Video

When an interview is being broadcast live or taped for video, consider the following:

- If possible, choose a venue that supports your message. Pay attention to what will actually appear in the frame. A laboratory is more interesting than an office, but if it looks like the kitchen after a party, then a plain background might be more effective.
- Dress appropriately for the setting, whether an office, laboratory, or in the field.
- Choose solid, pleasing colors (not black or white). Remember that fine patterns distort due to the resolution limits of the digital picture.
- Avoid distracting jewelry, especially earrings.
- Have a lapel or collar on which to clip a microphone.
- Look at the interviewer, not at the camera.
- Sit up straight. If you are behind a desk, tilt forward about five degrees with your hands folded on the desk.
- Place your hands comfortably on the furniture or your lap. Use gestures to emphasize points but not unnecessarily. Do not fiddle with your hands or with any object.
- Do not swivel or rock in the chair.

Credibility and Clarity

When people are not accustomed to hearing a woman speak as an expert in certain situations, they have a tendency to evaluate her differently than a male speaker (implicit bias again). The listeners' assumptions may include

- Role: She is the public relations person, not the technical expert;
- Credibility: The expert is usually a man;
- Importance: If it were serious, they would interview the boss; and
- Message: She wants to talk about schools, families, or personal experiences.

If you wish to be a convincing spokesperson (credible) and to deliver a clear message, then you should avoid sending signals that reinforce these assumptions. You can also actively counter these biases. Hence, in addition to the basic media tips, women should consider the following points:

- Make sure that the person introducing you includes your correct title and responsibility (not *a spokeswoman*). If the introduction misses an important element, clarify or insert it in the first sentence.
- Say something in the first answer to establish your credibility; for example, "In the two years we have been working on this . . ."
- Know your subject matter and refuse to discuss what you do not know. (The next tip is related to this one.)
- Women sometimes get into trouble in interviews because they want to be helpful and are anxious to please. Hence, they give too much information or stray from the message. To achieve your purpose, you may have to go against your instincts and be firmer and less helpful in answering questions unrelated to your message or the immediate topic.
- Watch for verbal features that make you sound tentative and unsure of yourself. Women use them instinctively to soften assertiveness, but they cloud the message and reinforce the assumption of weak credibility. These features include
  - Qualifiers, such as "sort of like" and "you might want to;"
  - Disclaimers, such as "I am not sure about this, but . . .";
  - Tag endings, such as "isn't it?" and "you know?"; and
  - Raising your voice at the end of a sentence as if it were a question.
- Cute or childish expressions lessen authority. You do not have to use technical language and jargon, but avoid "the little thingy" and other vague and precious phrases.
- Laughing and chuckling, a normal response to nervousness, may detract from the seriousness of your message.
- A higher pitched voice (another result of nerves) is often judged to be less authoritative. Taking a deep breath will lower your voice when you are nervous. You can also do it consciously—it is not difficult if you practice beforehand.

- For video, check your appearance before the camera is on, and then *do not adjust your hair or clothing* until the camera is off. Nothing takes the viewer from the lab to the beauty parlor faster than a little gesture with your hair or your clothes.

If you have never sent any of these signals, congratulations. You have probably noticed others who have. Think about the effect of subtle information on the message received by the audience and plan your next interview accordingly.

More on Public Presentations

More frequent than media appearances, opportunities to speak professionally could be a one-minute comment at a meeting, a thirty-minute presentation to a client, a conference presentation, or a job interview. Underscoring the advice in the previous section, there are three keys:

1. Posture: head up; hands down. Stand or sit up straight and keep your head up to look at the audience. Nerves sometimes induce people to stare at their notes; if this is you, make your first note, "Look at the audience!" Lack of eye contact with your audience suggests lack of confidence in your topic. Keep your hands down and away from your face, your hair, and your scarf. Nervousness may cause women to fidget; men may jingle the things in their pockets.

2. Voice: volume up; pitch down. Increase your normal speaking volume, so that you sound as if you mean what you say, you demand attention, and you can be heard. A difficult reality is that men's lower voices tend to convey more authority. Women's voices in most cases are naturally higher. If your voice rises with nervousness, attempt to turn the pitch down to normal by taking a deep breath before you speak.

3. Words: be prepared; be direct. Think before you speak. Choose the words to suit your audience and to make the message clear. Avoid long explanations and preamble, which women may use unconsciously to befriend their audience; men are just waiting for the point. Try to eliminate extraneous phrases such as "you know," "like," "really," "I mean," or "I was just thinking."

Practice these three keys. Record your practice efforts. Watch a video for the hand gestures and listen to the audio for the authority of the voice. A friend or colleague could watch too and give feedback.

Getting Heard and Recognized at Meetings

One of the frustrations most frequently expressed by early career women is the difficulty in being heard at meetings. It shows up in a variety of ways, including

- She does not get a chance to speak because louder, more assertive voices take the floor,
- She gets interrupted while speaking, and
- She makes a point and someone else gets the credit.

Being heard matters; it lubricates your career (Chapter 6). Here are some actions to address this situation:

- Be prepared for the agenda. Document your preparation. Have questions, data, reports, and proposals composed and at hand (paper or digital) during the meeting.
- Sit where you have line of sight with the chair. Try to get his or her attention when you want to speak: make eye contact, raise your hand, gently wave, or stand up, if absolutely necessary.
- Get the chair to manage speaker order by subtly thanking him or her for doing so, or directly by respectfully asking the chair to recognize raised hands and maintain the speaker order. If these methods are unsuccessful, you can say in a positive way that the discussion or decision benefits by having input from everyone.
- When you speak, speak professionally—on topic, calmly, and only as long as necessary.
- Sit directly opposite the person most likely to interrupt you. The first time it happens, look directly at the person; the second time, give a *stop* hand signal, and say clearly but politely, "I'd appreciate being able to finish making my point."
- If interruption and lack of recognition of ideas is a pattern, discuss the following strategy with your allies beforehand. When it happens again, you or an ally can repeat the key point with attribution, for example, "Robert, I'm glad you picked up on Gloria's comments a few minutes ago in which she proposed a possible solution. Let's further elaborate on her suggestions."

- Review the minutes or equivalent follow-on documentation. If your contribution is ignored or incorrectly attributed, send your documentation to claim credit to the writer of the minutes and the chair of the meeting.

These claim-your-space actions may feel uncomfortable at first, but they will increase your confidence when you do them. If they surprise some of your colleagues, then it is more likely that they will give you the floor at subsequent meetings.

12

Tenure Strategies for New University Faculty

Tenure is a long-standing academic tradition. Originally, tenure was conceived to protect faculty members from losing their jobs because of powerful people who might object to the professors' teachings or research results. The tenure tradition survives because it works in the academic marketplace. Professors get employment protection and considerable freedom in setting their own job description, and universities get the people who deliver the research and teaching, and a system for evaluating them, at a cost below what the business and industrial markets would demand.*

Tenure is granted to a faculty member who has performed well in some combination of research, teaching, and administrative work. The faculty member must supply the evidence, usually within a fixed time of appointment. The decision is usually made by a dean on recommendation of a committee of faculty members [the Promotion and Tenure (P&T) Committee]. A new faculty position in a university or other academic institution is usually considered conditional until tenure is awarded, and promotion beyond a certain level is not possible without tenure. In addition, many research grants and other benefits are available only to faculty who have tenure or are on the tenure track. Hence, if you

* This chapter was initially inspired by the presentations by the Panel on Academic Careers at the *New Frontiers, New Traditions* National Conference held in St. John's, NL, Canada, July 2000.

are planning an academic career, you want tenure.

Getting tenure is a challenge (the next one after getting the Ph.D. and getting the job), but a manageable one. An academic career is a progression—each step builds on the previous one. To ensure success in your tenure quest, you should develop your strategy early, even before accepting a faculty position, and then adjust the plan as you learn and progress. Thus, in this chapter, we consider career plan, the tenure process, getting the right job, research success, teaching success, and finally, assembling the successful tenure dossier.

Career Plan

Find out what constitutes a normal career path in your field. A *post doc*, that is, a postdoctoral appointment, is useful for establishing a research record and gaining credibility. The pay is less, but so are the administrative and teaching responsibilities. In disciplines experiencing a hot job market, universities will scoop up an almost-complete doctoral student and be glad they did not lose her to industry. In engineering, industrial experience is considered an asset; in pure science or mathematics, it may be considered a lower-quality research environment. International experience is usually a benefit on the résumé, and experience in more than one institution is essential. Although contractual or limited-term positions provide teaching experience and an opportunity to become known in a department, they come without a commitment to a permanent position.

In your career plan, take the *typical* career path into consideration, but do not be limited by it. Hiring departments are looking for evidence of research potential, and they know how to assess that in the typical career path. If your path is nonstandard but your objective is the academy, then choose opportunities that help you to gather the evidence: research and development projects, technical review papers, and reports.

Consider the type of academic career that is right for you. If you are interested in teaching, interaction with students, and a supportive environment, then do not be convinced otherwise by colleagues who rate a large, highly competitive institution as *better*. Local tenure criteria reflect the interests and character of the institution.

The work–life balance issues discussed in Chapter 8 are prominent here, because the tenure challenge comes along about the time when many women

want to have a life outside work that often includes children. If the institution requires a tenure decision within a fixed time frame, then there may not be time to do everything. Many universities allow extra time along the tenure track for those who are also on the parent track; in some institutions, the extension is now the automatic default. Similarly, some major granting agencies or councils have policies that allow extra time in a research program for parental responsibilities. The policies are helpful, but if you intend to invoke them you should get assurance that your colleagues on the P&T Committee understand them.

Tenure Process

A tenure-track position is one in which the incumbent may apply for tenure and for which the department has salary funds on a continuing basis. Holders of term positions are not eligible to apply for tenure. Typically, a new faculty member applies for tenure after five years of experience, with a window of five to seven years, and possibly an allowance for maternity leave. She may receive several years' credit for experience in a previous appointment. Some institutions permit a second application if the first is unsuccessful. If tenure is denied, then the faculty member and the institution usually part company.

Although the American tenure process and the Canadian system may differ in some respects, individual institutions also vary widely in their policies and practices. Some universities in the United States, for example, hire at the assistant professor level with the expectation that none will get tenure. In fact, a large increase in the number of nontenured, adjunct, and part-time faculty is coincident with a steep decrease in the proportion of tenured and tenure-eligible faculty in the United States since 1975 (AAUP 2016). A generalized North American process is described next.

The application for tenure consists of a dossier prepared by the applicant, together with letters of reference or external reviews. The material is reviewed by a sequence of collegial bodies, each making a recommendation to the next level. The review bodies may include

- Departmental P&T/tenure review committee (vote),
- Department head (recommendation),
- Faculty P&T committee (vote),
- Dean (recommendation),
- University (e.g., senate) committee (vote), and
- Provost, vice president, or president (decision).

Getting a Job

Part I: Get in the Door

Special aspects of the academic job market are considered in this section, and most of the information in Chapter 5 is also relevant.

First, find out where to apply and be sure to check the following resources:

- Ask your supervisor (if she has not done it already) to ask her networks who is hiring;
- Check the following resources for job openings:
  - University faculty, department, or human resource web pages;
  - *The Chronicle of Higher Education* (https://chroniclevitae.com/job_search);
  - *Science*, the journal of the American Association for the Advancement of Science (AAAS) (https://www.aaas.org/careers);
  - *Nature* (https://www.nature.com/naturejobs/science/);
  - Universities Canada publication *University Affairs* (https://www.universityaffairs.ca/search-job/);
  - Canadian Association of University Teachers (CAUT) (https://www.academicwork.ca/);
  - Research (not trade) journals in areas of expertise;
  - Professional associations such as ASCE (http://careers.asce.org/jobs/), Canadian Association of Physicists (https://www.cap.ca/programs/resources-university-student-parent/employment-opportunities/), and others;
  - Professional societies for women, such as Association for Women in Mathematics (https://sites.google.com/site/awmmath/awm-resources/career/awm-job-ads) and Association for Women in Science (AWIS) (https://awis.associationcareernetwork.com);
  - Listserv(e)s, such as Women in Engineering ProActive Network (WEPAN) (https://jobs.wepan.org),
- Find out about and take advantage of special programs to increase the number of women faculty. In the United States, the National Science Foundation Faculty Early Career Development (CAREER) program (https://www.nsf.gov/career) supports the early career development activities of new tenure-track teacher-scholars with special