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## MIDSTATES CONSORTIUM *for* MATH AND SCIENCE

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July 8, 2016

Dear Friends,

Welcome to this weekend's early career faculty development workshop. We hope you leave this weekend feeling confident, energized, and more focused on what you can do to prepare for your future professional and personal success. Throughout the weekend, you will have plenty of opportunity to make some good contacts among other early career faculty on other Consortium campuses.

One of the goals of this weekend is for each of you to develop a personal strategic action plan complete with a vision, goals, strategies and actions for the next 2-3 years of your professional life. Over the course of our time together this weekend, we hope you find the presentations and conversations informative and thought provoking. In what ways can you use your unique talents and interests to make your campus a more vibrant and affirming place to live and work? We encourage you to think creatively about the many ways you can contribute to your research groups, your departments, your campus and your broader scholarly and personal communities.

A second goal is to meet new colleagues and enlarge our networks of professional contacts. We will be spending time in conversations in small and large groups, over meals and, if desired, during the free time. We hope you listen carefully and respond thoughtfully to the ideas of your colleagues. We can help each other by providing constructive criticism of the visions, goals, strategies and actions that we each develop and we can serve as sound-boards for each other well past this weekend's meetings.

Sincerely,



Michael D. Seymour  
Professor of Chemistry  
Director of the Midstates Consortium for Math and Science  
Hope College

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Beloit College Carthage College Colorado College Grinnell College Gustavus Adolphus College Hope College Knox College  
Lawrence University Luther College Macalester College St. Olaf College University of Chicago Washington University

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## Midstates Consortium for Math and Science 2016 Early Career Workshop Schedule

### Friday, July 8, 2016

	Check in all afternoon at Interpretive Center
5:00 pm	Welcome, hospitality, & brief introductions --schedule, incl. driving/parking needs, checking out, arb, kitchen, wifi
5:30 pm	Strategic planning: How & why (and who, me?) --Brief overview of strategic planning parts & the value of planning Strategic Action Plans (SAP) & goals for this workshop
6:00pm	Dinner buffet at the Center (dinner conversations about pre-workshop questions)
7:00 pm	Exploring vocation through deep listening

### Saturday, July 9, 2016

8:00 am	Breakfast buffet (Interpretive Center)	
8:30 am	Debrief & review --new insights after vocational reflection? --what stood out as meaningful to you yesterday?	
8:45 am	Excellence in teaching --group discussion --effective teaching approaches & resources --assessment	
10:30 am	Time for individual reflection and SAP development	Faculty job seekers: What classes can I say I can teach? How can I get teaching experience and/or make the most of my minimal experience? What is a teaching philosophy?
11:15 am	Tenure concerns: How do I show that I'm an excellent teacher? What control do I have over my teaching assignments, or what I do within them? How can I manage all the prep time?	Time for individual reflection and SAP development
Noon	Lunch (Presidents' Dining Room, Jackson Campus Center)	
1:00 pm	Debrief & review --how are strategic plans coming?	
1:15 pm	Excellence in research – Challenges & advantages of the small college environment What can you do without graduate students?	
1:30 pm	Involving undergraduate students in your research --do you have to? --how to design projects --how to mentor/manage --how to recruit/select --resources & best practices discussion	
2:00 pm	Securing external & internal funding for your research	Same as the other group

2:30 pm	Faculty job seekers: What balance of research is ideal for me? How do I write and talk about my research in my applications? What research am I going to do? How do I negotiate start-up?	Tenure concerns: What <i>exactly</i> do I need to do to get tenure? How do I find enough time to stay on track? How do I set up a brand-new lab?
3:00 pm	Break	
3:30 pm	Making progress on your strategic plans - working individually	
3:45 pm	Peer coaching in clusters to review SAPs so far	
4:15 pm	Service to the College & department: how to talk about it as a job seeker, how to do it wisely on the tenure track	
4:45 pm	Work/life balance: How do I do it? Can I have success without wrecking the rest of my life?	
5:15 pm	Break	
5:45 pm	Depart for dinner (location TBA)	

### Sunday, July 10, 2016

8:00 am	Breakfast buffet (Interpretive Center)
8:30 am	Debrief & review. --what is sticking in your craw? --what revelations? --jot down a sticky situation
8:45 am	Finalize SAP's, transfer to large paper for presentation
9:30 am	Present SAP to the group
10:15 am	Break & photo
10:45 am	Sticky situations & where to find help --examples from before --examples from group --make them think about mentors & connecting with senior faculty (the most willing are not necessarily the best choice)
11:30 am	Final thoughts --Putting your SAP into action. --Other ways to stay on track - assign peer accountability partners --post-workshop assignments --evaluations
Noon	Lunch (Interpretive Center or to-go)

## Workshop Participants

<b>Group</b>	<b>Name</b>	<b>Email</b>	<b>Institution</b>
4	Ogar Ichire	ogar.ichire@coloradocollege.edu	Colorado College
4	John Kodet	jgkodet@gmail.com	Knox College
4	Beth Pettitt	pettitt@stolaf.edu	St. Olaf College
4	Kimberley Sukhum	kvsukhum@gmail.com	Washington University St. Louis
3	Titus Klinge	tklinge@gmail.com	Grinnell College
3	Yee Mon Thu	thuym2014@gmail.com	Grinnell College
3	Peter Vollbrecht	vollbrecht@hope.edu	Hope College
3	Dana Talsness	talsda01@luther.edu	Luther College
2	Erin Munro	munroe@beloit.edu	Beloit College
2	Kristin Dittenhafer-Reed	dittenhaferreed@hope.edu	Hope College
2	Molly Wilker	molly.wilker@luther.edu	Luther College
2	Rodrigo Sanchez-Gonzalez	rodrigog@stolaf.edu	St. Olaf College
1	Angela Dassow	adassow@carthage.edu	Carthage College
1	Laura Burrack	lburrack@gustavus.edu	Gustavus Adolphus College
1	Andrew Gall	gall@hope.edu	Hope College
1	Sarah Amugongo	amugon1@stolaf.edu	St. Olaf College
Admin	Michael Seymour	seymour@hope.edu	Hope College
Admin	Karen Nordell Pearson	nordellpearson@hope.edu	Hope College
Admin	Scott Bur	sbur@gustavus.edu	Gustavus Adolphus College

## Strategic planning: How and why?

“There are some people who live in a dream world, and there are some who face reality; and then there are those who turn one into the other.” - Douglas H. Everett

“Planning is bringing the future into the present so that you can do something about it now.” – Alan Lakein

“Like so many things in life, your career is something that deserves thoughtful, creative and strategic planning and such planning will help you achieve the outcomes you desire. “

- Karen Nordell Pearson, *CUR Quarterly Article, Spring 2008*

### Strategic planning includes

- Analyzing the current situation
- Identifying a vision of the future
- Setting goals to achieve the vision
- Determining strategies to meet the goals
- Acting on those strategies
- Monitoring or assessing progress toward the goals & vision
- Adjusting the plan as needed

**Am I a planner by nature? Why or why not?**

**When have I successfully used a plan in the past?**

**What made it work well?**

#### Self analysis

What are my strengths? What are my advantages? Which of my qualities are most likely to contribute to my career success?

What are my weaknesses? Which of my qualities might limit my career success if I ignore them? What can I improve? What should I avoid?

What are some of my strongest or weakest professional and interpersonal skills?

In what type of environment do I do my best work?

How do I best contribute to work within a group?

What is my leadership style? (i.e. behind the scenes, out in front)

When have I taken a significant risk and what was the outcome? What was my last failure? What did I learn from that experience?

**When has advanced planning not worked out so well for me? What went wrong? How might I avoid the same outcome next time?**

# What is a Strategic Action Plan?

There are four major components to a strategic action plan.

## Stage 1: Vision

Start by creating a vision statement for your career. A vision statement is almost always future-looking and it can be more 'dreamy' or philosophical than a goal. Take some time to craft a vision for yourself that, as Stephen Covey suggests in *The 7 Habits of Highly Effective People*, "becomes a personal constitution, the basis for making [...] decisions in the midst of the circumstances and emotions that affect our lives."

## Stage 2: Goals

Napoleon Hill said "A goal is a dream with a deadline." Given that most careers have multiple stages and multiple areas of involvement, you may want to divide your goals into these categories. You may also want to craft your goals according to several time frames; the next year, the next 1-2 or 3-6 years. Your goals may relate to making yourself an attractive candidate for a particular job, gaining teaching experience, making significant contributions to your field of research, or using your interests and talents to benefit the campus community. However you craft them, make your goals specific, personal, ambitious and realistic.

## Stage 3: Strategies

Once you've identified your goals, begin thinking about several strategies that will help you reach them. A strategy is a mechanism for accomplishing your goal. Ask yourself how you're going to get from where you are now to the realization of your goal. Do you need to gather information, get training, secure funding, establish collaborations or seek expertise? Many of your strategies will likely be practical ideas that may be standard and conventional ways to approach your goal. This isn't bad; often 'tried and true' methods work well. But give yourself the freedom to design creative, unconventional or innovative strategies, too. Planning a variety of strategies will likely keep you energized and interested as you work toward your goals.

## Step 4: Actions

Finally, once you've identified several strategies for each goal, fill in three or four concrete action items under each strategy. An action is something practical that you're going to do to make progress toward each strategy, such as phone a colleague, attend a workshop, read a manuscript, or learn a new technique. Add a timeframe to each action such as, this week, this month, in the next 3-6 months, within the next year. These timeline reminders will help you stay on course as you use your plan. Again, be ambitious but realistic. Don't set yourself up for failure by expecting that you'll complete all your action items in the first month.

*Karen Nordell Pearson, CUR Quarterly Article, Spring 2008*



## Exploring vocation

### Deep-Listening Exercise

#### Introduction

Mary Rose O'Reilley, in her book *Radical Presence: Teaching as Contemplative Practice*, writes of the power of close listening: "One can, I think, *listen someone into existence*, encourage a stronger self to emerge or a new talent to flourish." And in learning to listen well, one can also learn to be *listened to*, "to be able to stand being heard. It's frightening because true attention... invites us to change." She continues with this:

*Attention: deep listening. People are dying in spirit for lack of it. In academic culture most listening is critical listening. We tend to pay attention only long enough to develop a counterargument; we critique the student's or the colleague's ideas; we mentally grade and pigeonhole each other. In society at large, people often listen with an agenda, to sell or petition or seduce. Seldom is there a deep, openhearted, unjudging reception of the other. And so we all talk louder and more stridently and with a terrible desperation. By contrast, if someone truly listens to me, my spirit begins to expand<sup>1</sup>*

For these conversations,<sup>2</sup> we'll divide into pairs and take turns listening to each other explore substantive, potentially very "personal," questions in depth. Listen to your partner carefully for the full time allotted, asking some of the following questions and/or, if you choose, some others of your own. This is not intended to be primarily a two-way "conversation" (although there will of course be some natural "give-and-take"). Rather, you are to devote all of your attention to your partner for the entire time, providing a safe, courageous space of attuned hospitality to whatever your partner wishes to share with you as s/he explores the landscapes into which the questions lead.

When the time is right, take a short break and then switch roles. The new listeners should again simply listen and attend, and the new speakers should use their turn to explore the terrain opened up for them by the questions. By the time you are finished, be sure to have an understanding with your interview partner(s) about what you would like to remain confidential.

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- 1) Please tell me about a key person or relationship, event or experience that has been really important in your becoming the person you are, or in shaping the things you care about. What has that person, relationship, event, or experience taught you about who you are or what you have to offer to the world? You may wish to explore some of the things you thought about in connection with the "life-map / timeline" exercise, including, e.g:
    - Where and with whom did you learn a sense of trust?
    - Who has been an especially important mentor or role model for your life and/or your work?
    - When did you first encounter someone who was significantly different from yourself, someone who was an "other"? Have you ever been the one to feel different, or to be regarded as "other"? How have these experiences shaped you and your commitments?
    - What can you tell me about significant turning points, decisions, accomplishments or even "failures" that have helped to shape your path?
  - 2) What would you say is your key commitment – as a person, and/or as a teacher and/or researcher and/or scholar – at the moment? What is at the heart of your professional life? What do you "stand for" in the work you do, and in the way that you "show up" in your work? Where did that come from? How is it grounded, fed, sustained or nurtured? How do you live it out in your life and work?
  - 3) What do you believe to be your calling in life, and why do you believe this?
  - 4) How would you say your work matters, to yourself and to others? How does your manifest (or not) the meeting of "your deep gladness and the world's deep need?" In what other aspects of your life, outside of or in addition to your work, would you say that to be true?

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<sup>1</sup> Mary Rose O'Reilley, *Radical Presence : Teaching as Contemplative Practice* (Portsmouth, NH: Boynton/Cook, 1998), pp. 17–21.

<sup>2</sup> This exercise is influenced by, among others, Jim Keen's "Lives of Commitment" workshop; Matthew Fox, *The Reinvention of Work: A New Vision of Livelihood for Our Time* (San Francisco: HarperCollins, 1994); Claudia Horwitz, *The Spiritual Activist: Practices To Transform Your Life, Your Work, and Your World* (New York: Penguin Compass, 2002); and Parker Palmer, *The Courage To Teach* (San Francisco: Jossey-Bass, 1998).

- 5) What's something that, as a little kid, you just loved to spend time doing – the kind of thing that absorbed your attention, your whole being, such that you weren't even aware of the passage of time? How about now? What would you say are some of your gifts, talents, and passions at this point in your life? What are you really good at? What brings you deep, true joy?
- 6) When and how do you feel most at peace, most at home "in your own skin"? In what moments, activities, and life experiences have you felt most in touch with your authentic self, your true self, the "real you"? What brings you a sense of deep satisfaction, a sense that "YES, this is what I should be doing with my life; this is really who I am and who I'm meant to be?"
- 7) When did you first realize that you *are* a teacher and/or researcher and/or scholar? What was that realization like? Has that realization faded or strengthened over time? How so?
- 8) Is your work "real work" or does it feel more like it's "just a job?" How is this your "life's work," and how is it *not* your life's work? Is it a vocation, calling, or role that the universe is asking of you? How do you know the answer to that question? If you do think of it as a vocation, where does your calling come from? Who/what calls you? How is it that you "hear" that "voice?" If you don't think of it in that way, or if the notion and language of vocation or calling just don't "work" for you, what would you say is missing or off-target about it?
- 9) What are the most important features of the "inner landscape" of your life as a teacher and/or researcher and/or scholar, and how would you like to enhance them, or deepen your sense of being "grounded" there? How do the inner and outer landscapes of your life inform each other? How might you nurture the connection between them?
- 10) Are you the person today you thought or hoped you would be when you were a student? Are you the teacher and/or researcher and/or scholar you thought or hoped you would be when you first started down this path? Why or why not? How so or how not so?
- 11) Do you experience joy, awe, and celebration in your work? When and under what circumstances? How could the joy be increased? Do others experience joy as a result of your work and of how you show up in your work?
- 12) Does the notion of "the sacred" have meaning for you in your life? Do you think of yourself as having a spiritual life (not necessarily "religious," although it might be that as well)? If so, how would you describe it? If not, how would you describe it? How, if at all, does it inform your professional life? How, if at all, is it connected to or disconnected from the way you live your life?
- 13) What would you like your legacy as a teacher and/or researcher and/or scholar to be? As a human being? How are you (or are you not) "living your legacy" now?
- 14) Can you tell me about what obstacles or challenges you encounter in figuring out "who you are," in being true to yourself, and/or in living out your deepest commitments (e.g., confusion, discouragement, frustration, failure, uncertain or shifting circumstances, loss or lack of support, etc.)?
- 15) "Be patient toward all that is unresolved in your heart and try to love the *questions themselves*....Live the questions now" (Rilke). What do these words mean to you at this point in your life? Do you find "loving and living the questions" frustrating or liberating, and how so? What questions are you living? Are these the questions you want to live? If not, what questions would you like to be living? How does this way of living inform your teaching?
- 16) Perhaps similarly: What risks do you feel yourself being prodded to take in your life? Where is that (the "prodding") coming from? What's holding you back? When you hear the phrase, "Just go for it!" what is the "It" for you? What's the worst thing that could happen if you were to "just go for it?" What's the best thing that might happen? What step could you take that might make a *next* step possible (and the next, and the next...)?

- 17) What are your wildest, most soaring and life-giving dreams for your life? For the people you love? For your “enemies?” For the world? What might your life look like if you were living out those dreams? As you imagine the future, what images come to mind of the kind of life you hope to be leading and of the kind of world you’d like to help to create?
- 18) So, *Who are you*, really? ..... What do you believe is the meaning and purpose of your life? Why are you here? If you were to craft a mission statement for yourself, what would it be, and why? ..... How are your deepest senses of identity, purpose, and meaning lived out in your life and in your work...or not?
- Author Gregg Levoy, who visited campus a few J-terms ago, writes: *“The deep questions may not have singular answers but multitudes of them...[so] even the questions ought to be framed as if this were the case. Rather than asking ‘Who am I?’ we might ask, ‘In how many ways can I be myself?’ Rather than asking ‘Where is my place in the world?’ the question might be better put, ‘In how many ways can I experience a sense of belonging to the world?’”* What do you make of Levoy’s suggestion, of his way of asking these Big Questions?
- 19) What do you think that listening – “deeply” or otherwise – has to do with your own sense of vocation, and/or with how you might work with students around questions of vocation? What has this Deep Listening process been like for you?
- 20) What is a question or concern that seems to be tugging or whispering at the edge of your awareness these days?
- 21) What else would you like me to ask you? What is one question that nobody ever asks you – and you really wish they would?

## **Excellence in teaching**

### **Topics that may be covered**

- In applications, what courses can I say I am able to teach?
- How much teaching experience do I need?
- Where can I get teaching experience?
- How can I make the most of the little experience I do have in my applications?
- How will I convince the tenure committee that I am an excellent teacher?
- What is a teaching philosophy? Or teaching statement
- How do I advocate for myself within my department to get the teaching assignments I want?
- What teaching assignments do I want?
- Is it OK to just do the assessment of my teaching that is required of me?
- How much innovation should I be doing?
- How do I know what grading standards to use?

### **But first, let's think about what makes excellent teaching**

**How do I know excellent teaching when I see it? (or when I do not see it?)**

**What are some of the principles that guide my teaching?**

**Best ideas for me from this discussion:**

## Effective teaching & learning strategies

Problem-based learning

Minute papers

Clickers or “conceptests”

PLTL – peer-led team learning

POGIL

Primary literature

Just in time teaching

Flipped classrooms

Workshop format

Collaborative problem sets and quizzes

Research-like or authentic research experiences

Service learning

Writing in the discipline

Case studies

Others:

**Note the names of any individuals you may want to contact later about particular methods:**

**Best ideas for me:**

## **Assessment**

**Why assess your teaching?**

**What tools are available to assess teaching? (and who can/should administer?)**

**What should you know about assessment at your new institution and/or places you interview?**

**Questions/concerns:**

## **Building a research program**

### **Topics that may be covered**

- Challenges & advantages of the small college environment
- What can you do without graduate students?
- Finding out what the culture of research is in your department and around the whole campus
- Getting an honest assessment of the expectations of research for tenure and promotion
- Selecting, mentoring, and supervising undergraduate research colleagues
- Finding mentors to help you
- Incorporating research into courses
- Pre-tenure sabbaticals, release time, and reduced teaching loads to move your research forward
- Establishing collaborative projects
- Making the right contacts to forward your work and to ultimately find good external reviewers for tenure
- What kinds of internal funds are available and how are they dispersed?
- Where should I start looking for sources of funding for my project?
- What is the basic process for getting external funding?
- Who can help me prepare proposals?
- How much (and what kind of) help and advice should/can I seek from my colleagues?
- Do I need external funding?
- What kinds of colleges have the level of research activity that I desire?
- How do I make myself sound like I “belong” in an application, in terms of “level” of research?
- Negotiating start-up funds.

**Most of us will need to include undergraduate students in our research. What are some best practices and experiences?**

**Other notes:**

## Peer Coaching

We are frequently faced with significant challenges and we sometimes find ourselves looking for a new direction. The best way forward for *you* depends upon *your* underlying motivations, the resources *you* have at your disposal, the challenges that *you* face in working through the challenge, and even how *you* frame the problem. It can be helpful to talk ideas through with another person, but without a deep understanding of the underlying issues and a clearly articulated problem to solve, the conversation can be counter productive; it can become mired in unsolicited advice or half informed solutions to partially articulated problems.

This version of peer coaching is inspired by the Quakers' Clearness Committee and shaped by the idea of action learning.

**The process** is simple:

- 1) Form a group. The group should be between four and six people. More work, but it becomes difficult to listen to so many voices. Fewer are also ok, but you have fewer new perspectives considering the problem. **For this exercise, we will be in groups of two or three. One person should take notes for the focus person.**
- 2) Each person in the group thinks deeply about the issue they wish to bring forward to the group. As each person takes their turn as the focus of the group, you should provide:
  - A concise statement of the issue is best, if there is not clarity around the issue, the peer coaching can help provide that clarity.
  - Relevant background or factors that may bear on the problem.
  - **Today, try to keep this to 5 minutes**
- 3) When the focus person is finished with the introduction of the issue, the peer coaches ask "open and honest" questions. The peer coaches should remain totally attentive to the focus person and her/his needs. **Do not let this part turn into a "grilling" session. Questions that can be answered in one or two words are probably not open enough.**
- 4) The focus person can respond, though the answers should be kept brief. The more the focus person supplies, the more material the peer coaches have to work with.
- 5) Each focus person should be given attention for the full time allotted. Don't be afraid of silence; keep your attention on the focus person and the issue, and new perspectives may arise from the silence. **For this practice exercise, allot 10 minutes for questioning.**
- 6) Change the focus person in your group and start again, choosing a person to take notes. Make sure to give the notes to the appropriate person of focus when the session is over.
- 7) Conduct a reflective self evaluation. What did you learn, and what action will you take as a result?

## Rules

1) What's said in the group stays in the group. The process is confidential because the focus person will become very vulnerable during the process. This also means you should not ask questions outside the group is the focus person is not receptive. Respect the group.

2) The only questions allowed are open and honest.

No "Why don't you...", or "When that happened to me, here's what I did...", and no amateur psychoanalysis.

- An "honest" question is one that the answer can't easily be anticipated.
- Ask questions that help the focus person to discover solution from within themselves.
- Good questions can lead the person to reframe the issue, see it from a different perspective. Questions that employ different metaphors can be useful for reframing.
- Questions should be short...no preamble should be necessary.
- Trust your intuition...even if it leads to bizarre questions like "What does that problem taste like? What would the solution taste like?" These can help reframe and bring new perspective.
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3) The focus person can refuse to answer any question. An unanswered question is not lost...it may be the question that is so important that the focus person keeps thinking about it for a long time.

## Things to remember

1) Being an attentive listener and effective coaching partner takes practice. Asking good questions is a learned skill.

2) When done properly, **a group of 4 should take two hours!** This exercise is just to give you a taste.

3) Being comfortable enough with the group to be vulnerable requires establishing good relationships. It's hard to get the full effect of the peer counseling with just one session with relative strangers...or worse yet, colleagues you don't yet trust. The peer counseling groups themselves can help build stronger relationships, but it takes time.

4) Ideally, the group would meet somewhat regularly and hold each other accountable for the actions you propose to take as a result of what you learned in the session.

### **Reflection on Peer Coaching**

1) How do you rate your participation as the person of focus? What would you do differently to improve your participation?

2) How do you rate your participation as a listener / questioner? What would make you a better listener / questioner?

3) How do you rate the group overall? What would have made the group more productive?

4) What did you learn about yourself or the issue you brought to the group?

5) What actions will you take as a result of what you learned?

## **Sticky Situations**

In your group, discuss the scenarios you are given.

Focus in on the basic problem(s)/challenge(s).

What are some possible solutions/responses?

How should the person in the scenario discern what to do?

## **Reporting on your SAP to the larger group**

Prepare to give us only the briefest of overviews, perhaps vision, goals, and some examples of strategies & actions. Also prepare to do the following:

Notes on overview/highlights of SAP:

One question or piece of advice from the group regarding my SAP.

What am I going to do in the next week?

What two things am I going to do in the next month?

Who is going to contact me to ask if I've gotten them done? When?

Who am I supposed to contact to check in on their progress? When? Contact info?

## **Putting your SAP into action & other ways to stay on track**

What are some tips and tricks I have learned in the past to keep myself on track with a goal?

What are some pitfalls and traps I have fallen into in the past when trying to stay on track with a goal?

What kinds of strategic planning have I used in the past?

How can strategic planning help me at this point in my career/life?

Best ideas for me:

Questions/concerns:

## How to use your SAP once you leave the workshop

- **Post It:** Print or write your SAP on brightly colored paper and pin it to the bulletin board right above your desk or tape it to the wall right inside your office door. You may even be able to fit a copy of your SAP in your daily planner or calendar.
- **Share It:** Review your SAP with at least one other person, preferably two or three people including a research mentor, a collaborator, a colleague in your department a family member or a friend. If someone else knows about your SAP and you give them permission to comment on it, chances are much higher that in 6 months or a year from now it will not just have been another good, but now forgotten idea.
- **Use it with your calendar:** Make use of your SAP in connection with your calendar. While your SAP is fresh, make some notes on your calendar that correspond to action items in your plan. Remind yourself of upcoming deadlines, calls, emails and appointments that you need to schedule to your list each week and carry them over to the next week if you don't get them done.
- **Use it for decision making:** Your SAP can be an excellent tool and reference when making decisions. If you're asked to teach a course, give a seminar, review a manuscript, take on a new research student, or be a co-PI on a proposal, take time to see where this opportunity may fit into your action plan. Evaluate the opportunity realistically in terms of the time it will require and whether the benefits associated with it are worth the costs. Maybe this new opportunity is perfectly timed to help you accomplish part of your SAP and you can eagerly accept. However, that may not be the case. While this new opportunity may be very appealing to you, resist the urge to over-commit yourself if you've already got a full schedule.
- **Review it:** On your calendar, schedule a minimum of 30 minutes each month to revisit your SAP. To make this review more appealing, take yourself out for coffee or lunch with your action plan and your calendar. Spend that time reviewing action items you've accomplished and progress you've made and make notes in your calendar about next steps.
- **Revise it:** Upon reviewing your SAP you may discover that you need to make major or minor revisions. Go ahead, this is a living, changing document that should not constrain you as much as motivate you and help you prepare and realize your goals of success. If you make major revisions, remember to post it, share it, use it and so on.

*Karen Nordell Pearson, based on material in a CUR article, Spring 2008*

**Who am I going to share my SAP with?**

**Best ideas for me:**