exist within many of the types of institutions listed above. These departments typically focus on multidisciplinary perspectives of specific cultural, ethnic, or gender groups. For example, a psychologist in such a department might teach a course on minority child development or do research on the psychology of women. A faculty member may have a full appointment to such a department or may have a joint appointment within the multidisciplinary department and the psychology department. If it is a joint appointment, be aware that this may mean you will have a heavier workload than someone with a single departmental appointment, and possibly two differing sets of criteria for promotion, tenure, and salary increases. In addition, promotion and tenure committees in these departments often rely on external reviewers from the faculty member's primary field (e.g., psychology). Therefore, the standards for promotion and/or tenure may lack clarity.

Research Institutes

Research institutes may be publicly or privately funded, or managed under a nonprofit aegis and maintained with a combination of public and private grant funding. Positions in such settings are typically salaried, 12-month appointments. Persons in such settings are typically expected to bring in funding via public and private funding sources and to publish, though teaching is rarely expected in such positions. In some cases, professionals in such settings may hold joint appointments between research institutes and university settings and are assessed by both entities for decisions about promotion or tenure. Advancement in these types of settings is typically based on publication and funding records.

Promotion and Tenure Models

Most promotion and tenure decisions are based on one of two models. In the traditional tenure model, promotion from assistant professor to associate professor is usually linked with the granting of tenure. In this system, faculty members are typically reviewed in their fifth or sixth year for tenure and promotion to associate professor. To obtain promotion and tenure, a candidate must be successful in the areas of research, teaching, and service. Tenure brings security and additional rights such as participation in promotion and tenure decisions. Achieving tenure guarantees a contract each year without the need for further review until the faculty member is eligible for promotion to full professor or unless circumstances require an additional review. At many of these institutions, faculty members may have a choice to go up for "early promotion" in the fourth year or some other time before they need to go up for tenure. It is advisable to discuss the pros and cons of this option with your department chair or someone who has knowledge of your annual performance evaluations and the climate associated with these at your institution. Some institutions have a more informal "3-year review" that takes place within the department to give the candidate earlier feedback. In some research institutions, however, the third-year review is "up or out," meaning that an unsuccessful review results in termination.

Another promotion and tenure model employs what is known as "rolling contracts." According to this system, an institution may offer a contract that is renewed every year for the following 2- or 3-year period. After a stipulated number of years, the institution may grant the faculty member a "rolling contract," which means that his or her contract is automatically renewed for 3- to 5-year periods, pending acceptable performance ratings. A positive aspect of this system is that it allows the individual more time for professional development than the traditional "tenure clock" system. In some cases, individualized plans are used to evaluate faculty who may have been recruited for a specific role (e.g., running a training program) and the institution may differentially weight research against program evaluation data such as student outcomes within the program.

Some institutions offer neither tenure nor rolling contracts. In these cases, the faculty member is typically rehired on a year-to-year basis. This type of evaluation system lacks the relative job security of tenure and of longer-term contracts.

It is also important to know that there is a political movement in some states to get rid of tenure altogether (e.g., University of Wisconsin in 2015). Generally, this would mean that faculty would be on year-to-year contracts and there are a variety of opinions about how evaluation would take place. This is generally an argument for more teaching in the classroom, but opponents say that there are no objective measures of quality of teaching and, therefore, faculty should be evaluated by their published research. This is largely an economic argument because it would allow for more classes to be taught, more seats in classrooms, and senior faculty teaching undergraduate students. However, as indicated in the Introduction, universities and their governing bodies are increasingly considering eliminating and/or reducing the power of tenure. If you are considering an institution that has done away with the tenure process or is in the midst of deciding this, be aware of the issues and make sure you understand how evaluation of your work and advancement can take place.

Once you understand the various models of performance evaluation and reward among institutions, you will be better prepared to make a decision about the type of environment in which you would function best.

DIFFERENT TYPES OF APPOINTMENTS WITHIN INSTITUTIONS

Regardless of the type of appointment, it is important to know the expectations for evaluation and continued employment. Across all three types of appointments described below, each may or may not be part of a tenure-track position. There are benefits and costs to securing tenure-track positions. For most, it is better to secure a tenure-track position as this may offer more job stability and human resource benefits. Tenure-track positions should come with clear expectations for making progress toward promotions and tenure. With each kind of appointment, it is imperative to know how you will be evaluated in the different areas of teaching, research, and service and the expectation of time allocation in each.

Clinical Focus

A tenure-track position with a clinical focus is often more flexible and does not have the same standard expectations for research or teaching. The percentage of time allocation for each activity would need to be negotiated during the hiring process for this position. For example, you might get a class reduction in teaching load with a clinical appointment or have a lower expectation in research in return for time spent seeing clients, supervising students, or administering a clinic. Nontenure-track position contracts may vary. Some clinic directors within PhD programs are expected to bring in some of their own salary

through clinic fees or hosting clinical training events that bring in money. In addition, it is important to negotiate expected availability after hours and on weekends and holidays if the position includes directing a clinic or supervising graduate students seeing clients who may have clinical emergencies.

Research Focus
This kind of appointment may or may not be part of a tenure-track position as well. If it is a tenure-track position, it is important to define what percentage of time is allocated to research versus teaching and service work. Is this a soft-money position funded through grants? Is this position under the direction of someone else, thus giving you limited flexibility? Is it term limited throughout the duration of a particular grant? Are you expected to mentor students? Is this time considered research time, service (advising), or teaching? Are you evaluated on the basis of research products, publications, and grant money? Again, it is imperative to negotiate the conditions of this appointment and be sure you know the expectations for promotion and tenure.

Teaching Focus
If this is part of a tenure-track position, you should know the time allocated to work in this area, which includes time preparing for and teaching classes, working with students, and grading assignments for each class. If it is a new class for you, you may want to try to negotiate more time to prepare. If this is not part of a tenure-track position, then it is good to negotiate workload and compensation on a yearly basis. How will you be evaluated? It is important to have evaluations come not just from students in classes, but also from colleagues. Many institutions have required observations by the chair or other staff members to provide annual feedback. Other variables to keep in mind are class sizes, graduate versus undergraduate courses, and accreditation components that may be part of the skills taught in your class. Be knowledgeable about policies regarding syllabi content that may be dictated by your department, school, or region, or by professional accrediting bodies. Positions with a teaching focus often carry a much higher teaching load (e.g., four to five classes per semester) than those with a research or clinical focus.

More and more, and depending on the field, there may be part-time or adjunct positions available for teaching. Advancement in the field may be limited by the particular position you are filling and these positions tend to offer lower pay, with or without benefits depending on the load. However, if you are geographically bound and if you are looking for a more flexible teaching schedule, this may be the way to go.

MARKETING YOURSELF
Setting out to obtain an academic position definitely requires that applicants learn how to market themselves. This process will require a great deal of research to find the institution, campus, community, and department where you will have the best chance

for success and fulfillment. It is very important to be realistic and completely honest with yourself about what you need in order to be happy and productive in your professional environment. You will then need to carefully articulate the points that will convey what you have to offer to a potential employer. These points will be first conveyed in the cover letter of your application packets. They should be consistent with your research and teaching statements and should reflect the education and experiences you have had. You will also need to verbally articulate them in your telephone and in-person interviews. You should try to strike a balance between "being yourself" and presenting yourself as the person you hope to become in your profession. It would be unwise to create a persona that you would have a hard time living up to, but at the same time, you need to present the picture of who you aspire to be. This is especially true—and especially difficult—if this is your first position out of graduate school. In this case, you have had an identity as a student for a long time and it will be necessary to "grow into" your new identity as a professional. This can seem unfamiliar, uncomfortable, and even like being an imposter for some time. But you will need to project an image of yourself as a professional in order to obtain that first position, so it is important to pull together the defining aspects of yourself and your experiences. This will also help you to decide and define what you are looking for in a position.

EVALUATING THE CHOICES: WHAT TO LOOK FOR?
In deciding which type of institution would be most appropriate for you, questions such as the following may be helpful in your exploration of various institutions:

- What is the expected focus of the position for which I am applying?
- What are the exact promotion and tenure criteria on which I will be evaluated?
- What is the potential workload associated with this type of institution?
- What resources are available for carrying out the responsibilities of the position?
- What level of training is required for this position?
- Are professional development opportunities available?
- Are exchange programs with other institutions available?
- Is mentoring by other faculty members of marginalized groups or senior faculty available?
- Are opportunities for continuing education available? If so, are they compensated?
- Is it possible to obtain release time for research?
- Are junior faculty research funds available?
- What support mechanisms (e.g., statistical or computer services, seed grants) are available?

One of the first opportunities to get answers to some of these questions is the announcement of a position opening.

The Position Announcement

Job advertisements and position announcements vary, but most usually include something about welcoming applications from women and members of historically marginalized groups. This type of boilerplate statement does not impart any information about the following, which you will want to know before you make an employment decision:

- The value of diversity and inclusiveness to the hiring department;
- The extent to which departmental faculty may have explored and can articulate their views on diversity and inclusiveness relative to their department;
- The department's expectations of a member of a marginalized group;
- Whether or not there are other members of marginalized groups in the department; and
- The kind of support there might be for faculty members from marginalized groups on the campus and in the community.

In recent years, academic departments have learned much about how to convey their values about diversity and inclusiveness and their commitment to hiring women and people of color in position announcements. Many departments understand that simply saying they welcome applications from diverse groups will not successfully recruit diverse candidates to their institutions. Informed candidates know that boilerplate statements, often the result of EEOC requirements, convey too little information about institutional values, practices, and environment with regard to diversity.

Position announcements should contain information that will allow prospective applicants to make informed choices about an institution's commitment to diversity. Be aware of the various ways in which this information might be communicated. For example, you can look for information about the demographics of the institution and the community, the presence of other members of marginalized groups, availability of ethnic minority communities for research and community, statements about support and mentoring to ensure the success of members of marginalized groups. You should also note those institutions that do not take the care to provide this information. While it may not be the deciding criterion about whether or not to apply to a particular institution, you will at least want to carefully evaluate the institutional climate around issues of diversity and inclusiveness.

Position announcements typically convey three primary pieces of information: (1) overview of the department/institution, (2) primary job responsibilities, and (3) qualifications for the position. A well-written announcement can accomplish these goals and convey the institution's sensitivity to issues of diversity and inclusiveness as well. The following is an example of an announcement that successfully conveys this information. Note especially the wording in bold.

PSYCHOLOGY

Applied Psychology

The Department of Psychology invites applications for **two tenure-track position openings** at the assistant or associate professor level in nonclinical applied psychology to begin August [ ]. PhD required. **The University seeks to attract an active, culturally and academically diverse faculty of the highest caliber**, skilled in the scholarship of teaching, discovery, application, and integration of knowledge. The University is a doctoral granting public institution that enrolls about 20,000 students, **including nearly 4,500 students of color. The university and department have a strong commitment to achieving diversity among faculty, staff, and students and to the development of a multicultural educational environment that affirms the value of cultural diversity.** Applicants should have expertise in one or more of the following areas: survey research, applied measurement, program evaluation, impact assessment, personnel, organizational behavior, group and team process, **cross-cultural issues.** Applicants should have an established research program in a substantive area such as **community psychology, applied social psychology, public health, or industrial/organizational psychology.** Candidates should be prepared to teach undergraduates and graduates, as well as supervise in core competency areas (theory, assessment, **multicultural issues,** research, and both master's and doctoral project development) and be committed to **diversity as a core value.** Initial review of materials begins [ ]. Applicants should send letter of application, a statement of teaching and research interests, curriculum vitae, reprints/manuscripts in progress, and three letters of recommendation to: [ ]. Affirmative Action/Equal Opportunity Title IX Employer

This position announcement conveys the value of diversity and inclusiveness to the hiring institution by emphasizing the importance of attracting candidates who bring that added dimension and who can facilitate further growth in creating a more culturally and ethnically diverse setting (Caldwell-Colbert et al., 1996).

Researching the Institution

Once you have chosen an institution to explore, carefully review its descriptive literature (both printed and electronic) and consider the following with relation to diversity and inclusiveness:

- Is diversity a prominent priority in the mission statement, strategic plan, programs, initiatives, administrative policies, and other activities of the institution?

- What proportion of faculty members on campus are members of marginalized groups? How many of these are tenured?
- Are there members of marginalized groups in administrative roles on campus? Do public statements by the administration reflect a commitment to diversity and inclusiveness on campus?
- What is the racial/gender makeup of the student body?
- Is diversity and inclusiveness evident in the type and composition of student organizations on campus?

Look at the institution's website for information about various diversity initiatives on campus. For example, cluster hiring (hiring of a cohort of faculty members of color), centralized funding incentives for diversity hiring, mentoring programs, and welcoming events for new faculty of color and women may be additional evidence of an institution's commitment to diversifying the faculty (Guenter-Schlesinger & Ojikutu, 2009). For example, some institutions make resources available for new faculty members from marginalized groups such as a campus and/or community resource directory or an organization of faculty of color or women faculty on campus (e.g., Women of Color Welcoming Dinner, Minority Employee Council, Diversity Achievement Awards, etc.).

If the position announcement mentions diversity but you find no other information that supports that interest, it is wise to question the depth of the commitment. You should also make some detailed inquiries about the position. Talking to colleagues, professors, and professional contacts will be important at this point. If your application was solicited, find out how the institution obtained your name.

APPLICATION AND INTERVIEWING PROCESS
Responding to a Position Announcement
Once you have identified positions and institutions that you want to pursue, you need to make the initial contact. This may be in the form of an email or phone call of inquiry, particularly if you have questions about the position. The first contact may also be the formal cover letter and application packet. If you have an interest and/or experience in diversity, you will want to mention that interest in your cover letter and highlight it in your application materials. Be aware that any and all contacts you make with a site may become part of your applicant file. So even seemingly informal contacts with secretarial staff to set up interviews may be forwarded to the hiring committee. Remember that it is important to treat all personnel at potential hiring institutions with the utmost professionalism.

Preparing Application Materials
When preparing your application materials, pay close attention to the wording of the position announcement and be sure to tailor your materials accordingly. It would not be unusual to receive well over 100 applications for an assistant professor search in the social sciences, so it is important to know on what criteria these applications will be evaluated. In general, this is stated in the position announcement and will include research, teaching and advising, service, and possibly administrative capacity or contribution to diversity initiatives. The announcement may also indicate the relative weight each area will be given. It is important to consider this seriously and address it in your application materials.

As the number of applications will typically have to be cut down to three to six invitations for on-campus interviews, it is vitally important to make sure your materials specifically fit all of the criteria laid out in the institution's position announcement. For example, if the announcement emphasizes the need for someone to teach a specific course, you will want to highlight your experience, ability, and/or willingness to teach that course. Fit for the position and institution is at least as important as qualifications.

Be sure to do your homework on the institution, the department, and the program to which you are applying. For example, know whether the institution is primarily a teaching or research institution, what areas are most valued for promotion and tenure, and whether the listed duties are among those things most valued. Notice whether members of marginalized groups are well represented among the senior administration. Look at the faculty profiles in the department and/or program to see if your work fits with the work being done in that program. Also notice the ranks of members of marginalized groups to see if there is evidence of advancement.

When putting together your actual materials, be sure you are responsive to the position announcement and send all of the materials requested. Notice to whom the materials should be sent and be sure to address your cover letter accordingly. Addressing a letter "To the Search Committee" when a specific search committee chair has been named in the announcement gives the impression that you have not paid attention to the announcement. It is typical to be asked for a cover letter, curriculum vitae, a statement of teaching and/or research philosophy, a writing sample, and either a list of references or reference letters themselves. If the announcement specifies that the letters must be part of the packet, know that your application will not be complete until the specified number of letters are actually received. Also, strongly consider having trusted friends, colleagues, senior faculty, or even family members review and provide feedback on your cover letter, and on all your materials, for clarity, conciseness, and, above all, to avoid spelling and grammatical errors.

Telephone Interview
It is not unusual for search committees to conduct telephone or televideo (e.g., Skype) interviews prior to making decisions about on-campus interviews. If you are selected for this type of interview, be as prepared as you would be for an in-person interview. The search committee may let you know in advance what questions they will be asking, but if they do not, it is reasonable to ask about

the areas for which you can prepare. Make sure you are able to schedule the interview for a time when you will not be time pressured, or at least let the callers know the amount of time you have available for the interview. Try to ensure that you take this call in a quiet location where you will be uninterrupted for as long as the call might take. Listen carefully as committee members introduce themselves and match their tone and level of formality throughout the call. Take your time answering questions to ensure that you heard correctly and that your answers are responsive. It is a good idea for you to have a list of questions for the committee as well. Remember that you are interviewing them, too! If you can get the names of the interviewers ahead of time, you may want to look them up on the department website or do a quick search of their research so you are familiar with their areas of expertise and can direct questions to them accordingly. These interviews will be relatively short (e.g., 15 to 20 minutes), so practice answering questions concisely. Strongly consider practicing interviews with trusted friends, colleagues, and mentors or advisors. In addition, dress as professionally for the Skype interview as you will for the face-to-face interview.

Preparing for the Campus Interview
Assuming that your expertise and skills are in line with those being sought by the institution, you may be invited for a campus visit and interview. This is a time during which you can learn more about the institution's commitment to diversity, among other things. You should investigate several areas during your visit. Gauge how comfortable department members are in discussing diversity issues, the department/institution's progress on diversity issues, and the role that you would play with regard to diversity. The level of comfort that faculty members and administrators demonstrate and the progress to date on these issues will give you some idea of how strong the institution's commitment is to diversity. Some questions you might want to make sure you can answer by the end of the visit include:

- Did your in-person experiences match statements about the importance of diversity in the institution's mission statement?
- Are there visible signs of diversity and inclusiveness on campus?
- Are there diverse organizations on campus?
- How many courses address diversity issues? Are there diversity requirements in the core curriculum?
- Do the special events on campus reflect diversity and include people from diverse ethnic backgrounds addressing issues of diversity and other topics (diverse people as experts within their fields)?
- Has the campus experienced racial tensions? How have these concerns been addressed? Do students of color feel heard and cared about?
- Does the institution have initiatives for recruiting *and* retaining diverse students, staff, and faculty?

Role
If the department cannot articulate what the role of a faculty member of color would be or if there are only a few female faculty members, this is a good indication of the extent to which the department has examined these issues. Sometimes it is evident that a department or institution believes that valuing diversity simply means increasing the number of students and faculty from marginalized groups on campus. Once again, these issues have not likely been thought about or discussed in any real depth. You will also want to know which courses you might be expected to teach. If your expertise is not in areas of race/racism, sexism, and so on, you should not be expected to teach those content areas and you will need to be prepared to clarify this.

Fit
Departments set aside times for the applicant to engage in interviews with various people, ranging from the Dean to faculty to students to the position selection committee. Your responsibility is to demonstrate your strengths and fit for the position. But these interviews also afford opportunities for you to learn more about the institution, the department, and the community. Be ready to respond to questions such as "Why did you select this institution for a possible position?" Be equally ready to raise questions such as "How do you, as Dean, view the quality of the department?" or "How are students from marginalized groups supported in the program?" During the interview, you can learn more about many things, including the institution's commitment to diversity. You should thoroughly investigate the degree of fit between your research and teaching interests and the needs of the institution.

Although it is important to investigate this fit very broadly, for many applicants who are members of marginalized groups, the department's and the institution's commitment to diversity issues may also be quite important. In this area, you should gauge how comfortable the department representatives are in discussing diversity issues, the department/institution's progress on diversity issues, and the role that you would play with regard to diversity. It may be helpful to know if there are regular diversity and inclusiveness trainings offered at various levels in the institution (e.g., department, college, institution) and if so, whether they are required, as well as the reaction of attendees in the department to this type of training. It can be valuable to identify the background and interests of the department's faculty before your visit; doing your homework confirms that you have more than a passing interest in the position. This will enable you to ask more in-depth questions about the work going on in the department.

Community
It is also helpful to know if there are any other faculty members on campus who are members of marginalized groups. It is particularly important in the case of faculty of color on predominately White campuses. Do not underestimate the

importance of social and lifestyle issues when making a move to a new position. Living happily in an academic position is not simply about obtaining tenure. Being the only member of a particular group in the community might be an isolating experience no matter how much you enjoy the job. Similarly, if you are single or have children, you should explore community issues before accepting the position. If an ethnic community is available, participation in the activities of this community can be a critical contribution to personal survival in the institution. It is equally important to check on the availability of essential services and products. For example, are there hair stylists in the community who are familiar with African American hair? Do the local grocery stores carry ingredients for ethnic foods? It is also important to make sure that needed health care professionals and facilities are readily available and that there are places of worship that serve your faith tradition.

Faculty who are members of marginalized groups are often requested, or are drawn themselves, to do service within the community. This can be quite helpful in making professional and personal contacts in the community beyond the campus. However, these requests may be quite numerous and, although highly valued by the community, it is important to remember that these activities are often the least valued in the promotion and tenure process. It is also important to realize that involvement in community activities and projects can be a critical element of personal support. This is particularly true for faculty of color in predominately White institutions.

Other faculty members of marginalized groups on campus, especially if they are senior tenured faculty, can also provide you with important information. You may want to find out if faculty members from marginalized groups have left this institution before tenure or following unfavorable promotion and tenure decisions. Ask if you can talk with other faculty who are members of marginalized groups, administrators, professional staff, students, and community representatives during the visit as part of your interview schedule.

Research Population
A related issue, particularly salient for candidates of color, is the availability of research populations. Many faculty members of color have research interests that require ethnic minority research populations. If your research has such a focus, it is helpful to know if these populations are readily available in the area and if connections have already been made with these populations. It may also be important to find out if the department will support necessary travel to communities where these populations are located.

Professional Dress
You should give careful consideration to what you will wear for your first interview at the institution, because appearance makes a strong impression. You should look professional and yet fit in with the atmosphere on campus. Knowing something about the institutional climate will pay off, as you will want to match your image to the campus. For example, if the campus is small, in a rural area, and your visit will be in the middle of winter, you might decide to make a less formal appearance than in other situations. Candidates of color may wonder if they should wear clothes to the interview that reflect their ethnic background. Again, knowing the environment will be helpful in making this decision, but you should always err on the side of professional dress.

Some questions may not be asked directly, but you should be able to discern the answers during the course of the visit. Specific questions of this sort might include:

- Can members of underrepresented groups really succeed in this system?
- Is this environment truly hospitable and encouraging to members of marginalized groups?
- Is diversity really valued or just considered an unavoidable political necessity?

The "Job Talk"
On most campuses you will be invited to present a colloquium or "job talk" of about 1 hour to faculty and students during your visit. Choose a topic that is congruent with the job functions. For example, a research study based on your most recent work would be expected at a traditional research institution. This presentation serves not only to indicate your knowledge of research, but also to demonstrate your teaching abilities, your ability to answer questions, and your attitudes toward students. Use technology and handouts to increase your effectiveness and to organize your presentation. Expect to have questions, some of which will require you to reply to alternative interpretations of your results. It may be helpful to ask the hiring committee representative about the target audience so you can be prepared to answer questions with the appropriate level of detail. A good way of preparing is to practice your job talk with your present colleagues to assure a smooth delivery and time management. Have a colleague or mentor critique your content and delivery for clarity, distracting mannerisms, and so on.

It is also important to have a clear, concise "elevator speech" (e.g., the length of time an elevator ride might take; about 30 seconds) about your current research interests and recent work. There will probably be informal situations such as group meals or receptions where people will ask about the work you have done or are interested in doing. In these situations, you will want to have a brief but fluent answer ready, but remember to tailor this to your audience. This may actually necessitate having several versions of the elevator speech, depending on whom you are talking to. For example, potential colleagues will want to know about the work you hope to do in the future, while students may be more concerned with what classes you would be interested in teaching. Be sure to think ahead of time about how you will convey who you are and what you have to offer, practice your speech, make sure it does not sound "canned," use everyday language rather than technical terms, and try to make it less than 90 words.

At institutions that emphasize teaching, in addition to or instead of delivering a standard research-oriented job talk, you may be asked to present a lecture to an undergraduate class to showcase your teaching skills. As in a standard colloquium, being prepared, comfortable, and able to communicate at various levels and answer questions on the topic will often be key to a positive assessment of your teaching ability. For teaching-focused positions, you will also want to familiarize yourself with the current and classic literature on pedagogy, and mention your knowledge of this work in your interview.

THE NEGOTIATION PROCESS

Once you are offered the position, the critical process of negotiation begins. Too often, members of marginalized groups have not received mentoring about how to ensure their greatest advantage throughout the negotiation process. In fact, without the proper mentoring and advising throughout the negotiation process, applicants may not realize the impact these negotiations might have on their future satisfaction and ability to succeed in their academic careers. Often, applicants are naive about promotion and tenure and the importance of establishing, in advance, the criteria for moving successfully through this process in order to advance. Therefore, you, as an applicant heading for negotiation, should be sure that you understand all of the issues.

The recruiting department should clearly articulate the expectations for the role and performance of any prospective new member. This should include not only the general faculty role expectations, but also whatever duties the new member would have with regard to service, including diversity-related service, in the department and within the institution. These expectations should relate directly to those things that will be assessed during performance evaluations and the promotion and tenure process. There are several things that you should be sure to inquire about:

- What your roles and responsibilities will be in the department and at the institutional level. It is also important to understand these roles and responsibilities relative to others in the department. Make sure you know about teaching loads, advising and mentoring, committee and service responsibilities with regard to members of marginalized groups versus those of White, male faculty members of similar rank. These data may be found in the institutional research part of the university website. Perusal of the Faculty Senate website will also be helpful in finding data and learning about the current campus concerns and climate.
- You need to know which of your duties will count on your performance evaluations and whether the expectations for your position match what will be counted when it comes to tenure and promotion.
- You need to be clear that if added or unique responsibilities are heavier than those of other similarly ranked faculty,

these responsibilities will be further compensated and/or weighted in your annual review letter.

Roles and Responsibilities

There may be differences in the department's expectations for women of color—even from the expectations for other women in the department. Applicants from marginalized groups of color are often expected to be knowledgeable about ethnic minority and/or multicultural psychology, but in reality, some will have interests and knowledge in these areas while others will not. The candidate of color should make a point of determining whether the department expects them to teach the diversity class, to mentor students of color, and/or to serve as a representative of diversity on various service committees. Being prepared to respond appropriately to these expectations could be important for long-term success in the position.

Faculty members from marginalized groups are often overwhelmed with extra committee assignments, service responsibilities, and student advising and mentoring (Lapin, 2013). In many research institutions, these activities all fall under the evaluation area of "service," which is often the least valued area in promotion and tenure considerations. In a study of the satisfaction of its ethnic minority faculty members in 2011, Stanford University found that faculty of color felt that they bore a disproportionate amount of diversity-related service and that this service was not always recognized or valued by unit leadership (Lapin, 2013). This is an oft-repeated finding, particularly in predominately White institutions (Zambrana et al., 2015). If the department expects you to engage in committee and service activities related to "minority issues," it is critical to negotiate for their added weight in the evaluation process. If these expectations are not made clear from the beginning, but you observe that other members of marginalized groups on campus are heavily engaged in these types of activities, you must be very careful and intentional about how much you decide to engage in these activities.

In some cases, it is possible that you will be one of very few faculty members from a particular marginalized group on campus. If that is the case, students from that particular group may be directed to you for advising and mentoring. Because faculty from marginalized groups often share a deep level of understanding and empathy for the struggles of students from similar backgrounds, they may welcome, or find it difficult to turn away from, this type of activity. However, even if it is encouraged at the departmental and/or institutional level, you should know from the beginning whether it is likely to be rewarded or overlooked during the evaluation process.

Degree Requirements

Although most 4-year and graduate training institutions require the terminal doctoral degree, you should be aware of two things: First, many other types of institutions, particularly those without graduate training programs, will accept candidates with

a master's degree. Second, even institutions that require the terminal degree will often accept candidates who have completed all but the dissertation requirements for their terminal degree (PhD, PsyD, or EdD). Employment offers are often made at a lesser rank or salary, with advancement linked to a requirement that the degree will be completed in a specified amount of time (typically no more than one year). However, it can be difficult to start a new job, take on the many service requests frequently expected of faculty who are members of marginalized groups, and still complete the degree in the required time period. If you find yourself in this situation, try to negotiate for release time from faculty duties (e.g., committee assignments and/or course load) in the first semester or first academic year in order to complete your degree requirements. Also, be sure to find out when the tenure clock starts counting toward your tenure. You want to try to ensure that the clock does not begin until you have finished your degree rather than immediately after you begin work. This will give you a better chance to accomplish the things that you will need to in order to be successful in the promotion and tenure process.

Salary and Other Resources
Salary, equipment, travel, and research space should all be included in your negotiation process and should be spelled out in the hire letter, which will be your contract. However, effectively negotiating these points requires you to have a certain amount of information and skill, and good mentoring is critical in this process. It is a good idea to have a mentor who can both prepare you for the process and be available to you throughout the negotiations.

First and foremost, negotiating salary is very important, but it can be an uncomfortable process. It is critical that you are offered a competitive salary, as this becomes your base salary for future salary decisions and raises. You will need to have some knowledge of the range of typical starting salaries both for the institution you are considering and for similar regional and national institutions (the annual "Faculty Salaries" survey published by the American Psychological Association Center for Workforce Studies [http://www.apa.org/workforce/index.aspx] is one source for such information). Faculty salaries at state institutions are often easily accessible public information. Some institutions are up front about complying, in whole or in part, with a particular published salary survey (e.g., Oklahoma State Salary Survey, https://irim.okstate.edu/FSS).

Many candidates are uncomfortable negotiating for themselves, so seeking mentorship through this process can be very important. You must also understand whom you are negotiating with about a contract. Although the person who is your contact with the hiring committee may relay the contract terms, your negotiation is, in fact, probably with the Dean. The department chair may start the negotiation process with the packaged offer that includes salary, benefits, and expectations. Once you have an idea of the possible salary range, decide

carefully what you will ask for. If there are other relatively recent hires in the department, you should consider whether your requested salary would create difficult inequities within the department. Administrators are unlikely to want to create these potential problems within a department. Although it may be difficult to counter this first offer, remember that when counting up all that you have invested in yourself to get to this position, you are worth it!

Your receipt of research grants and external funding can be used to positively influence salary negotiations. You may also negotiate additional packages including moving expenses, travel allowances, research funds and/or space, time and/or space for private practice, support for continuing education and training, and support staff. Even when salaries are restricted to a particular range, there may be some leeway to purchase start-up equipment such as computers, software packages, and laboratory supplies, or for travel to professional conferences. If your research program will require space in addition to your primary office, you should negotiate this also. You should also discuss the availability of research or teaching assistants and clerical help. If the position requires you to obtain a license as a psychologist, you may be able to negotiate for the institution to pay licensing fees, provide or arrange for postdoctoral supervision hours toward licensure, malpractice insurance, and membership in professional associations, or provide time and/or resources to study for the licensing exam.

Release time can also be negotiated. During the offer process, clarify how many classes you will be expected to teach each semester. This load may differ depending on the type of institution and program. If the position involves doctoral training, the teaching load should be lighter than at a teaching institution. Sometimes a release from one class can be negotiated for the first year or first semester to give you a chance to get your research program up and running or to prepare for new courses. It may also be possible to negotiate for some release time in the semester prior to submitting materials for promotion and tenure and/or for a sabbatical within a certain number of years.

You will also want to negotiate for start-up funds that you can use for research equipment, travel, student support, a computer, tablet, laptop, and so on. Have a dollar figure and budgeted justification prepared for this part of the process. You may also want to negotiate a partner accommodation position for your spouse/partner. Some universities will provide a permanent or temporary position for your partner, or facilitate employment connections for your partner.

Teaching Loads and Graduate Assistants
Teaching loads vary from one type of institution to another and it is critical to know exactly what the expected number of courses will be. This is usually expressed as number of courses per semester or quarter. For example, a 3/3 teaching load (three classes in the fall semester; three classes in the spring semester) is a typical course load in a teaching institution with some

expectation for faculty research but no doctoral training. In research-intensive institutions, where there is an expectation to mentor doctoral student research, a 1/2 or even 1/1 course load might be more typical. If you have outside funding, it may be possible to "buy out" a course to reduce the normally expected load. New faculty may be able to negotiate a release of one course for the first year or first semester.

If you are asked to teach a high-volume course, it can be important to ask for a graduate assistant to help with administrative aspects of the course such as grading, proctoring, student review sessions, and so on. If you have a research expectation, requesting a graduate assistant to help you get started can also be very helpful.

Promotion and Tenure Criteria

You should seek to obtain agreement with the department on the exact criteria used during the promotion and tenure process. Most departments have written materials that outline these criteria. Be sure to ask for a copy of these materials. In addition, read the university policies on tenure and promotion, as well as on merit reviews. These policies can also be found on the university website. Faculty members from marginalized groups are often inundated with service requests within the department, the university, and the community. This may be due to the need for diversity representation on various committees, the need for role models for students of color, or the perceived or demonstrated expertise of the faculty member of color in diversity issues. Although serving in these roles is valuable, the time required often competes with time needed for faculty duties such as teaching, advising, and developing a research program. Further, if the promotion and tenure criteria reflect only more traditional faculty roles, you could be at a distinct disadvantage. This is most often reflected in the slow development of a

program of research because of high service demands on your time. If your duties will include diversity functions, you should negotiate while you are a candidate as to whether or not promotion and tenure criteria will also reflect these service and diversity roles. Some institutions, in order to ensure the promotion and tenure of new faculty, reduce the teaching loads for the first few years, especially if new faculty members are doing a great deal of service with the community and with ethnic minority students. This is an important option to explore.

Sabbaticals and Other Types of Leave

Traditionally, sabbaticals—a period of time (often one or two semesters) during which a faculty member is released from his or her duties to pursue a research project, write a grant, develop a new course, and so on—are awarded after a faculty member has been tenured. However, some institutions are now using leaves or sabbaticals in innovative ways. It is often the case that the most important time for an individual to have uninterrupted time to research and publish is *before* the tenure process. Some institutions have developed special programs in which they grant leaves to junior faculty of color and female faculty for the purpose of preparing for tenure. This is something that you may negotiate during the hiring process.

You might also inquire about other types of leave a junior faculty member may get to pursue professional development opportunities such as funded postdoctoral research or study or a congressional fellowship. You should also discuss maternity and/or family leave policies, but be sure you understand the positive or negative impact each type of leave might have on the "tenure clock."

Make sure that any agreements are put in writing as part of the final offer that you will accept and sign. ■

STRATEGIES FOR MAXIMIZING YOUR CHANCES FOR PROMOTION AND TENURE

The tenure process requires focusing on protecting and promoting yourself. Chapin (2006) outlines the process of obtaining promotion and tenure. Balancing all of the responsibilities that come with being a faculty member is crucial to being successful. Professional achievement through research, teaching, and service is imperative and there are specific expectations at each rank. For assistant professors, the length of the probationary period is usually no more than 7 years. During this time, the faculty member is evaluated on professional growth, as well as on teaching, research, and service within the institution. If the outcome of the evaluation is positive, then the faculty member will be promoted to associate professor and awarded tenure. If the outcome is unfavorable, the faculty member is usually required to seek employment elsewhere, often referred to as "up or out." Promotion to full professor is usually pursued after an additional 3 to 5 years. The process is similar to the one for seeking the associate professor rank; however, the qualifications are broader, often requiring a national reputation. In addition, these reviews are not "up or out." Rather, these decisions are up or down, meaning that you will not lose your job if you are not promoted to the rank of professor. Criteria may also include institutional usefulness, academic leadership, collegial responsibilities, and personal qualities of integrity, self-reliance, and tolerance (Rheingold, 1994). It is imperative to know which components your institution values the most, whether it is research, teaching, or service. Other aspects that are important when it comes to obtaining tenure are the number of journal publications, the reputation of those journals, the journal's impact factor, presentations at scientific conferences, advising students, and course evaluation by students (Balogun, Sloan, & Germain, 2007).

Finding a Mentor

Finding an advisor/mentor early in the process can be a valuable move for you to make as a job seeker. The advisor/mentor might be a graduate school advisor, an internship supervisor, or anyone knowledgeable about academia. This person can help by ensuring that you are aware of the kinds of questions to ask, the things to look for throughout the process, and ways to strengthen your application to make it attractive to potential employers. One of the most important areas in which a mentor can help is in the development of your curriculum vitae (CV). Often, applicants leave out information that is important or include information that is irrelevant. A mentor/advisor can review both the CV and the cover letter and make suggestions about how to strengthen them. The CV is the first evidence a hiring institution will see about you, so making the best possible impression is essential. A mentor may also be able to advise you as to whether or not you are adequately prepared for an academic career. This could especially apply to those who are changing careers or those who have decided on academia late in their training. For example, if you need more publication or teaching experience, you may acquire it by teaching as an adjunct, getting help in writing and submitting articles for publication, or teaming up with someone to write jointly. This type of experience can often make you more competitive. A good mentor/advisor can be invaluable in this process.

Sometimes, people decide to seek a position in an academic setting after working in some other setting for several years. For instance, you may have worked in a clinic, hospital, or organization where you functioned as a clinician, administrator, or director of training, doing some writing and research activity or occasional teaching. Although entering a career in academia involves addressing the particular requirements of this career path (research, publications, teaching experience), previous experiences can also be an asset to the academic department. It is important to frame your descriptions of previous experiences so that the department will recognize your potential contributions. A mentor/advisor can be very helpful in this process.

Mentoring also has a huge impact for faculty of color, especially for those who work in a predominately White institution. Tillman (2001) found that mentoring facilitates emotional, social, and cultural adjustments to institutions where faculty of color must confront isolation (as cited in Diggs, Garrison-Wade, Estrada, & Galindo, 2009). In another study, Johnson-Bailey and Cervero (2004) identified six critical issues for faculty who are engaged in mentoring relationships: (1) trust between parties; (2) acknowledged or unacknowledged racism; (3) visibility and risks pertinent to minority faculty; (4) power and paternalism; (5) benefits to both parties; and (6) "otherness" in the academy. Career mentoring has been associated with an increase in salary and better career development (Bradley, 2005;

Eby, Butts, & Lockwood, 2003), as well as increased productivity, and it can lead to an increase in publications, which are crucial to the tenure process.

A female role model who supports the success of other women and demonstrates that women can be successful in academia can provide a sense of belonging and support in the face of a negative tenure outcome. Of course, for faculty from marginalized groups, a role model and mentor of the same or similar background can be particularly supportive and influential. Research suggests that female junior faculty members who received mentoring from senior female faculty members have stronger academic self-concepts and are more successful in obtaining promotions than those who do not receive mentoring (Richman, van Dellen, & Wood, 2011).

However, it is important to be realistic about support from female faculty. You may find that women faculty members have little time to spare, or they may appear unwilling to engage in a mentoring relationship. Do not take rejection personally. They too are likely facing the career challenges of being a woman or woman of color in the male-dominated academic world. All women of color in the academy are in the "borderlands" (Arredondo, 2011). They have to negotiate a space that was designed for White men and White women as well. Often, students do not value them as they do White faculty, requiring women to be more affirmative and to set clear expectations for respect. Arredondo's article provides helpful insights into how high-achieving and intelligent women need to affirm their successes navigating through unfriendly spaces.

Consider joining a local chapter of one or more organizations that promote the participation of women and people of color in academia so that you can connect with other people who understand your perspective. You may meet both junior and senior members who are interested in a friendship or mentorship. Tenured faculty members from marginalized groups may be more willing to offer mentorship than those not yet tenured. These professionals may be able to offer advice on how to manage setbacks to tenure and come back from negative tenure outcomes. Finally, reaching out to the mentors who have been an important part of your support network up to this point can be helpful as well.

Negotiating the Unwritten Rules
Each college or university has its own set of written rules governing many aspects of academic life. There are also unwritten rules that, together with the written ones, constitute the culture of the institution. Criteria for tenure and promotion are often not explicit or clear, and there may be unwritten rules that are not uniformly applied across all departments (Ross, 1987). As a new member of the community, one of the most important tasks you face is determining not only what the rules are, but also how they are applied. The application of rules is as important as the rules themselves. Also, understanding the political aspects of decision making in your department that

are not openly discussed is valuable to your success. This is also something that a mentor can help you to clarify.

The decisions regarding faculty life in your department will have both intellectual and political components. If you think about the decisions surrounding your own dissertation and the composition of your dissertation committee, you get a sense of the kinds of issues that will operate in your hiring and subsequent promotion and tenure processes.

Some of the discussion that follows describes the most demanding criteria for promotion and tenure—those commonly found at research universities. As suggested in Part 1, you should identify the criteria you will be facing. Although almost all academic institutions consider teaching, research, and service as criteria for promotion and tenure, institutions vary widely in the importance they place on each category. Most research universities do not consider teaching to be the most important work, and tuition often produces less income than research dollars. In such institutions, faculty who have demonstrated excellence in teaching but have published little may be denied tenure, promotion, and merit pay. Thus, you will have to concern yourself with doing all three of these things proficiently and allocating time and effort in proportion to the priorities of the department within your institution.

Collegiality
In addition to your performance in these three areas, all departments are concerned with the issue of *fit*. Fit is the degree to which your contributions in the areas of research, teaching, and service are central to the needs of the department. While fit has always been a criterion for hiring, some institutions have recently started to place it overtly in the list of criteria for promotion and tenure. A component of fit that is often unstated but plays a part in decisions is *collegiality*. While *Webster* defines *collegial* as "marked by power or authority vested equally in each of a number of colleagues," *collegial* has taken on another meaning that has more to do with the judgment of colleagues that both you and your work are in harmony with the department's needs. Definitions of collegial behavior are idiosyncratic, however, so the same behavior may have different implications for different individuals within a department. In addition, colleagues may replicate the behavior of managers in nonacademic settings. According to Landau (1995), both race and gender are related to managers' ratings of promotion potential, even when controlling for age, education, tenure, salary grade, functional area, and satisfaction with career support. Females are rated lower than males, and African Americans and Asian Americans are rated lower than Whites. Landau found no interaction effects, indicating that the effects for race and gender had additive effects for ethnic minority women.

In one study, Ng, Eby, Sorensen, and Feldman (2005) conducted a meta-analysis to examine predictors of objective and subjective career success. They found that human capital and sociodemographic predictors generally displayed a stronger relationship with objective career success and that organizational

sponsorship and stable individual differences were generally more strongly related to subjective ratings of career success.

The expectations for collegiality are defined by the general climate of the department. For example, departments with an active social life may demand more contacts beyond the work setting than those in which such relations do not occur. Collegiality is one aspect of your performance in which the informal rules that set the climate of your department are very important. The Collaborative on Academic Careers in Higher Education (COACHE; 2009) divides climate into 10 aspects that pretenure faculty mention as being especially significant. They identified the fairness of supervision, the interest of tenured faculty members in their own professional development, opportunities to collaborate with tenured faculty members, and having professional and personal interaction with tenured colleagues and peers. Furthermore, a sense of fit with the department, the intellectual vitality of the tenured faculty, and the fair and equitable treatment of pretenured faculty members was also important (Trower, 2009). Having a more welcoming environment significantly increases career satisfaction (August & Waltman, 2004).

Once you have accepted a position at an institution, you will find the following strategies for promotion and tenure helpful: information and resources, teaching, research and publishing, service commitments, relationships, and evaluations.

INFORMATION AND RESOURCES
The academy lives by information and by the recording of it. You will have to become knowledgeable of the written policies, be aware of unwritten rules, and keep detailed records of your own work with these policies and rules in mind. Finally, you must secure the resources to enable you to do your work.

Know the Written Policies
Obtain a copy of your institution's or university's written policies on promotion and tenure and discuss the interpretation of these policies with senior colleagues whom you trust. Their opinions regarding which criteria are the most important can be valuable. Have these discussions early and often once you arrive at your institution (Gibbons, 1986). Institutions will have different promotion and tenure requirements, depending on the college, school, and specific discipline. These should be part of the institution's written policies and are often included in the hiring documents. In addition, some institutions may have unions for faculty members to join. Whether or not you choose to join a union, it is still important for you to know how they may influence the promotion and tenure processes.

Learn the Unwritten Rules
Unwritten rules define acceptable and expected work behavior. They are the expectations and norms that influence behavior and attitudes of a group. These expectations are usually unspoken but are often used by an organization to achieve key objectives (Simpson & Cacioppe, 2001).

There are many ways to learn unwritten rules. To obtain different perspectives, you must obtain information from a number of different sources. Attending faculty meetings allows you to observe who leads discussions, who presents alternatives that are supported by the majority of the faculty, and who the Chairperson turns to for opinions on particular types of issues. Your presence at the faculty meetings also makes you visible to colleagues with whom you may not interact during the daily course of your work.

Each department has ways of socializing in the context of the daily routine, sometimes in the mailroom, at the coffee shop, or over lunch. Nonfaculty senior staff in your department are sometimes part of this socializing and could be helpful in providing information and support. Be sure that you participate in social activities and use these opportunities to find out what is of concern to your colleagues. In some departments, opportunities for socializing may be limited in number, or individuals may be unwelcoming toward those who are not part of the inside group.

Keep Track of Achievements and Accomplishments
Most faculty members keep track of achievements in their CVs, which they update at least once per year. However, it is easy to overlook or forget about presentations, research, and mentoring activities that, by themselves, may not seem of great importance, but can add up to a significant contribution to your department, university, or field of expertise. To document your achievements as fully as possible, keep notes, a log, or a diary of all academic and professional activities. Also keep folders with copies of your publications and syllabi, as well as newspaper and magazine credits, important email messages, awards, commendations, acknowledgments, and so forth. You can use these as reminders when you update your CV. Written documentation of performance in teaching, research, and service is clearly important to managing an academic career (Masagatani & Grant, 1986). It is a good idea to keep private backup copies of your CV, both in electronic and print formats, away from the academic setting.

A key strategy for maximizing your success in the promotion and tenure process is to have your work serve double or triple duty across the academic areas of teaching, research, and service. For instance, your course preparation could help you develop the literature review for grant development or publication and vice versa. Serving on committees could produce publications and collaborations for innovative teaching, with acquisition of educational grants that you can list on your CV or use to respond to performance evaluations. Becoming a thesis or dissertation chair for students whose work most closely relates to your own research interests can also be beneficial, especially if those students are productive. Remember, the demands on faculty of color and women faculty are multiple. Having whatever activities you do serve dual or triple purposes lessens your stress and maximizes the time you can spend on things that count to your advantage.

Be Attentive to Resource Allocation, Including Your Own Resources

Access to laboratory space, equipment, and graduate research assistants is instrumental in productivity and chances for success. These are scarce commodities in many departments and thus can be a source of competition. Another often overlooked resource is the kind of courses assigned to faculty members. Pay attention to how courses, seminars, and practica are assigned or rotated among faculty. Do not assume that resources, including space, staff, and courses, will be allocated to you if you patiently wait. In academia, as in other competitive environments, it is often "the squeaky wheel that gets greased." If you are not treated equitably with regard to these resources, discuss your concerns with your chairperson. Again, it can be very helpful to have a mentor to guide you in this situation.

Strive for Extramural Funding

Many institutions expect faculty members to compete for external funding to support research and special activities, such as conferences. If this is a priority for an institution, it will usually come up during the phone interview and the in-person interview process. This does not mean that you must secure grant funds to qualify for promotion or tenure. However, it may be important to demonstrate your commitment to that goal and to completing any groundwork toward that end. You can accomplish this by discussing with department colleagues and your chairperson possible sources of funding and your plans for submitting proposals for outside grants as well as seed money available from your institution.

It is increasingly harder to get a grant from a national funding agency. In recent years, the percentage of funded proposals at large granting sites has decreased and is now approaching single digits (Norris, 2011). You can increase your chances for success in obtaining external funding if you and/or your work are visible. Publishing is one way to gain visibility; attending conferences and meeting funders is also helpful. Another way to increase your chances is to use sources made available to you. Start with the resources made available through the grants office at your institution. This may be one designated person at a very small college or an office with several workers at a research university. In addition, there are many grant-writing resources online, particularly at grant-issuing agencies such as the National Institutes of Health (e.g., http://grants.nih.gov /grants/grant_tips.htm). You can also make appointments to meet the grant program officers in your area of expertise and visit the headquarters of the funding agencies. If possible, have someone introduce you to these individuals. Be aware of procedural differences between federal governmental agencies, internal institutional sources, and foundations. Many faculty members see foundation support as providing the seed money that will allow them to compete for larger federal grants. Other important ways to increase your chances are to maximize the quality of your project and make sure it fits within the purview of the request for proposal (RFP). Make sure you have the expertise to accomplish what you are proposing. If you cannot fulfill a critical function of the grant, it is imperative that you bring others into the project to cover these gaps in expertise.

Most effective and ultimately successful proposals are not funded the first time, so do not be discouraged. Use the feedback you receive to strengthen the proposal and then resubmit it. Recent studies indicate that women were as likely as men in some institutions to obtain independent research grants (Kalvani et al., 2015). However, a 2011 NIH-commissioned study found a 10% point gap between Black and White researchers in winning R01 grants (Ginther et al., 2011). If your institution offers a grant-writing seminar or services through an office of research, using these resources may be quite helpful.

An uninformed or poorly prepared assistant professor seeking grant support may experience deleterious career consequences. Pursuing external funds, especially for someone without a track record, requires much work and often multiple submissions. It is not unusual for first-time investigators to spend 2 years or more pursuing their first funding. Once the grant is obtained, it may take 6 to 9 months to receive the award. This amount of time is significant when considered in the context of the overall amount of time the actual research will take and the time to publish the results. You should consider the effect such a time frame may have on your tenure or promotion aspirations. If you did not receive good mentoring during graduate school in this arena, it is not too late to seek out other mentors. Good mentors can come from across your hallway or campus, as these people may know more about the process at your institution and will probably not be competing for the same funds. You may also find mentors at conferences and at grant-writing workshops.

Most successful grant writers have had to work their way up. Most have started with smaller projects sponsored by smaller funds. Many research institutions offer internal funds for the purpose of initiating research and securing outside grant funds. The institutional office of research will often have information regarding these funds. If there is no such office, this information may be available through the department or college. Many institutions also provide incentive programs through which internal seed money is made available with the understanding that the researcher will develop an outside proposal within a specified period of time. These funds can be used to conduct pilot research, which is often helpful in securing larger outside grants. Inquire about these resources and your access to them during the interview and negotiation processes.

Some suggestions that can make the process of obtaining external funding more successful are discussed next.

Target Foundations and Internal Institutional Monies as Your First Source of Grant Funding

Foundation funding can be easier to obtain, and the response time is quicker. Note that some foundations require matching

funds and that many foundations pay little or no overhead. Make sure that your institution is willing to participate in securing these types of grants.

Consider Alternatives to Designing Your Own Research Project
- Conduct a secondary analysis of an existing database. This may not produce as large a grant, but the timetable would be considerably shorter for resultant products from your funded project.
- Collaborate with an investigator on an existing grant. Specialized funds are sometimes available for supplements (e.g., minority supplements). If you collaborate with a senior investigator, the advantages can be immense: (a) funds for the data collection, processing, and sometimes analysis exist in a grant award; and (b) the senior investigator's reputation will enhance your chances of getting your part of the grant funded.

However, it is not always easy to find collaborators who are willing to share their resources. If you identify someone willing to work with you, make sure you spend enough time communicating about your working styles, expectations, and so forth. You will need to have a specific agreement regarding the publication of data from the senior investigator's project, including details such as whether they expect to be the first author listed in the credits (this is still true in some circles), even if you do most of the work. Also, you will need an agreement about pursuit of external funds and who would be credited as the principal investigator for any spinoff study. If you are sharing resources with another institution, your office of research may insist that you sign formal documents outlining the agreement, Your institutional review board (IRB) committee may also be interested in agreements from a research ethics standpoint. You will be required to garner human subjects approvals at any participating data collection site, sometimes at the point of the grant submission.

Explore Funding on a Smaller Scale
State and local foundation and government sources of funding may be quicker to obtain and may require less detailed documentation. Specialized grant searches may be obtained from your university's grants office. Communication with the grants office about your research interests will alert them to possible grant announcements in your area and possible campus collaborators for research grant initiatives.

University seed money grants, state and local foundations, and federal sources of research money, faculty development grants, Minority Access to Research/Careers (MARC), and research supplements for minority investigators seeking research support (i.e., packet of NIH Minority programs and other programs of special interest and Internet searches for latest program announcements) are all avenues for securing funding. Many programs to enhance the research careers of people of

color seek applicants who span the entire biomedical/behavioral science career ladder, from high school to visiting scientists and faculty fellowships levels. Federal funding sources often have specialized mechanisms available for new and early-stage investigators to get started on independent research. However, the process for accessing these funding mechanisms can be just as competitive and slow as the traditional process. You should consult with senior colleagues and research development people at your university, as well as program officers at the funding source.

Recognize That Your Grant Research Application Can Lead to Publication
When you do submit a grant application, be sure to think about how your research and writing to prepare for the grant application may be turned into publications and presentations. For example, in a relatively undeveloped area, the literature review for your grant could become the basis for a published article. Pilot work undertaken in preparation for the grant application could also be documented for publication, as long as particular requirements are met, such as sample size. This is especially true if you are experimenting with a new technique, working with a hard-to-reach population, and so on.

Overall, the best advice in seeking out and applying for external funding is to plan carefully throughout the process. Think about what you want to do, where you will seek funding, the amount of effort you will need to invest, how large a study you want to undertake, and so on. In addition, be creative in seeking out funding sources, research opportunities with existing data and/or other investigators, and find ways to turn your grant-related products into publications or other scholarly activities.

TEACHING
Teaching has always been central to the expectations of faculty at small liberal arts colleges, community colleges, and teaching universities. In recent years, teaching has also become more important at research institutions. The type and number of courses you teach, the proficiency with which you teach them, and the number of students that you advise are the components used to evaluate your teaching.

Courses
Under ideal circumstances, the courses you teach will be closely related to your research expertise. However, this is not the most common situation in most departments. More typically, you will have courses that are closely aligned with your research expertise, and you may have to teach service courses for the department and university. Thus, your teaching load and the teaching course mix determines how much overlap there will be between your teaching and research expertise. For example, if all the courses you teach are unrelated to your research interests, teaching these courses will create a heavier burden than if all

the courses are directly related to your research expertise (i.e., reading two areas of empirical literature versus reading only one body of literature for course preparation and research/grant preparation).

You should negotiate and renegotiate teaching loads and course assignments so that you will be able to teach most of the same courses for several years and, thus, minimize new preparations. Typically, new course preparations for untenured faculty members during their first 3 years in academia can be overwhelming and monopolize time that should be spent on research projects and grants.

Student Advisees

In most departments you will be expected to advise students. The kind of advising that is expected depends on the institution. In research institutions (which typically focus on graduate education), your advising will probably be limited to theses (senior or honors undergraduate and master's) and dissertations (doctoral). You may also be expected to advise undergraduate majors on their courses of study. Appointment to departmental faculty does not automatically translate into an appointment to graduate faculty (which allows you to sit on graduate students' committees and/or be a major advisor to a graduate student). Clarify this; then seek such an appointment if you did not negotiate this at the time of your hiring and if it is in your best interest. Be aware that along with this appointment, there may be more service work in the form of assisting other faculty members and the students under their direction. Some faculty members really enjoy working with training graduate students in research; others feel that the time it takes detracts from their own work. In 4-year institutions, student advising will be focused on undergraduate programs of study, advising, and helping to prepare students for graduate or professional study. Faculty may also have the opportunity to advise students who are working on senior or honors theses.

In 2-year programs at community or junior colleges, the focus is primarily on helping to prepare students for transfer to a 4-year institution or helping them to build skills toward employment. Advisors will be expected to help students prepare academically as well as to negotiate the application and transfer process. As many nontraditional students often attend a 2-year institution first, advising may also emphasize helping returning students reorient to the academic environment and refine their time-management skills.

If you are the only faculty member in your department or area who is a member of a marginalized group, you will likely be sought out by many students who are members of marginalized groups for mentoring, advice, and emotional support. These activities can be rewarding because, just as you needed mentoring by someone more experienced, so do the many students who are likely to seek you out.

Many faculty who are members of marginalized groups feel a strong desire to meet these expectations because of needs they reflect. Such commitments can, however, be a quagmire, because too much committee work and student advising will likely impair your teaching preparation and research productivity. In some departments your peers will expect you to serve all students, and your attention to students who are members of marginalized groups will be seen as a disservice to other students. In other departments, you will be expected to serve only or mostly students who are members of marginalized groups. If such departments marginalize these same students, your involvement with them will marginalize you as well. In either case, time that you commit to unacknowledged mentoring is time that is not spent on activities that would bring you closer to tenure or promotion. You must confront this conflict directly and work out an appropriate solution. Discussing this issue with your own mentor(s) will be helpful.

Teaching Philosophies, Competencies, and Evaluations

Variations in emphasis on teaching versus research may exist within the same university. Studies have shown that even when both teaching and research are considered important, success in research is often given a greater emphasis during tenure and promotion evaluations (Kasten, 1984).

Many institutions use student teaching evaluations as part of any promotion decision. Teaching evaluations provide useful information for course improvement. However, even if not heavily weighted, negative teaching ratings may hurt your chances for promotion and tenure. Excellent student evaluations, however, will not be sufficient in and of themselves for gaining tenure. Many universities require untenured faculty members to evaluate every course they teach.

One recommended strategy is to have teaching evaluations by peers and students in the middle of the semester so that you can address any deficiencies before a final evaluation (Gibbons, 1986). Seek early evaluations of your performance, preferably after the first year, but no later than the second. You should conduct evaluations yearly to keep informed about your status.

Anecdotal reports from faculty who are members of marginalized groups indicate that students sometimes expect these faculty members to be less competent. A research study by Bavishi, Madera, and Hebl (2010) confirmed this, indicating that Black professors were seen as significantly less competent by students than White or Asian faculty members, with female Black professors receiving the lowest ratings. In addition, Black and Asian professors were perceived as having less interpersonal skills than their White counterparts. As faculty who are members of marginalized groups are often the ones who integrate the most diversity material into the coursework, some have found that students who fail to understand diversity feel that too much attention is paid to these issues. This may be reflected in student course evaluations. It is important that students be encouraged to include written comments on evaluation forms. In this way, if course evaluations are low, and the student indicates that this is because of the inclusion of too

much diversity material, the faculty member can address the ratings in annual faculty evaluations and promotion and tenure packets.

One advantage of having both peer and student evaluations is that peer evaluations may counterbalance negative student evaluations and vice versa. If available, peer evaluations can be particularly useful for obtaining feedback on your teaching from colleagues with special expertise in presentation skills (e.g., experts in speech and communication or in education and learning).

RESEARCH AND PUBLISHING

The ultimate evidence and validation of your scholarship comes when it is published. Part of your success as an academician will depend on having something to say in a publishable form, what outlets you choose for publishing, how often you publish, and how you deal with the rejection inherent in the publishing process.

Choice of Research Area(s)

Although changing priorities at federal funding agencies (NIMH, NSF, NIH, etc.) has encouraged researchers to broaden and diversify research populations, and has encouraged members of marginalized groups to submit for funding, some academic institutions may not be supportive. In some institutions, research on issues relevant to members of marginalized groups may be viewed pejoratively, and may be devalued and/or discouraged (Sandler & Hall, 1986).

According to Taylor and Raeburn (1995), there are career consequences for activism in high-risk areas. For instance, openly gay sociologists who challenge stigmatization, promotion of unequal treatment of disenfranchised groups, and/or who conduct research on diversity issues face personal discrimination in hiring, bias in tenure and promotion, exclusion from social and professional networks, and harassment or intimidation, with systematic devaluation of scholarly work on gay topics. Similarly, Thompson (2008) found that tenured senior faculty tend to devalue the research areas of faculty of color because they do not relate to the topics. Faculty of color are thus marginalized because of their research areas of interest.

Others' lack of recognition for your work can be a source of disappointment and frustration. The problem particularly affects faculty who are members of marginalized groups because they are the faculty most often interested in pursuing research in nonmainstream areas. The term "double whammy" applies here because research in a nonmainstream area is less likely to be seen as important, and, at the same time, leaves a person more open to being perceived as "biased and lacking scientific objectivity" (i.e., as "having an ax to grind"). It is even more confusing when expertise in these areas is suddenly valued when someone is needed to teach multicultural or diversity-related courses in the department (Constantine, Smith, Redington, & Owens, 2008).

Discuss your research interests with your department chairperson and other senior colleagues. If you perceive that the importance of your work might be misunderstood or undervalued, seek opportunities to inform others of its relevance and significance. Present your work in and out of your department or institution at conferences, seminars, or forums that will expose you to people with similar interests. These individuals may become collaborators in research and/or can serve as a broad-based system of support outside your department. They should become familiar enough with your work to be able to provide strong positive evaluations. If possible, work with individuals with strong reputations so that their opinions are more likely to outweigh any prejudicial judgments.

Some scholars maintain two areas of research, one mainstream and one nonmainstream. This can be difficult because you might then be expected to be an expert in two distinct areas, and your record in the mainstream area may be compared with the records of researchers who have devoted all of their time and energy to this one area. An alternative strategy is to research topics that may be considered outside of the mainstream, but frame the topics within solidly mainstream methodologies and/or theories.

Publishing Steadily

Beginning researchers should publish as many pieces from their dissertation as they can. There is evidence that this is one of the best predictors of success in publishing. With many things to do each week, making time for writing is difficult. You can structure your time so that every week you work on some aspect of a manuscript. If you have structured your teaching so that it supports your research, most of the work you do for teaching will also serve this purpose. But you must also dedicate a certain amount of time each week during the school year to advancing the start of new research, writing, and publishing. Saving this time and considering it as untouchable as your teaching time is one of the most important work habits you can develop. Form or join a writing group. In this group (usually five to six people), each member brings work in progress to be critiqued. This process helps you to clarify ideas, gain access to a broader set of references, and keep you on track with your writing. Sometimes you can also benefit from having a "writing buddy" who has a similar project and writing goals. Discuss obstacles to writing and plans for overcoming them.

Publishing Carefully

Not all journals are held in equal regard. Make every effort to publish your research in the most respected journals in your area. Here again, soliciting colleagues' opinions about the various outlets for your work and the type of research activities you are expected to pursue is useful. For example, many departments do not consider textbook writing as research and, even if valued, expect it to come only after demonstrated success at publishing

empirical research in peer-reviewed journals. Furthermore, an article published in a mainstream journal will likely be valued more highly than the same article published in a women's studies or ethnic studies journal (Sandler & Hall, 1986). At times you may have to weigh the most appropriate audience against the most valued publication outlet for your department.

Some scholars decide to submit articles only to mainstream journals. Others publish in both mainstream and nonmainstream journals, but often the choice is outside the researcher's control. Just as it is more difficult to get peer recognition for research on gender issues or issues of culture, ethnicity, or race, it is often more difficult to get this research published in the most prestigious and mainstream journals.

It has become common to use the journal impact factor as a measure of the relative importance of the journal. The impact factor (IF) is actually a measure that reflects the average number of citations to articles published in that journal in the preceding 2 years. However, there are recent criticisms about using IF as a measure of success, in part because of the difficulty in publishing diversity-related research in mainstream journals.

The important point is that publishing in journals that seem obscure to your department may make tenure and promotion more difficult to achieve because your department may not know how to value your work. This may be a particularly important issue to be addressed by your outside letters of support.

Learning to Handle Rejection
Most manuscripts are rejected, often multiple times, before publication. Most academicians experience such failure and rejection. You should not take criticism as a personal attack. In fact, doing so may undermine your chances of success (Stake, 1986). Instead, use the feedback you receive in a constructive manner to revise the manuscript and resubmit it. If the rejection feedback encourages revision and resubmission, resubmit as soon as possible. If the rejection feedback suggests a new venue, make the suggested changes and send the manuscript to a new outlet.

Not all review suggestions are equally useful. Some may reflect the preferences of a particular journal reviewer. If there is no possibility of resubmission to that journal, you may be better off incorporating the suggestions you deem appropriate and resubmitting your revised manuscript to a new outlet without further delay. If you perceive that the reviews of your manuscript contain sexist or racist assumptions or in other ways seem to be systematically biased against your research, it is appropriate to speak to the journal editor about your concerns. Often, if your concerns seem legitimate, the editor will secure another review.

Diversity Presentations
Young scholars with expertise in diversity topics may be sought after to give conference presentations, consult, or otherwise participate in work on diversity issues. In some cases, the expertise may simply be the result of being a member of a

marginalized group in your field. While these requests may be validating and personally rewarding, they can be quite demanding in terms of preparation and travel time. It is important not to allow these requests to consume too much time that might otherwise be devoted to research and publishing, or whatever the specific indicators of success at your institution might be.

PROFESSIONAL PRESENTATIONS AT CONFERENCES
Although you may want to present at different conferences, finding a professional home at which to regularly present is very important for professional and personal development. Most people start with poster presentations and then move up to panel discussions and symposia-type presentations. You may wish to organize a panel discussion and invite colleagues from your graduate school or internships or postdoc to assist. Contacting other professionals in the field to present with you is a good way to exchange ideas and help each other to avoid pitfalls. Involving your students in poster presentations and panel discussions is a great way to mentor them into research dissemination in your area. You have money from your department to pay your way to these events, but you may also want to negotiate for travel money when you start your position, or apply for travel grant funds at your institution.

Sometimes presentations or panel discussions may lead to journal articles, or even lead to invitations to submit an article based on the presentation. For example, following a panel discussion on different aspects of diversity in clinical training, panel members can write up their presentation to be part of a submitted packet of articles. As an example, one of the authors of this document served on two different panels at an annual conference that resulted in an invitation to submit to the *Behavior Therapist*; one was about suggestions for women in their early careers in academia and balance (Brown, Caraway, Brady, Caldwell-Colbert, & Iwamasa, 2002) and the other was about the importance of increasing ethnic diversity among cognitive behavioral therapists (Caraway, 2001). While there is no guarantee of acceptance, there is definitely an advantage to being invited to submit.

SERVICE COMMITMENTS
The observation is often made that faculty members are paid to teach but are rewarded for their research and publications. Service is not even mentioned in this list of what is seen as valuable. Women faculty and faculty of color are often placed in a double bind with regard to service activities. A study based on interviews with 52 of Stanford's faculty of color in 2011 showed that faculty of color still perform a disproportionate amount of diversity-related university service, and that service is not necessarily recognized by university leaders (Lapin, 2013). This sort of double standard has existed for women faculty and faculty of color for many years. The activities in which they are often expected to take part, such as committee responsibilities,

the advising and mentoring of students, and developing diversity curriculum often do not receive much credit relative to the time and effort they require.

University and Department
Find out how heavily service is weighed in your evaluation for promotion and tenure and what kind of service is considered most important. Typically, research institutions weigh research, teaching, and service in that order. Teaching institutions may weigh teaching over research, but still count service less than either of those. Some institutions may weigh research, teaching, and service equally but only focus on service to the department or institution as valuable. Other institutions give very little weight to service in the tenure and promotion to associate professor, but give it increasing importance in the promotion to full professor. These are all questions that you need to be able to answer prior to beginning your position.

Young faculty can easily become overly involved with departmental and university service activities. Their involvement, in turn, can detract from their effectiveness in research and teaching. If you are the only faculty who is a member of a marginalized group in a department, you may be asked to be a faculty advisor for relevant student organizations and to serve on many committees, including committees relating to members of marginalized groups. According to Aguirre (1987), Hispanic faculty participated more in diversity-related service committees than on university-related service committees. Recent studies show that disproportionate amounts of diversity-related service continue to fall on the shoulders of faculty members of color (Lapin, 2013).

When making a decision about committee work, it may be important to "factor in" how your decisions will be perceived by others. Your overinvolvement in committees or other service activities may be perceived as demonstrating a lack of commitment to the more approved activities of research and teaching, but turning down committee appointments may be perceived as not being a "good citizen." Gibbons (1986) suggests that you should be selective and focus on important academic committees that will offer visibility with prominent campus personnel. The bottom line is that it is important to find a balance between the activities required for success and those that allow you to make a meaningful contribution to your community. Even better, you may be able to find activities that can count as both.

If you are asked to serve on more committees than you have learned, through your discussions and research, to be normal for faculty in your department, you have several alternatives: (a) you can ask that your teaching and research load be reduced; (b) if it is absolutely vital to the chairperson that you serve on one or more committees, you can ask for a written acknowledgment of your contribution to university service (such a statement will give added weight to counting this service as a contribution when it comes time for promotion); or (c) you can negotiate for a lighter load of committee work next year to compensate for the heavier load in the current year. In addition, frequent contact and discussion about these issues with your department chair can help you to navigate these requests and/or to negotiate for the chair's support of these activities in your evaluation process.

Professional Associations
You may also be asked to serve on committees at the state, regional, and national levels (e.g., APA, journal reviews, national review, or advisory panels, etc.). These opportunities can be excellent ways to make contacts, get exposure to the field outside your immediate environment, and build relationships to help with research. They may provide a great deal of personal support as well. Particularly if there are very few faculty who are members of marginalized groups in your department, people you meet through outside service can become part of a professional community that will help sustain you. However, it is still important to make sure you do not become overloaded with committee work. The same considerations that were set out above for institutional committee work apply for outside committee work (and keep in mind any additional travel time). You should carefully consider whether the benefits of a particular committee outweigh the time it will take away from other required activities.

Community
Although committee work, mentoring, advising, and other diversity-related services are essential to the success of any academic institution, it is quite likely that you will need to make the case for this. Often faculty members from marginalized groups are also called on to provide professional service within their ethnic communities and in the past, this has often not been recognized in the promotion and tenure process. However, there are models for recognizing the benefits that service to ethnic communities by faculty of color brings to the institution (O'Meara, 2002; Glass, Doberneck, & Schweitzer, 2011). Sometimes, these kinds of projects can be integrated with teaching and become service-learning projects for your students, which does receive recognition within the institution. It is critically important for you to recognize these potential issues and make a decision about whether they are important to you. Otherwise, it is quite easy to get swept up into helping without taking the time to think it through and set the stage for these activities to count toward your advancement. If you are expected to engage in these activities, or decide that they are important to you, you will need to negotiate for them to count more than minimally in your promotion and tenure process.

RELATIONSHIPS
People within and outside of your department will be an essential part of your success. Colleagues, students, and staff are all part of the culture in which you do your daily work. Good working relations with all of them are essential for collegiality, networking, and mentoring purposes.

Build a Network of Mentors

Finding people who can mentor you through this process is probably the most important thing you can do to ensure your success. You will benefit most from multiple mentors who can contribute to your success in different ways. Having someone in your department is key, but having someone who has been at the institution for some time and understands the campus environment can also be important. Some universities have established an official "mentors committee" for each junior faculty member. These committees are supposed to fulfill the functions of providing information, encouragement, and advocacy. But new faculty members have a variety of needs, including: (1) professional development, (2) emotional support, (3) intellectual community, (4) role models, (5) safe space, (6) accountability for what really matters, (7) sponsorship, (8) access to opportunities, and (9) substantive feedback (Rockquemore, 2013). It is highly unlikely that all of these functions can be fulfilled by what Rockquemore refers to as the traditional "guru" type of mentor. This hoped for all-knowing senior faculty person would be highly supportive; willing to share knowledge, guidance, nurturing, and protection; and would function as a central point of the new faculty member's world. But the chances of finding such a person are slim to none. Rather, Rockquemore argues, new faculty members should be placed at the center and taught to develop a broad network of mentors who can help them achieve what they specifically need at any given time. This network model of mentoring frees faculty members of dependence on any one mentor, normalizes the variety of needs that new faculty members experience, and empowers them to build their own network of support.

Zambrana et al. (2015) talk about the unique identity-related issues that members of marginalized groups feel in predominately White institutions. This often includes a sense of isolation, overt and covert racism and discrimination, and devaluing of their research (Aguirre, 2000; Alex-Assensoh, 2003; Rockquemore & Laszloffy, 2008). Further, although good mentoring can help to reduce these stressors, the lack of effective mentoring for members of marginalized groups can lead to retention failures. Good mentoring for faculty from marginalized groups should include: (a) mentors who understand the historical, structural, and institutional biases that have kept members of marginalized groups underrepresented in academia; (b) connection to mentoring networks specifically for members of marginalized groups outside of the home institution; and (c) institutional leadership to build a cadre of committed mentors who are well respected and knowledgeable about the unique needs of new faculty from marginalized groups (Zambrana et al., 2015).

Working Relationships in Your Department, School, and Institution

Establishing a good working relationship with other members of your department is easier in departments that are very collegial.

Often, one of the informal requirements for tenure is being "liked" by your colleagues (Gibbons, 1986). Although it would be ideal if established department members made newcomers feel at home, the reality is that some departments place that burden on newcomers who must prove themselves and secure an integrated position within the department. What this looks like depends on the particular institution, but forming strategic alliances (i.e., knowing where the power lies) and maintaining cordial relationships with the tenured faculty is often important.

Collaboration in research can be a successful way to achieve informal and formal recognition and acceptance. Collaboration has its pitfalls, though. For example, those you collaborate with may not fulfill their responsibilities. In addition, there is the possibility that the research, especially if done with a senior colleague, will be viewed as more theirs than yours. Be sure to secure some publications in which you are the first author.

Another approach is to cultivate relationships with powerful university figures outside your department. At the time of your tenure or promotion, these individuals may be an important source of support and may be instrumental in creating the expectation among your colleagues that you deserve tenure.

Bear in mind, however, that there are some environments in which it is difficult, if not impossible, to establish collegiality no matter how hard you try. If you find yourself in such a situation, do not blame yourself. Although you may be able to inform the department chair or some supportive faculty of sexism or racism that is disrupting relationships, you should be realistic about the chances of initiating change in such an environment. There are times when a faculty member who is a member of a marginalized group faces a dilemma between the need to speak out and the fear of alienating the established powers in the department. Collegiality may be used as a criterion for promotion and tenure and is sometimes a "cloak" in unfavorable tenure decisions, but it is very difficult to measure (Stevens, Silver, Hayes, & Kitty, 2014).

Build a Professional Network

Networking is an important career strategy for new faculty. Networking is the development and maintenance of relationships with individuals who have the potential to provide work or career assistance. A study conducted by Forret and Dougherty (2004) found that increasing internal visibility by accepting highly visible work assignments, serving on a task force, or engaging in professional activities can influence career success outcomes. Although this study found that engaging in networking behaviors was more beneficial for men than for women, it is still an important tool to use as you build your professional career.

You should attempt to build or become part of a network of investigators working in your research area. This is a good way to get your work recognized by others, to keep abreast of new developments, and to receive early feedback about the quality of your work. This will also help you build your

professional reputation. Although there are many ways to build a network, one approach is to present your research and attend presentations in your area at national and regional conferences (Rose, 1986).

The network will often be composed of individuals outside your department and will usually be an excellent source of advice, expertise, praise, and collaboration that may be lacking among departmental colleagues. Such support is especially helpful to women in male-dominated departments and people of color in predominately White departments, given that they are, at times, excluded from the informal activities that give people a sense of professional belonging. Members of your network may be able to support your application for tenure and promotion with letters documenting the importance of your research.

Staff and Graduate Students
Productive, constructive, and healthy relationships with staff and graduate students can be a source of mutual support and satisfaction. Different people have different roles and different types of information that can be useful to you. In large departments, staff may control many resources and may have long institutional memories that can provide a different perspective on issues of concern to you.

However, be cautious about developing these relationships at the expense of developing relationships with other faculty. Although in a "chilly" academic environment, staff and graduate students may be the only ones who make themselves available, having primary relationships of this type can lead colleagues to perceive you as less professional.

This does not mean that you should not have cordial relationships with staff members or form academic relationships with, pursue joint research interests with, or serve as a mentor to graduate students. You should not, however, substitute these relationships for good collegial relationships with other faculty members, and, thereby, risk being seen as less professional.

Balancing Professional and Personal Life
Quality of life is important both at home and at work. Finding a balance between these two is a struggle for most people, particularly for high achievers who persist through higher education to earn a doctorate degree. Making self-care a priority and inquiring about leave policies and more flexible time at work may be hard for those who are very committed to their work performance and image. The topics below address the need for personal care and development through self-awareness, self-care, and personal planning. Following this are some suggestions for negotiating family time and child care.

Personal Care and Development
Although there have been many articles and books about the importance of self-care to longevity in the workplace, quality of work, satisfaction with the job, and general health, there seems to be very little in the literature specifically about self-care in

academia. While we found several articles about the self-care of psychologists in the field (particularly after disaster responses and to avoid vicarious trauma and burnout) and of graduate students, there were very few about the self-care of psychologists in faculty positions. This highlights the need for borrowing what we know from other arenas. The ability to reach out for support seems to be key for addressing burnout. Additional literature discusses the importance of routine wellness education, self-monitoring, planning, and evaluation (Lenz & Sangganjanavanich, 2014). Self-care is not just about being able to manage stress and take care of yourself; it is also about the importance of developing and growing as an individual.

As self-care can be approached both globally and individually, we encourage everyone to consider these general points and then to specifically identify personal job stressors in order to develop an individual "self-care" plan. We all have a general idea about how to promote health and well-being, but we differ as to how and whether we practice it. We make choices every day about our health. Short-term gain versus long-term loss is something that may have helped you succeed in graduate school; however, now that you are an academician, you are going to want to look at the long-term benefits and costs of everyday health choices. Here are some areas to check monthly for your level of health and coping skills. Put it in your calendar to do an overall health self-check on a regular basis.

- How is your overall physical health? Are you going to regular medical checkups and taking care of medical problems as they arise? Stress is often expressed by physical symptoms, but are you sure that your symptoms are "just" from stress? You might have more peace of mind if you go and get physically checked out by a medical practitioner. Develop a good relationship with a physician and keep appointments for regular checkups. Work with your physician on formulating a good fitness plan that fits your lifestyle.
- How is your sleep? Are you getting enough quality sleep?
- Are you making healthy choices about what you eat? Do you make healthy food choices and have healthy eating/drinking/medication habits? Stock your office with healthy food snacks so you can walk right by the vending machines!
- How is your overall mental health? Are you making things harder for yourself by the way you are thinking, feeling, or acting? Just as getting checked out by a medical doctor may help you, you might also consider seeing a counselor, a psychotherapist, or a religious-based counselor. Are you getting the emotional support you need?
- Do you have adequate social support? How is your primary support group? This can be hard to maintain after several career moves. Do you have other beginning faculty members or colleagues inside and outside of your department who you can relate to and who can help you to gain perspective? Do you have other friends/family/support outside of your major field? It is good to strike a balance!

- Check your attitude! How positive is your attitude? Do you laugh? Can you laugh at yourself when you make mistakes? Can you grow from these mistakes instead of wallowing in them? Having a positive attitude and laughing can alleviate the impact of stress and keep you more stable overall. If you are from a culture that values humor and you find that humor is missing from your work environment, you may need to call home and talk to someone who makes you laugh.
- How much do you exercise? Do you walk to work? Go to the gym? It is never too late to participate in cardio exercises, flexibility, and strength training! Start small; make it regular; make it a habit.
- How is your financial strength? It is hard to concentrate at work if you cannot pay your bills. Academic jobs will not make you rich, but most allow you to pay the bills if you budget and plan well for your situation. Research loan repayment programs. You may want to look for some in your state, region, or area of expertise. There are loan repayment programs for educators, researchers, and practitioners in underserved areas or with underserved populations. You may also consider government consolidation loans. Some specific places to look for these include National Health Service Corps, U.S. Department of Veteran Affairs, National Center on Minority and Health Disparities, National Institutes of Health, Federal Student Loan Forgiveness Program, and the Army Reserve Medical Corps.
- Solid relationships are necessary for personal support as well as for good health. It is important to include good self-care as part of your support system.
- Do not neglect your spiritual health. If you are from a culture or family background that values a spiritual life and practices, it is important to find these ties in your new community. Do not wait to find a place of worship or ways to practice your spirituality. Build yourself a new faith community where you live now.
- Can you get away from your job and take a real break? This is hard to do with your cell phone and accessibility to email and texts. Although there is much attraction to, and use for, cell phones, studies continue to show that certain types of cell phone use, such as spillover from work to home, or home to work, and pressure to respond immediately contribute to stress (Sansone & Sansone, 2013). Monitor your cell phone use and the stress associated with it.

Locate specific sources of job stress. When on the job, it is important to realize which of your job-related tasks causes you the most stress (Berthold, Marinoff, & Nuñez, 2009). Perhaps you have a hard time with communication and may get nervous before teaching or meeting with your department chair. Perhaps you are scheduling so much service work that you don't have time for your research. It is important to identify and keep track of the source of stress for you as well as your ways of trying to mitigate it. As an academic, seasonal tasks may be linked to additional work stress. For example, at the beginning of a semester you may encounter more work and stress preparing for new teaching assignments. You may find that the end-of-semester grading task is mountainous. Perhaps mid-year there may be additional work with preparing for an annual evaluation or sitting on admissions committees. The spring semester may require additional time if you are on a hiring committee that may be managing candidate interviews or finishing up research tasks before student help becomes sparse during summer months. Ask a colleague about these tasks so you can plan your research goals and other service commitments with these in mind.

Develop a personal plan. Once you are aware of your current coping mechanisms, it is time to come up with a personal development plan that includes regular awareness, coping effectiveness checks, and a self-care plan. You may want to "research" this area and find something that works for you. For example, in a book by Norcross and Guy (2007), *Leaving It at the Office: A Guide to Psychotherapist Self-Care*, a couple of chapters encourage readers to identify rewards on a daily basis and develop creativity as a means of self-growth and a way to stave off burnout. Another example is the suggestion of exploring and leaning on spirituality as a means of professional self-care (Collins, 2005). Some researchers have noted that self-compassion and mindfulness strategies might be a way of enhancing well-being and may be helpful in mitigating the effects of job-related stress (Baker, 2007; Barnett, 2007; Pakenham, 2015). Once you have developed your plan, you might want to develop a system to keep your eye on it and make it a priority. Having apps on your phone with self-checks are useful for some; others may need to enlist the help of a friend or colleague. Remember to stay in touch with your graduate school advisor or mentors who have been helpful to you in the past. Develop new mentors in your new job; it is always a good idea to ask others for assistance. Go out to lunch every other week with a colleague or friend with whom you can exchange work/life goals. Ask each other about work and professional goals, identify obstacles, and brainstorm problem solving to keep you on track.

Negotiating for Family Time and Child Care. Despite gains in the number of women in academia over the last 20 years, there are still particular challenges for women in academia in relation to balancing family and career. Some of the greatest challenges are the timing of tenure, the forming of families, and access to and support for family leave. In an article, "Do Babies Matter? (Part II)," Mason and Goulden (2004) reported that women who succeed through tenure were much more likely to be single and without children or were at a higher risk of divorce than White men. They also reported that women do not advance in their careers at the same rate as men, particularly when children are in the picture. The researchers also explored the timing of "early babies" and gender with regard to who attains tenure ("early babies" were defined as one or more

children entering the household within the first 5 years after a parent earns a PhD) and found that only 56% of female tenured professors fit into this category, compared to 77% of males. An interesting note here is that there were a higher percentage of female faculty members considered to be "second tier," such as those who are part-time, hold 2-year faculty contracts, are nontenure-track, hold researcher positions, and those just beginning their tenure-track positions. Mason and Goulden's study indicated that motherhood is in store for only about 1 in 3 women who take university positions, and that women who are tenured are more than twice as likely to be single 12 years after earning their degree. This study also explored the higher tendency for women in tenure-track positions to get divorced after their first job (women in "second-tier" positions had a much lower chance). If you are a woman in a STEM field, particularly a woman of color, you are even more at risk for obstacles between your personal and work expectations (Kachchaf, Ko, Hodari, & Ong, 2015).

Other kinds of activities at work may make it harder for faculty members from marginalized groups to get tenure. For example, one study indicated that although women tend to spend the same amount of time at work each week (approximately 60 hours) as men, mothers of young children spend less time on research activities that tend to result in tenure and promotions (Misra, Lundquist, & Templer, 2012). Other studies have shown that faculty members from marginalized groups tend to spend more time with service activities that may not be valued by the larger institution in the promotion process (Williams, 2015; Zambrana et al., 2015).

This kind of data has led many universities to develop more family-friendly initiatives. For example, at the University of California, there were some initiatives in the early 2000s to make the workplace more family friendly and to promote cultural change. The American Association of University Professor's guidelines also recommend changing the tenure calendar to be more family friendly (e.g., requesting promotion and tenure at year 7 instead of year 5) and several universities have responded positively. With regard to family leave policies, some universities and colleges offer paid leave and support for more than the typical 12 weeks allowed by the Family Medical Leave Act. Some universities also have "stop the clock" policies that allow a woman to stop the tenure clock for the year after she has had her baby.

Be informed about the leave policies and procedures of your institution and your rights as a worker. Ask about the benefits and leave policies during your job search. Once you are in a position, make an appointment with a Human Resources representative to find out about leave policies and procedures. You might want to start out by asking trusted colleagues who have had children while employed at the institution about department support. Hopefully you have a department chair who is supportive and will plan family leave strategies with you. Sometimes teaching loads can be altered to accommodate a baby being born. Perhaps you can move to three-quarter time for a semester after the baby is born to get more time at home. Or you may be able to negotiate a more flexible schedule to breast-feed your baby at a nearby childcare center and have time to pump milk during the day. Check into medical spending accounts to have daycare money taken out of your paycheck directly.

EVALUATIONS

Just as students can positively affect their grades by keeping close tabs on their performance and comparing their notes against teachers' evaluations, faculty members can manage the evaluation of their work in a manner that increases their ability to influence the process. If you keep a complete and accurate CV, ask for evaluations at every step of the way, take a realistic approach to the review process, and respond to evaluation feedback you receive, you can increase your chances of identifying problems early enough to avoid a negative decision at a terminal point, such as the tenure decision. In most institutions, the vote of the department chair is crucial to the final outcome. Therefore, keeping your chair informed of your progress at every point and getting feedback on how you are doing is important. If the chair does not call for annual meetings with you, you should request them and be ready to chronicle your contributions for the past year in each of the areas in which you will ultimately be evaluated. If you find early on in your position that you are being asked to do more service than the percentage amount allowed in your evaluation, it is a good time to either renegotiate the weight of that aspect or seek some mentoring on how to cut back on the time and effort spent on service tasks.

The CV as the Basis for Your Evaluation

When the time comes to prepare your documents for tenure and/or promotion, you need to have a complete, written, and accurate record of your accomplishments. Keeping careful track of achievements and accomplishments and updating your curriculum vitae (CV) to reflect them will enable you to use it as the basis for your tenure or promotion file.

The process of building your promotion and tenure packet really begins before you are even hired. You have built a picture of who you want to be as a faculty member in this institution and, once there, you should begin to develop this picture immediately. Being clear and intentional about this process will help you to accept invitations and develop opportunities that will further your work in desirable areas. It is easy to arrive in your new position and simply begin accepting every invitation that comes along. Very quickly you may find that your work has no real focus and you will then have to engage in a process of developing a cohesive focus for all of your activities.

You should review the file of someone who was recently promoted or tenured as an example of how to organize your materials. Some departments keep promotion or tenure files available for review. If this is not the case at your institution, find out who is the most recently promoted or tenured professor and

ask them if they will share the information with you. In some (usually smaller) institutions, untenured faculty may have the opportunity to sit on promotion and tenure committees even prior to their own promotion and/or tenure. If you have the opportunity to participate on such a committee, you can gain a great deal of valuable information about how the process works. This will be very helpful when the time comes to prepare your own promotion and tenure materials. Preparing a complete and professional file is a valuable step toward the successful outcome of your review.

A file that tells a cohesive story of your work is powerful. Present descriptions of your work in such a way that the various parts could be seen as building on one another. If your teaching, research, and service are related, you can show the building process easily. If not, you must provide a coherent view of how these seemingly disparate pieces may reflect a larger theoretical interest or perhaps a change in the direction of your work.

Early and Regular Evaluations

Early and regular reviews of every aspect of your performance affecting your chances for tenure or promotion will give you multiple opportunities to respond to any negative reviews. In preparing for such reviews, keep a running record of your activities rather than waiting until it is time for the review to reconstruct a year or more of activity. Ask to be given a written evaluation after each review. If a review is negative, decide which aspects reflect legitimate weaknesses and which are inaccurate. Both should be addressed. You should discuss the valid points with your department chairperson, and the two of you should jointly develop a written plan to ameliorate any weaknesses. You must also take responsibility for challenging any unfounded criticisms. Provide written materials to refute negative points and substantiate why they are erroneous. Any feedback you receive could serve as a vehicle for assessing and improving your functioning as a faculty member. Therefore, be sure to ask for feedback to be specific enough for you to know exactly what changes you will need to make in the future.

Maintaining a Realistic Approach to the Review Process

The annual review and review for tenure and promotion are anxiety provoking for most faculty members. Consider the annual review an opportunity for you and your departmental allies/supporters to illustrate and document your strengths on a regular basis. It is far easier to counteract negative misperceptions early in the tenure process than it is during the last 2 years before applying for tenure. Keep written documentation of each annual review in a file for future reference in developing your tenure packet.

The faculty review process is not the time for reticence or modesty about accomplishments. Although it may be difficult for some members of marginalized groups to highlight directly their own accomplishments, self-effacement can affect how colleagues evaluate your successes and failures. Do not hide

or downplay your achievements and be sure to communicate how your accomplishments have contributed to the field, your department, and the university. There is a delicate balance between sounding too brash and boastful versus confidently conveying your strengths. You are your most important advocate in the evaluation process.

Your external reviews are a significant part of your evaluation so it is important to know how external expert reviewers are selected and solicited. While the department will ask outside reviewers to write letters evaluating your candidacy, you can also secure letters from reputable scholars who know your work. It is wise to ask these potential letter writers in advance about their willingness to respond to a request from your department. The more respected the person writing the letter is, the more credence will usually be given to his or her input. In addition, it is essential that these external references address your strengths from as wide and firm a base as possible while keeping in mind issues of fit and departmental mission. You will need to provide this information about fit to your reviewers so that they can formulate their remarks appropriately.

POTENTIAL PROBLEMS: HOW TO AVOID AND DEAL WITH THEM

Stereotype Threat

Although you may be familiar with stereotype threat, it is important to provide a formal definition. Stereotype threat is defined as a process or situation in which individuals who are members of a group characterized by negative stereotypes in a particular domain perform below their actual abilities in that domain when group membership is made salient (Burgess, Joseph, van Ryn, & Carnes, 2012). Stereotype threat, resulting from racial tokenism, overt or covert oppression, or stigmatization, is a risk factor for stress, negative mood, increased monitoring of your behavior, greater emotional regulation, and a decrease in motivation—all of which impair performance (Burgess et al., 2012; Niemann, 1999). For faculty of color, this may result in the need to overcome both internal and external obstacles to success in academia.

If you are experiencing stereotype threat in your department, discuss the situation with your mentors, senior faculty members, your department chairperson and/or dean. If your university has a Committee on Women in the University (COWU), discuss the situation with the chair of the COWU before talking to the ombudsman or the Affirmative Action officer of your institution. In addition, check to see if talking to the ombudsman will commit you to lodging a formal complaint. In some localities, the American Association of University Women (AAUW) branch or your institution's AAUW representative can be helpful. Advice about handling such stereotype threats can also be obtained from the university's women's caucus, committee on women, or diversity committee if your institution has such groups.

As mentioned earlier in the section on teaching, there is evidence of how a faculty member's gender and ethnicity can

negatively affect the results of student evaluations (Bavishi, Madera, & Hebl, 2010). When there is any concern about this type of bias, it is critical to educate members of the faculty who vote on tenure about these issues. Actually, prevention is the best approach—faculty should be provided with research articles about this type of bias to increase their awareness and knowledge of these issues.

Racial and Sexual Harassment

The Civil Rights Act of 1964 is a landmark piece of civil rights legislation in the United States that outlaws discrimination based on **race, color, religion, sex, and national origin**. Title IX of the Education Amendments of 1972 protects people from discrimination based on **sex** in education programs or activities that receive federal financial assistance. Therefore, racial discrimination and sexual harassment are illegal.

Obtain a copy of your university's policy on sexual harassment, if it has one. It will list the procedures for filing a sexual harassment grievance and identify who in the university is responsible for enforcing the policy. Also obtain your state or county's information pamphlet on sexual harassment. It will list your rights and the liabilities of those who harass you and of those who know about such harassment but do not intervene.

Unfortunately, some women faculty and faculty members of color experience harassment from students, other faculty, and/ or administrators. If you feel that you are being harassed, write down everything that has happened and seek out the advice of the affirmative action officer or another appropriate university official. Seek legal advice immediately. Do not assume the problem will just go away, that the institution will handle it for you, or that you caused the harassment to occur. Resources on sexual harassment, gender bias, and racism include Buchanan, Settles, Hall, and O'Connor (2014).

Find out if your university has a specific policy regarding racial harassment. Keep in mind that racial harassment does not involve the same legal liability as sexual harassment. Nevertheless, if you feel you are the victim of racial/cultural harassment (behaviors that a reasonable person of color would find offensive), you would be well advised to follow the previously stated advice for sexual harassment—document it and seek advice from university officials and a lawyer.

Interpersonal Conflicts

"Professional conflicts and deep antagonisms within departments and colleges are common aspects of academic life" (Armstrong, 2012). Unfortunately, unresolved interpersonal professional conflicts can diminish the quality of your professional life, which in turn can have adverse effects on students and faculty.

Beverly Gordon, PhD, an associate professor in the School of Educational Policy and Leadership, described her intellectual research site as a "'hood—a very dangerous place." Dr. Gordon further stated:

> You can be ambushed and assaulted. You can be robbed or have your possessions stolen. You can be shot in a "drive-by" shooting. You can get caught in the cross fire of different warring gangs. You are recruited and can even be forced to join these gangs for your own safety and protection, and yet you still have no real guarantee of safety. You can become a prisoner within your own dwelling because the streets are dangerous and the gangs are unrelenting, unforgiving, and revengeful. The gangs of the 'hood have histories, reputations, and identifying attributes that demarcate the territories that they uphold and guard. Being a good citizen and trying to play it safe is not enough. (Armstrong, 2012, p. 86)

Interestingly, the residents of the "'hood" Gordon described were middle class men and women working in higher education—"*The 'hood I work in is the Academy.*"

Perhaps Dr. Gordon's vivid depiction of the academy sounds familiar to you. When there is any concern about interpersonal conflict, it is critical to contact the Ombuds Office for Faculty and Staff. The University Ombuds Office facilitates understanding, communication, and resolution of conflict among members of the faculty, academic, and classified staff. The office serves as an impartial and confidential means of promoting dialogue among parties on campus, and discussing a matter with an ombuds is confidential. However, it is important to note that "prevention is better than cure." Thus, faculty should be provided with articles about such issues to heighten their awareness and knowledge (Armstrong, 2012). In addition, seek support from mentors and others in your support network. Most universities also have Equal Opportunity (EO) offices, which can investigate bullying, harassment, and other climate-related concerns. If a Dean of the Faculty is available, use that office as a resource and for guidance.

Personal Stress

As discussed in the previous section, for members of marginalized groups, academia can be a major source of personal stress. Stressors are often experienced in the form of barriers such as (1) institutional barriers, including institution-level policies, procedures, and practices that can limit career success among women and people of color in academia; (2) cultural barriers, which often involve insensitivity, misperceptions, and miscommunication regarding a researcher's gender or ethnic background (Kameny et al., 2014); and (3) personal and skills barriers, which are individual-level characteristics or contexts that can create challenges to successfully advancing your career. Some of these challenges include family situations, personality characteristics of self or others, type and availability of social support, and the ability to engage in effective time management necessary

for balancing research, teaching, and clinical duties along with other responsibilities, such as parenting (Reynolds & Constantine, 2007).

It is important to note that the stressors and barriers described above are intensified by the fact that members of minority groups are truly minorities in academia. More specifically, according to the National Center for Education Statistics, in 2013, approximately 21% of all U.S. full-time faculty members (e.g., professors, associate professors, assistant professors, instructors, lecturers, adjunct professors, and interim professors) in universities were people of color (U.S. Department of Education, 2016). Thus, faculty members of color are often the only one of their group—an "N of 1" in their departments, which is often very stressful (Turner, 2002; Richman et al., 2011).

When experiencing personal stress, it is critical to attend to your health, both physical and mental. As psychologists, we know psychotherapy is effective in stress management. Also, having and accessing a support network can be helpful. As mentioned throughout this guide, seek support from your mentors. ◼

MOVING ON FROM THE PROMOTION AND TENURE DECISION

Once you have submitted your tenure and/or promotion packet, you may find waiting for the decision very difficult. You have worked hard to get to this point only to find that your fate at this particular position in this institution is in the hands and perceptions of others. Hopefully you have had great mentors who will continue to help you through this time. Many suggest that you prepare for the worst decision by looking at your job options and putting together a plan should you not receive tenure. We think it is important to highlight considerations for receiving either a positive *or* negative outcome and we explore these considerations in this section. For those who successfully negotiate tenure, we discuss the next steps in academia, including keeping focused and exploring mid-career issues, such as evaluating career trajectory or pursuing administrative positions. For those who receive notification that they cannot stay at that particular institution position, we offer resources for emotional support and career strategies.

Receiving a Positive Decision
Increased Expectations and Demands
Congratulations! You just signed up for more work! While you might think that expectations of performance and demands for time are decreased after successfully obtaining promotion and tenure, it sometimes feels as if those expectations are increased. There is often an increase in requests for more intensive committee work in the department and on campus. It does make sense that, as a senior faculty member with tenure, you can take on more of this committee work at this point in your career. However, you will still need to take care that you have time to complete the other requirements in order to continue advancing. It is helpful to make some clear decisions about what your limits are for service work so that you know when you have reached those limits. Even with tenure, it is still important to protect your time.

Staying Productive Following Tenure
It is important to stay productive and keep your focus following the tenure process. You have probably been successful in beginning a program of research and this is a time to really build that program. If you are teaching in a graduate program, you probably now have a full complement of graduate students to help further your research. If you are in a primarily teaching

institution, you may now have time to prepare a new course you have wanted to teach or retool a service course. Immediately after obtaining promotion and tenure, you may need to give yourself a bit of time to absorb the implications and be very intentional about what your next steps will be.

Mid-Career Issues
Exploring Vision of Position and Levels of Influence
Now that you have tenure and are established in your teaching, research, and service commitments, you might be able to step back and theoretically enjoy your position a bit more. It might be a time to explore career directions and evaluate the fit between career and self. Mid-career is a good time to review your sense of purpose within a defined job role and to make changes. You might ask yourself questions such as: "What aspects of my job do I really like?" "What can I do more of and less of?" "How can I be more efficient at work that I have to do but don't really like?" "What are the values that brought me into this position in the first place?" "Have I stayed true to these and am I really enjoying the path that I am currently on?" "Do I have different interests than when I started that I now want to pursue?" "Am I making a difference to students the way I wanted to?" "How can I change myself in my working role to feel more satisfied with my life's work?"

Promotion to Full Professor
You may choose to continue building your professional work throughout your career and hope to be promoted to full professor. Although every institution has particular standards for promotion to full professor, there are some commonalities that include highest performance across the duties you are assigned—usually in teaching, research, and service. Some institutions require excellence in teaching, which may be demonstrated through teaching awards, high student evaluations, incorporating technology in teaching, and so on. Excellence in research may be demonstrated through recognition with awards or by level of influence in your field, as measured by the ample products of research that have garnered positive comments in your field or competitive grant monies earned. Service may be of various types such as administrative work; service to the university, college, or department; service to your profession through leadership roles in national professional

organizations; or community service. It is common for letters of support to come from other professionals in the field who are familiar with your level of influence or scholarship.

UNIVERSITY ADMINISTRATION CAREER TRAJECTORY

While faculty diversity has been an elusive goal within higher education for more than four decades, the quest for diversity at the administrative level has been even more elusive (Taylor, Apprey, Hill, McGrann, & Wang, 2012). While no firm figures are available, it is fair to say that while some progress has been achieved in recent years, the presence of psychologists of color at the level of department chair and at higher levels in non-minority serving institutions (HBCUs, HSIs, and Tribal Colleges) is more of an exception than a rule.

Many reasons are given for advocating for more diversity at the leadership level in higher education. The traditional case has focused, of course, on social justice or moral reasons. As these arguments have begun to wane in recent years, the emphasis has moved more toward changing national demographics and the need for more leaders who "look like the changing student body" as role models.

More recently, the notion of inclusive excellence has entered into the conversation relative to faculty and administrative diversity and inclusion in higher education (Cantor, 2003). In short, this argument holds that disciplines, institutions, and individuals from *all* groups become better when they have access to diverse perspectives on knowledge and practice from individuals who are members of diverse groups within society. Psychologist Patricia Gurin and her colleagues at the University of Michigan have provided compelling evidence on the benefits of an inclusive environment for all college students (Gurin, Dey, Hurtado, & Gurin, 2002). This argument was quite persuasive in the 2003 U.S. Supreme Court decision that upheld the notion that racial considerations in university admissions were of a national compelling interest (*Grutter v. Bollinger*, 2003).

An extension of these arguments, of course, is that all colleges and universities benefit from the inclusion of diverse voices at the leadership level to enhance decision making, professional practice, scholarly work, and the determination of future directions and priorities.

Making the Commitment to This Career Trajectory

If you wish to consider an administrative track in higher education—whether as department chair, dean, provost, or even president—one guiding principal must reside at the core of your aspirations. **Get tenured and promoted to at least the level of associate professor, and preferably full professor, *first*!** This status will enhance your credibility with faculty, colleagues, students, and others whom you seek to lead. Additionally, and quite pragmatically, it provides you with an insurance policy in the event that you determine that administration is not for you or if you decide that you only wish to engage in administration

for a limited period of time during your career. Both options are quite legitimate.

A note of caution is important here, however. If you opt to move to an administrative post within the institution after you acquire tenure and promotion, you are strongly advised to take a leave of absence from the faculty position to guarantee that you will have a faculty position to return to if you so desire. Under no condition should a faculty member resign from a tenured faculty position at an institution in order to pursue an administrative appointment. In fact, if you go to another institution, you should seek to obtain a guarantee of a tenured faculty position in the event you wish to resume faculty life at that institution at some point. Many individuals have resigned their faculty positions to become administrators and learned *after the fact* that that they did not have a faculty position to return to when they decided to return to the faculty—or if administration did not work out for them.

Before deciding to pursue an administrative trajectory in higher education, do a self-assessment to determine *why* you think you might like an administrative career. The more noble reasons include, of course, an intrinsic desire to lead and a belief that one has ideas and talents that could benefit one's discipline, institution, and especially students and faculty. The less noble— and often unrealistic and misplaced reasons—are a desire for a higher salary, status, and perceived power.

Some people believe that leaders are born and not made—a belief that intrinsic personality factors contribute to successful leadership. While this may be true to some extent, the dimension of leadership that most newcomers fail to take into account is that, in many instances, administrators have the responsibility of leading *and* managing. Managers are probably not born. Management is an art and a science—and many would say that this is true for leadership as well. The best pieces of advice are to let your personality be reflected in an administrative quest *and* to learn the art and science of both leadership and management.

Recognizing the Administration Option

When the notion of administration as a career trajectory is mentioned to those who have never done it, their first thought is often the position of department chair. In fact, some people argue that the road to university leadership must begin at the level of department chair and proceed through the levels of administration sequentially. While this model is true in many cases, it is not always true. There are many cases of individuals being appointed to senior-level academic positions—up to and including the level of president—who have never served as a department chair or, for that matter, a dean. Wayne A. Frederick, the current Interim President of Howard University, has never served as a department chair or the dean of a school or college at a university. Patricia Arredondo, the President of the Chicago Campus of The Chicago School of Professional Psychology and a distinguished counseling psychologist, took a nondirect route, serving as a program coordinator, not a department chair, and

moving into the role of associate vice chancellor for academic affairs without previously serving as dean. On the other hand, Claude Steele, the current Provost at UC Berkeley and an eminent psychologist, served as a department chair and a dean before ascending to the provostship at three major research universities—Stanford, Columbia, and UC Berkeley. The moral of the story here is, "It just depends . . . !"

However, the pursuit of an administrative appointment in higher education does require that you understand the options. This means doing homework on administration and administrators. For instance, you need to understand how various college administrative structures are organized and recognize that they are not all alike. They vary rather remarkably in size, type (liberal arts college versus research university), governance (public or private), and tradition. This means that you have to determine rather early on the type of institution in which you would like to pursue an administrative appointment and the types of administrative positions. You must also research the people in these positions with respect to their previous background, experience, and preparation—and maybe how they got there. For instance, were they simply in the right place at the right time, or did they pursue a "strategy" such as an administrative internship in order to get to where they are currently?

A really good way to determine your options is to read job announcements in forums such as the *Chronicle of Higher Education* or *Inside Higher Education* (free). These announcements are often very telling because they typically discuss the kind of credentials and the kind of personal attributes that are required or at least preferred for various administrative positions. For instance, the job announcement might state that the institution is looking for an administrator with a demonstrated track record in conducting research or providing professional services in settings with culturally diverse populations. Or it may be more direct with respect to previous positions held, such as a preference for individuals who have had previous administrative experiences at the departmental chair level. Again, it all depends! And the aspiring administrator must know what the playing field is like in order to become a player.

Finally, you must determine your own career aspirations in seeking an administrative route. For instance, would you prefer administration on the student affairs side of higher education, (e.g., Vice President for Student Affairs, Chief Diversity Officer, etc.) or on the academic affairs side (e.g., College Dean, Provost, etc.)? The road to such positions can be quite different and you must know how to exercise your options—and talents—in order to successfully secure a preferred type of administrative appointment.

Exposure to Administrative Opportunities
Sometimes exposure to opportunities is a key element of success in pursing administrative options. At some universities, administrative internships are available within the institution for tenured faculty who are seen as emerging leaders. In such

roles, faculty get an opportunity to spend some portion of their time—sometimes all of it—working as an intern within an administrative office for a limited amount of time, say a semester or even an academic year. There are even national internships of this type where a promising administrator is chosen from an institution and then provided with opportunities to serve as an administrative intern at another college or university. The best-known possibility is the ACE Fellows Program of the American Council on Education. In this highly selective and prestigious program, participants have the opportunity to "shadow" a university president for up to one year, while their salaries are paid by their home institutions.

Kinds of Activities That Might Lead to an Administration Opportunity
Other activities that might lead to administration opportunities appear in less formal arrangements. For example, service on certain institutional or even departmental committees might provide a glimpse into the window of administrative possibilities and opportunities. Service on a departmental or institutional self-study committee for accreditation, for instance, might afford you with exposure to such opportunities. At some institutions, faculty have the opportunity to serve on a budget advisory committee and to give advice to the institution's administration on what budgetary priorities might be within the context of fiscal resources that the institution expects to have in the coming year(s). Depending on the institution, junior faculty may be appointed to a search committee for faculty or nonfaculty positions, making it possible to observe and engage in a selection process. Service on committees such as these allow you to get a sense of the roles and responsibilities—and the pitfalls—of various types of institutional administrative roles, as well as the complexities of university administration. Equally important, they allow you to be noticed by senior institutional officials for possible administrative opportunities later on.

Leadership Development
Higher education administration today has become increasingly complex. As a result, successful careers in college and university administration are increasingly enhanced by exposure to the art and science of leadership. The aspiring administrator would do well, therefore, to get exposure to some of the academic leadership development opportunities that are available in the marketplace, many of which are built on a platform of organizational psychology. In these leadership development settings, participants are exposed to a myriad of topics and opportunities such as managing diverse people, budgeting and financing in higher education, legal issues in colleges and universities, the effects of technology on academic life and management, global issues in higher education, current and future trends in academia, and so on. Hands-on competency training through action learning projects often complement these opportunities.

Perhaps the best-known administrative leadership opportunities are those offered annually at the Harvard Institutes for Higher Education. This unit of Harvard University offers a vibrant portfolio of leadership development programs designed for higher education administrators—from directors, department heads, and deans to vice presidents, provosts, and presidents. The institutes usually run 3 to 4 weeks during the summer months and are offered to clusters of peers with similar interests and backgrounds. The institutes offer a balance of synthesized research and experiential learning that is designed to stretch thinking and encourage discussion of common challenges. Participants bring different perspectives and represent a range of institutions, from large research universities to small liberal arts colleges and community colleges.

But there are other opportunities as well. For instance, there are academic leadership institutes offered for potential female academic leaders by Higher Education Resource Services (HERS)—an entity run collaboratively by Wellesley College, Bryn Mawr College, and the University of Denver. HERS offers three different leadership development models:

- HERS Wellesley Institute: A cumulative, multiple-session program held in four, 3-day sessions throughout the academic year, traditionally in October, November, February, and March.
- HERS Bryn Mawr Summer Institute: A 2-week concentrated immersion program, traditionally held in late June or early July.
- HERS Denver Summer Institute: A 2-week concentrated immersion format, traditionally held in late July or early August.

All HERS institutes, regardless of location, offer the same transformational curriculum built on a carefully designed leadership development model that focuses on (a) self-knowledge and promotion; (b) asset and relationship building and management; and (c) institutional and higher education awareness. Prior to attending each institute, participants start exploring the HERS leadership development model by completing assigned reading and other assignments to help them determine what matters most to their institution and to them. Additionally, the readings and assignments help participants start considering how they may positively lead and influence higher education.

The Chicago School of Professional Psychology offers the Opportunities for Under Represented Scholars (OURS) program for STEM women (including psychologists) at HBCUs and Tribal Colleges who aspire to leadership roles in higher education. OURS is a yearlong, 16 credit-hour postgraduate certificate program in academic leadership supported by a large grant to The Chicago School from the National Science Foundation. The grant pays tuition and expenses for all participants as well as a small stipend.

OURS is delivered by a group of seasoned academic faculty and administrators in an online blended format that includes three residencies in Washington, DC, involving 11 days of intensive face-to-face instruction and training. OURS also requires participants to engage in an action-learning project on their campuses and to take advantage of a professional coach who is provided for each participant.

OURS integrates the professional education of women in STEM with authentic leadership experiences to help participants respond effectively to the pedagogical issues and academic leadership challenges of the 21st century. It is designed to equip potential female leaders with extensive knowledge of the psychology of leadership, mentored opportunities to assume leadership roles, and preparation to overcome the institutional barriers to advancement that women typically face in advancing to academic leadership positions.

Finding the Right Kind of Mentoring
In pursuing an administrative career, it is often helpful to identify an individual or individuals who can mentor you and help you to succeed. While you might have mentors who serve a variety of personal and professional purposes, it is advisable to have at least one mentor who is either currently serving or who has served as an administrator in higher education. Your mentor(s) can come from any field and can be of any race, ethnicity, or gender, but at least one of them should have some familiarity—personal or otherwise—with the issues, challenges, and barriers persons of color often face in higher education administration.

People From Marginalized Groups in Administration Careers
Members of marginalized groups (particularly women of color) often face additional challenges in academic administration careers in relation to their White (even White women) and male counterparts, particularly when seeking leadership in Predominantly White Institutions (PWIs). The issues that women of color often face in academia are well documented in two "double bind" reports (see Malcolm, 1976; Malcolm & Malcolm, 2011) that focus on the intersectionality (Cantor, 2003) of race and gender in higher education and the unique challenges—and barriers—that women of color face in *all* types of institutions, challenges that differ from or perhaps are more intense than those faced by others in higher education.

While we have seen significant progress in gender and ethnic/racial equity in higher education in recent decades, issues and challenges still remain for members of marginalized groups at both faculty and administrative levels. The aforementioned double bind phenomenon, first reported in 1976 and revisited in 2011, documented that despite the progress that had been made in the ensuing 35 years, many of the same obstacles and barriers remained for women in higher education.

Rule One for members of marginalized groups in pursuing an academic leadership opportunity is to avoid tokenism—that is,

being a pawn for an institution to give the illusion of inclusion by appointing a few (often one or two) women or persons of color to administrative posts, while implementing few systemic changes to make diversity and inclusion a reality of the institution's culture. Such appointments are often given to individuals who are not really ready for them, who are too early in their careers, or who are ill prepared for their assignments. In the worst cases, these individuals fail in their efforts and face the prospect of having a negative mark in their records that could compromise administration opportunities later in their careers when they are truly better prepared for leadership. In order to avoid being placed in these kinds of unfortunate positions, potential administrators are urged to seek or accept administrative opportunities when they feel they are properly prepared and positioned for success at an institution that has a deep and demonstrated commitment to inclusive excellence that permeates the institution. This is a situation in which effective mentoring by a seasoned administrator of color might be helpful.

Once an academic opportunity has been made available to a person of color, it is important for the individual to manage the delicate balance between their own cultural heritage and loyalty with a responsibility to be a fair leader and advocate for *all* the people and groups within their administrative sphere, regardless of their cultural background. Often, members of marginalized groups are expected to show favoritism toward members of their own groups and perhaps even to deny opportunities to members of groups that have been restrictive toward them in the past. The successful marginalized group member leader must find ways to champion diversity and to make amends for past wrongs, while simultaneously giving voice to and providing opportunities for all in a fair and even-handed manner. Remember, members of marginalized groups who reach administrative positions must not shy away from who they are. Indeed, they should not— *must not*—rob their units or their institutions of the unique perspectives and values that might not only empower individuals from historically disenfranchised groups, but will also, through the principle of inclusive excellence, make their departments, institutions, and professional colleagues better.

Finally, remember that it is important to get tenure and promotion to at least the rank of associate professor before pursuing an administrative post at a college or university.

COPING WITH A NEGATIVE DECISION

It has been more than 20 years since the first *Thriving and Striving* publication, describing models and strategies for dealing with a negative tenure outcome. In many respects, the strategies proposed then are still valuable today. Thus, for this update we have maintained the categories and updated the statements and references. The storyline of being denied tenure and/or promotion still engenders feelings of loss, humiliation, distress, and other reactions—cognitive, emotional, and physical. At the same time, it is necessary to identify examples of personal resilience and describe recovery skills that lead to self-efficacy,

decision making about future plans, and other pragmatic responses to maintain a sense of dignity. The Kübler-Ross (1969) model for dealing with loss and grief may be useful for this discussion. Maintaining a strengths-based mindset is essential and for many members of marginalized groups, there may be other coping strategies as well, including the spiritual and familial.

Seek Mentorship

Once again, strong, positive mentors can be critical in helping you to manage the situation. Reaching out to the network of personal and professional mentors that you have built, both within and outside of the institution, can be the single most important thing you can do in order to cope. Although you may be tempted to withdraw and isolate yourself out of feelings of sadness, frustration, humiliation, rejection, betrayal, or anger, it is most important that you reach out for support. Those who have been with you through this journey can help you to put this piece into perspective and begin to look forward to your next steps.

Recognize That Negative Psychological and Somatic Reactions Are Common and Normal

Rejection, devaluation, and alienation are common emotions in response to being turned down for tenure (Jasper, 2001). Other typical reactions may be anger, anxiety, and frustration, especially when you are concerned about tenure denial based on race or other uncontrollable factors. According to the Kübler-Ross (1969) model, shock, disbelief, and heightened feelings of distress are likely the first feelings experienced when rejection is unexpected. For example, there are situations in which the faculty member from a marginalized group or female faculty member has received no prior feedback about unsatisfactory job performance. Understandably, feelings of shock, disbelief, and dismay may then lead to anger, followed by sadness. Tears are a common and normal response.

Somatic reactions may also emerge in the forms of upset stomach, migraines, and backaches. In her study of faculty of color and issues of hypertension, Zambrana (2012) reported that faculty in her study reported high levels of stress and anxiety with negative consequences on their health. Interestingly, in general, she found that tenure-track faculty in research universities experienced mental and physical distress regularly.

Receiving news about an unsuccessful tenure decision can also affect your self-perception and relations with others. Several concepts can be invoked to describe the cognitive and emotional experience. The self-fulfilling prophecy (Merton, 1948) and stereotype threat (Steele & Aronson, 1995) come to mind. When individuals belonging to marginalized groups are underrepresented in the academy and witness incidents of unsuccessful tenure decisions, it is not unreasonable for them to doubt themselves. Thus, you may spend considerable psychological energy wondering, "Will I make it?" even as

you push ahead to meet tenure expectations. The concept of stereotype threat suggests that prevailing stereotypes about marginalized groups in the academy can hang over your head like the sword of Damocles. Learning about the number of unsuccessful outcomes for other faculty members from marginalized groups is not reassuring. Sadly, a negative outcome may affirm an individual's initial self-doubts and contribute to negative self-messages about worthlessness and intelligence. Thus, feelings of anxiety, panic, depression, and various somatic disturbances are also typical (Richman & Leary, 2009).

Moreover, the negative outcome often affects how an individual perceives and feels about others, thereby affecting the quality of interpersonal relationships, especially in the workplace. In studies examining the effect of social and peer rejection, reactions are likely to be more intense when the rejection for tenure and promotion occurs at the department level and among colleagues. This is because social constraints lead individuals to feel they are unsupported, misunderstood, and alienated from their social group (Henson, Derlega, Pearson, Ferrer, & Holmes, 2013). Furthermore, the departmental group may become the "other," leading you to feel that you cannot turn to your colleagues as a source of comfort. Often, it is mistrust that emerges. Cognitive and emotional dissonance, under these circumstances, will likely lead you to feel out of control of your emotions and confused about where to turn. You may even avoid friends and colleagues because of a sense of shame and insecurity. There are measures you can take to feel more in control, both practically and emotionally, as discussed below.

Avoid Self-Blame
Denial of tenure can lead you to get stuck in mind games that lead to negative personal assessments. That is, you may begin to dwell on why you were unsuccessful. Negative self-attributions may result, many beginning with "If only." Negative self-judgments may include: "If only I had been first author on more articles." "If only I had received more positive teaching evaluations for the diversity classes." "If only I had not spent so much time with the students of color." And the blame can go on and on. Because the attribution process occurs automatically, it can take on a life of its own, dominating your thought process (Harvey & Martinko, 2010).

However, the thought process about who may be responsible for an unsuccessful bid for tenure is complicated. Clearly, there are multiple factors not in your control. As with expectancy theory, an individual on a tenure track is presumably intentional about attaining tenure. Expectations of success are likely bolstered by mentors and colleagues. Thus, not achieving tenure may lead to thoughts about unrealistic expectations and, by extension, to others' encouragement. "Did they really expect me to be tenured, or were they just being nice?" One lesson to keep in mind is that the past cannot be changed.

When you engage in self-blame, you may attribute a poor tenure outcome to not being smart enough or to some other perceptions about personal or professional deficiencies. It is best to avoid this style of attribution. Instead, attribute outcomes to a concrete factor, such as insufficient effort. Performance is easier to measure concretely and not quite so personally. There are a number of coping strategies to help you avoid self-blame, but how and when you invoke them will likely vary across situations. One of the best ways to manage self-blame is to adopt an optimistic attribution style; that is, list the number of positives about your performance as a faculty member. Go back to your CV and count your publications, presentations, dissertations chaired, and so forth. No one submits their dossier for tenure unless they have had an affirmative mid-term review. Add this to your positives. Review the letters of recommendation that were written on your behalf and savor the affirmations. Think of your glass as half full, not half empty; acknowledge your strengths.

Faculty members have successfully challenged negative tenure and promotion decisions, especially on procedural due process grounds, and knowing this has occurred can empower future steps. Therefore, avoid being pessimistic because this may influence self-doubts about your chances of reversing a negative decision. Remember that self-blame is different from taking responsibility for negative evaluations that may have some legitimacy. Therefore, remain critical of the data in order to differentiate between what occurred and your role in what happened.

Another tool that may be valuable in mitigating self-blame is communicating with colleagues both within your institution as well as other mentors to better understand this. Many people struggle with this kind of news in a solitary manner, and communicating your questions and feelings with people who may be better able to elucidate the situation can go a long way to assist in coping with self-blame. This can also be a good time to begin the reassessment process and determine whether this position was, in fact, a good fit for you. The tenure decision may be psychologically challenging, but it may also set into motion a reevaluation process that may result in transition to a workplace setting that is a better fit for you.

Adopt a Realistic Perspective on the Possibilities of Change
Coping with being denied tenure is obviously difficult. When you must simultaneously respond to a negative tenure outcome and continue to carry out your current responsibilities, there is added stress. In the face of overwhelming situations that may present a myriad of negative aspects, it is common to feel powerless and pessimistic about the likelihood of reversing a tenure outcome (American Psychological Association, 1992). In such circumstances, use personal empowerment strategies that have worked for you in the past to push away feelings of loss and rejection. Consider how you have managed obstacles previously. No one arrives in a tenure-track appointment without having achieved many successes and navigated difficult challenges. This is particularly true for faculty members from marginalized

groups. Take the time to identify lessons learned from past situations to embolden future decisions and actions.

Resilience is often called for in the face of adversity; thus, managing negativity and pessimism must be grounded in the realities of success. Attempt to find a balance among empowerment, motivation, and resilience before deciding on whether or not to appeal a tenure outcome (Harvey & Martinko, 2010). If you have been denied tenure, you basically have three options: (1) using the institution's grievance process; (2) hiring a lawyer and filing a civil lawsuit; or (3) deciding to find a new position (Mullendore, 2011). Some type of appeals process is built into the tenure review process at nearly all institutions and this can give you the opportunity to carefully and critically respond to the department's or university's evaluation. Remember to carefully evaluate what has been written. It is possible that the committee overlooked key pieces of your dossier or file—and a careful rebuttal that cites your actual accomplishments may result in a successful appeal. Know that appeals are most often successful when there are procedural errors. Appealing a decision or deciding to litigate will most certainly be physically, emotionally, and financially draining, and this may not always be the best course of action to take. However, winning a case may present long-term benefits, so try to find someone you trust and who understands the issues to help you sort out and define your options.

The American Association of University Professors recommends that if a faculty member is denied tenure, they should, upon request, be advised of the reasons for that decision (AAUP, 2015). Most colleges and universities have adopted these recommendations into their own faculty policies. However, some faculty members have found that the institution is reluctant to reveal the reasons due to fears of legal challenges (Flaherty, 2014).

Recognize That a Certain Amount of Emotional Distress Is Unavoidable

Regardless of how well you feel you can handle setbacks or bad news, being denied tenure is probably going to make you feel somewhat distressed, even if only temporarily. Work and career is a major component of your personal identity. Therefore, tenure denial can sometimes feel like a loss of "self" as well. Denial of tenure may increase familial and economic concerns or arouse worry and anxiety about future employment options. It is likely that anyone in this type of situation, regardless of their adaptability to change, will feel as though they *should* be able to easily cope and keep their distress under control. However, some degree of grieving is involved in all significant life transitions and losses (Blau, 2008; Kübler-Ross, 1969). Some people experience a continuum of reactions ranging from denial to anger to full-blown depression, as well as accompanying symptoms such as problems sleeping, concentrating, or engaging in other responsibilities.

Seek Social Support

Disappointment and embarrassment about not earning tenure can feel and be isolating, as you may see yourself as going through it alone. The lack of social support is associated with an increase in intrusive thoughts about stressful events (Henson et al., 2013). Social constraints often make it difficult to disclose thoughts and feelings about what you are going through and with whom; still, a recommended coping strategy is to seek social support. Going it alone will not necessarily make things better. Social support may reinforce feelings of self-worth and is generally regarded as a protective and therapeutic factor. Further, social support can provide a sense of belonging and a safe environment in which you can emote and let down your guard.

Women in general tend to turn to others for guidance and assistance when needed and likely have more access to social support than men. This is an outcome of gender socialization processes. People of color may turn to family in stressful circumstances because this is their most constant support network. However, even today, persons of color in the academy may be the first generation in their family to reach this level of education, so family may not always fully understand the circumstances. Regardless, family and close friends need to be viewed as anchors and forms of support. A few words of encouragement can go a long way toward fortifying your sense of morale and self-efficacy. Unfortunately, the circumstances in a tenure situation may pose certain "social constraints" to seeking support from colleagues. Depending on the size of the department, your colleagues likely voted on your tenure recommendation and they may be constrained by department rules, procedures, or professional ethics not to discuss the circumstances of your tenure situation with you. If it is at all possible to access the support of peers in these situations, do so.

There are situations in which personal and familial support is not enough and you may need to consider seeking professional help. A consultation with a peer in another department or someone outside of your institution is one place to start. Some individuals will seek out a therapist—someone who is more neutral—to help them manage and make sense of this difficult life transition. In addition, online forums and support groups geared toward individuals who are experiencing or have experienced tenure denial or job loss can be helpful. However, this may seem like too much exposure for most academics.

Refer to your network of colleagues outside the university where you work to provide support. Coping with the implicit devaluation of your work, even if the decision is reversed in your favor, is difficult; the biased view of others toward your work may not change with the new decision. Your network of colleagues outside of the university may provide legitimization of your work and help you remain self-confident. A negative tenure evaluation can also affect personal relationships outside the university with partners, children, family members, and friends. Partners, in particular, may be concerned about the

implications of this decision for your family's financial health. These individuals may not be familiar with the tenure process and may feel helpless in their ability to advise or support you. Be mindful not to alienate members of your support system as you go through the emotional reactions triggered by a negative evaluation. When you are about to enter into the promotion and tenure evaluation process, it may be helpful to educate your nonacademic social circles and loved ones about the process so they can better understand what you will be experiencing.

Diminish Self-Doubt

After perceived failures have occurred, people often become unmotivated and passive. Learned helplessness (Seligman, 1972) may set in, where a person feels powerless and believes that effort is futile because failure is inevitable. Learned helplessness may cause an individual to focus on the negative and to remain unmotivated even after the situation and conditions change (Harvey & Martinko, 2010). Therefore, calling on your social supports will likely diminish too much focus on negative and unhelpful thoughts and instead allow you to attend to the changeable dimensions of the situation. Relaxation and meditation are additional strategies for coping with self-doubt because they engage you in focusing on the present moment. Taking deep breaths may help you to clear your mind and center on calming thoughts. Also, engage in activities that make you feel productive and effective. For example, mentoring students may be a source of affirmation. Recall the students who have flourished under your guidance. Cognitive behavioral techniques can also be used to challenge your negative thoughts and irrational beliefs at this time.

Seligman (2006) has also advanced a concept of "learned" optimism. This framework for thinking about possibilities serves to diminish or reduce the helplessness that may naturally occur. Although not a panacea to diminish self-doubt, optimism is associated with wellness and a sense of empowerment.

Increase Your Awareness of the Negative Effects on Your Productivity and Feelings of Success

Appealing a negative tenure decision, looking for other work, managing negative emotions, and continuing to work at the same university may be trying. Each of these tasks requires sufficient effort and attention. Studies on multitasking indicate that working on multiple tasks simultaneously increases the time required to complete the primary task and may also inversely affect the quality of the work done (Appelbaum, Marchionni, & Fernandez, 2008). Therefore, when dealing with a negative tenure outcome, it is okay to expect the amount of time you can devote to your work to diminish to some extent. You cannot expect to continue to be productive in the same ways. As a result, adjust your expectations so that they align with your current situation. At the same time, continue to engage in fruitful and affirming practices and behaviors.

You may find that it is difficult to concentrate on work after being turned down for tenure and feel a concurrent sense of worry and fear that you are no longer able to be productive. If being in the department office is difficult shortly after a tenure decision, try working from home to give yourself some space away from reminders that may trigger negative emotions or otherwise distract you from your work priorities. Depending on the situation, you may be able request a leave of absence to plan the next steps.

To manage interruptions in work, try implementing the following three strategies offered by Appelbaum, Marchionni, and Fernandez (2008):

1. Renew your current priorities. Look at time spent on each task and the status of each task in terms of present priorities.
2. Maintain a flexible window of focus over your priorities. That is, make certain to set reasonable expectations for tasks you want to accomplish. Maintain a certain amount of attention on the collective environment relative to your assigned responsibilities. This may involve being cognizant of coworkers and colleagues and their progress so that you can adjust the pace and progress of your own work, particularly if you are contributing to shared outcomes.
3. Lastly, try to manage transitions between working spheres in your life. "Natural transitions" occur as a natural break in an activity, like waiting for an answer. "Forced transitions" occur from interruptions; be aware of too many interruptions. To cope, try to negotiate with the person interrupting you to allow you to finish what you are working on until you can come to a natural transition point before you take on another task.

This may also be a time to cultivate professional interests outside of your institution (e.g., private practice) that are going well, as this can foster a sense of professional efficacy, allow you to develop your skill sets, and weigh different options at this potential crossroad.

Extra-Academic Alternatives

Because a tenure appeal may take up to 3 months, you will have time to examine your options. In most institutions, if the appeal is denied, you may remain in your position for another year. There is always the possibility of seeking academic employment elsewhere. This is a time to evaluate options about where to go and whether to seek another tenure-track position, shift from full time to part time, consider adjunct positions, or to leave academia altogether (Rogers, 2013). Often, individuals can expect to feel satisfied with the choice to seek alternative employment. However, the crux of the matter is more about identity. Faculty positions are positions of privilege and status. To move away from the academy means changing your professional identity and being able to explain why. At the same

time, planning for a new direction, whether it is staying in the academy or moving to another type of work institution, requires psychological energy and enthusiasm. Remember to initiate your new career search with the same intellectual curiosity that fueled your desire to seek the current position in the first place. Apply the same kinds of skills, such as examining options, revising and updating your CV, brushing up your interviewing skills, and otherwise taking control of the next chapter in your academic or professional career.

Considering extra-academic alternatives is actually something you might want to do throughout your academic career. Annually checking in with yourself and reassessing whether this is the best setting for you means this becomes not just about the institution giving you tenure, but perhaps about you giving academia "tenure." Many people are anxious about even thinking like this because we have been so socialized to view tenure and academe as the gold standard. However, the skills in academia translate beautifully to other settings that may be even more gratifying. This is not a decision that should be made in a rushed manner in light of a poor evaluation; it should be part of an ongoing developmental process.

FACING ADVERSITY FUNCTIONALLY

One way to increase the retention and promotion of members of marginalized groups in academia is to help those who experience tenure denial become knowledgeable about functional strategies for challenging these negative decisions. Such knowledge can optimize your chances of obtaining a fair and equitable review. The strategies presented here were employed by individuals who won their cases (i.e., overturned negative decisions). They represent cases of faculty members from marginalized groups at all professorial ranks, from assistant to full professor, in a variety of disciplines. This section is not a substitute for legal advice, and anyone contemplating litigation (or possibly even use of administrative procedures) should seriously consider obtaining legal advice.

When a faculty member successfully challenges an institution and wins a case, not only are the individuals directly involved affected, but so is the entire process of personnel decision making in academic institutions. Although grievances and lawsuits can be costly in terms of time, money, and morale, they do help institutions become more alert to illegal or improper bias and more careful that such bias does not enter future decision making.

The strategies listed below focus on internal grievances, with the assumption that if problems can be resolved internally, civil litigation can be prevented. Because of the cost and time involved in civil litigation, it is generally recommended that this avenue not be pursued until all internal channels of appeal and grievances have been exhausted.

Functional Approaches to Challenging Negative Decisions
A variety of models of positive response to stress and feelings of powerlessness prescribe assertive, active behaviors directed at problem solving as an effective coping strategy (Hobfoll et al., 1991). Assertive behaviors can be helpful in channeling anger and reducing feelings of helplessness and lack of personal control, as well as overturning adverse and unfair decisions. Rebuttals and appeals are examples of such instrumental strategies. The American Council on Education, American Association of University Professors, & United Educators Insurance (2007) offer a list of steps an institution can take to help unsuccessful tenure candidates to get back on their feet elsewhere. These might include:

- Funds for traveling to conferences where you can network, maintain professional contacts, and participate in recruitment events.
- Release time during the terminal contract year to prepare for and engage in a position search.
- "Portable research funding" that you can take with you to another institution. This sends the signal that your institution found your work to be of value.
- Payment of professional society dues, help in "retraining," certifications, and so on that will enhance your ability to find another position.
- Connecting you with a senior faculty member who can reach out to others in his or her network, suggest avenues you may take, and generally mentor you into this next phase is perhaps most helpful of all. (p. 22)

Be aware that you may be able to negotiate for these considerations, even if they are not automatically offered. Opening a dialogue with the department chairperson or dean and/or finding supportive others to help advocate for you could be quite important.

Functional, assertive steps that have been taken by faculty who have successfully overturned negative decisions are discussed below.

Request a Summary of the Evaluation in Writing
Written documentation of criticisms raised about your work is necessary to judge their validity. If these claims are invalid, written documentation is necessary for competent counterargument. Unfortunately, you can be so shocked by denial of tenure, and so uninformed of your rights, that you fail to request a written summary of the evaluation, but it is very important for you to do so.

Seek Consultation From Informed Professionals
In some institutions, a conspiracy of silence based on a desire for consensus may make it difficult to obtain information related

to the decision about your promotion and tenure. Consider consulting the institutional ombuds or affirmative action officer, whose job it is to inform faculty and staff of their rights and to promote fairness in the evaluation process. This person can explain your procedural rights. Others may not provide this information if there is either bias against your candidacy or a desire on the administration's part to avoid controversy or dissension.

When denial occurs at the college or university level, a department chairperson can be a strong advocate for the department's decision. At every step of the appeal process, establish and maintain contact with higher-level administrators who have a strong track record of support for the retention and promotion of women and ethnic minorities. Make your cause their cause.

Determine Whether There Have Been Procedural Errors
Read your university's policies and procedures manual carefully to determine whether proper procedures were consistently followed. If there was bias in evaluating your case, this subjectivity may have affected how the evaluation process was handled. A failure to follow documented procedures exposes an institution to liability. If your analysis uncovers procedural discrepancies, promptly document which procedures were not followed and how. Common types of procedural infractions include:

1. Refusal of a department chair to provide a written summary of the department's evaluation when the policy manual states that the candidate has the opportunity to receive a written summary of the substance of the review.
2. Not being informed of an initial negative decision and thus being prevented from exercising your stated right to submit a written response.
3. Denial of a timely review when the policy manual calls for the committee to conduct the review in a timely manner.
4. Prevention from obtaining your confidential personnel file if the policy manual entitles you to receive it.
5. Failure on the part of the review committee to determine your role in published work of joint authorship when the policy manual states that it is the responsibility of the department chairperson to establish this as clearly as possible.
6. Failure on the part of the review committee to exercise reasonable flexibility in balancing heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another when the policy manual states that such flexibility must be applied.

Correct Inaccuracies or Identify Differential Treatment
A rebuttal provides you with an opportunity to correct misconceptions or misinterpretations or to present factual evidence to dispute incorrect claims. Whenever possible, present data, facts, or pieces of evidence that substantiate your claim. If appropriate, identify specific examples of bias or oversight in your review that may have precluded a fair, complete, or competent evaluation of your work. Where criteria used for promotion are inappropriate to your field of specialty, point this out. It is also important to point out instances in which criteria are used more stringently than normal or are differentially applied.

Whenever possible, provide comparability data from the reviews of other faculty in your department, particularly cases involving White men or those who have been promoted previously in your department. An especially convincing method for presenting such data is to calculate your own rank, length of employment, and number of publications as compared with other faculty in your department. The number of citations to your work is one objective measure you can use. Finally, make note of any persistent bias, where it is evident, and continuing failures to remediate it.

Use Appropriate Procedures to Disqualify Biased Evaluators
Immediately notify the proper officials in writing of any committee member whose behavior at any stage of your academic career leads you to suspect that they may be biased or prejudiced in evaluating you or your work. Document each and every instance of suspected bias and present this documentation to support your claim. Your perceptions may be based on personal experience, that of others, or written materials.

Consider Retaining an Attorney
Retaining an attorney can be a form of "psychological insurance." It can also functionally strengthen your case. Your attorney's written communications to the university can be helpful in conveying the seriousness of your intent. It may subtly pressure the university to conduct a fair review or re-review. Attorneys can be vital in articulating the legal arguments of your case or in negotiating a settlement or resolution. If you choose to retain an attorney, it is important to find one who is an expert in equal opportunity cases. The American Association of University Professors, local chapters of the National Organization for Women, and the Federation of Organizations for Professional Women can provide appropriate referrals.

Seek Mentorship
Again, as noted in earlier sections of this guide, seeking mentorship may be the single most important thing you can do if you find yourself in this situation. Turning to the senior faculty, inside or outside of your institution, who have mentored you through your career so far can give you an important source of support, information, and strength for moving forward. ■

PART 5
CONCLUSION

I t has been almost 18 years since the last revision of this guide. During that time, important changes have been made for members of marginalized groups in academia. Women now make up the numerical majority of faculty in higher education. Although they have not yet achieved equity in terms of salary or rank, they do have significant advantages relative to faculty of color, whose numbers have not increased as much as we would have hoped over this many years. While more members of marginalized groups are entering college, going on to graduate school, and entering the professoriate, many issues of access, equality, and privilege remain. As of this writing, questions about affirmative action in college admissions are still being contested. Newer issues have arisen around the future of tenure, online courses, competency-based education, legislative and governing board unfunded mandates, aging faculty who elect not to retire, and students who are increasingly consumer-focused due to the accumulation of staggering student debt. Faculty members from marginalized groups who have not gained full entry and success in the traditional academy now face the prospect of falling even further behind in the new academy. This new world of academia, which increasingly hires contingent, nontenure-track faculty, puts even more pressure to perform unrecognized and unrewarded services on those who are already overwhelmed.

Familiar barriers to success in the academy continue to appear in the literature, as well as in anecdotal reports by faculty members from marginalized groups. These include:

- Institutional barriers that are largely clustered around a lack of clarity or consistency in promotion and tenure expectations, a lack of mentoring by senior faculty, expectations for excessive service, and devaluing of the research interests and scholarly work of faculty members from marginalized groups.
- Cultural barriers that leave faculty members from marginalized groups with a sense of isolation and lack of community.
- Personal barriers that create difficulties with balancing work and family demands, role overload, and need for increased skills, without the necessary mentoring, for time and priority management.

The following overall recommendations will help you to overcome the barriers that have been described throughout this guide:

- Make yourself very knowledgeable about the barriers that you face in academia.
- Develop strategies to overcome the barriers in each area of your professional and personal life, as well as those that threaten your ability to balance the two.
- Be extremely clear about your own professional and personal needs at any given point in your career and know that these needs change over time.
- Keep complete and accurate records of all of your work and the results of all of your evaluations.
- Most importantly, start as early as possible to develop a network of professional and personal mentors, both within and outside of your institution *and* reach out to them whenever you are feeling alone or challenged in your position.

The demographics of the United States are changing and people from traditionally marginalized groups will soon become the numeric majority in the country's population. Changes in the demographic makeup of higher education classrooms will follow. However, in order to keep up with societal changes, we in the academy will need to make changes at the higher end of the educational pipeline to allow true access and equity for those who have not previously been allowed that privilege. Future success for faculty members from marginalized groups as a whole may now rely on the relative privilege gained by women in academia. Such a renewed focus on the role of allies is timely and critical in order to gain full access and success for all members of marginalized groups in the academy. White allies, both women and men, and those members of marginalized groups who have achieved tenure, full professorships, or administrative roles must now serve as crucial senior mentors and advocates for those who come behind them. We will all need to examine our places of privilege (even if hard won) and our biases in order to diffuse and eliminate the overt, covert, and aversive racism and sexism that seems to permeate the selection of faculty and graduate students from marginalized groups. We

will become the allies, the mentors, and the advocates who can reach back and bring the next generation of colleagues into the academy. And the academy itself will surely benefit from the unique and timely contributions of faculty from marginalized groups. ■

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