

Recommended resources

Books

- “Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones,” James Clear
- “The Black Academic’s Guide to Winning Tenure – Without Losing Your Soul,” Kerry Ann Rockquemore and Tracey Laszloffy
- “Essentialism: The Disciplined Pursuit of Less,” Gregy McKeown
- “The Promotion and Tenure Confidential”, David Perlmutter (he is also author of a column with the same title in the Chronicle of Higher Education)
- “Time Management from the Inside Out”, Julie Morgenstern
- “Grit: The Power of Passion and Perseverance,” Angela Duckworth
- “Making the Right Moves A Practical Guide to Scientific Management for Postdocs and New Faculty,” Burroughs Wellcome Fund Howard Hughes Medical Institute, https://www.hhmi.org/sites/default/files/Educational%20Materials/Lab%20Management/Making%20the%20Right%20Moves/moves2_ch6.pdf
- “Dare to Lead: Brave Work. Tough Conversations. Whole Hearts,” Brené Brown

Time management articles for new faculty

- **“If I Only Knew: Reflections for New Faculty Members,”** Lance D. Fusarelli, <https://www.insidehighered.com/advice/2020/08/06/seasoned-faculty-member-reflects-what-he-wishes-hed-known-new-professor-opinion>
- **“Time management: Seize the moment,”** Jeffery Perkel, <https://www.nature.com/articles/nj7535-517a>
- **“Saying Yes,”** Melissa Dennihy, <https://www.insidehighered.com/advice/2015/07/22/essay-when-new-tenure-track-professor-should-agree-request>

Websites and blogs

Being Lazy and Slowing Down, <https://lazyslowdown.com/>

This site is geared towards academics and academic families (e.g. faculty, graduate students, and postdocs), it is meant to go beyond and include those who want to slow down their “busy” lives to live a more fulfilling personal and/or family life. Through the resources we will share, we will problematize: 1) the exclusive priority of outcome-based actions over close attention to the process and 2) the exclusive focus on the mind over body and spirit. Employing the phrase, being lazy and slowing down, we intend to provoke the audience to include more “stop signs” or “speed bumps” in their lives to Be Mindful, Trust the Process, and Let Go of Outcomes.

National Center for Faculty Development & Diversity, <https://www.facultydiversity.org/>

On-demand access to the mentoring, tools, and support you need to be successful in the Academy. The U of MN has an institutional membership. Sign up on the website. Free webinars, tools, and also New Faculty Bootcamp and other productivity classes for a moderate cost. Signing up for the weekly newsletter is highly encouraged!

#MHAWS: Mirya Holman's Aggressive Winning Scholars Newsletter (not for tender eyes or ears), <https://miryaholman.substack.com/p/welcome-to-mhaws>

The Mirya Holman's Aggressive Winning Scholars show is a newsletter, which includes lots of: "-swearing, - advice about success and not being a [jerk] in academia, - aggressive "get [stuff] done" emails"



On-demand access to the mentoring, tools, and support you need to be successful in the Academy

[Join NCFDD](#)

<https://www.facultydiversity.org/home>
U of MN has an institutional membership, just sign in and sign up

How to Thrive in Academia

We focus on four key areas that help you achieve extraordinary writing and research productivity while maintaining a full and healthy life off campus.

1. Strategic Planning

Learn how to plan your academic year, your term, and your weekly schedule in a way that is aligned with your tenure and promotion criteria

2. Explosive Productivity

Learn the skills and strategies that will help you to publish more research, win more grants, and manage your internal resistance to writing

3. Healthy Relationships

Learn how to manage your professional relationships and build a thriving network of mentors, sponsors, and collaborators

4. Work-Life Balance

Learn how to reduce your stress, prioritize your self-care, and find balance in your personal and professional life



Ten ways to say No

1. That sounds like a really great opportunity, but I just cannot take on any additional commitments at this time.
2. I am not comfortable with that _____ (situation, task, group of people involved).
3. I feel overwhelmed by service right now, so I am going to have to decline your generous invitation.
4. I am in the middle of _____, _____, and _____ and, if I hope to get tenure, I am unable to take on any additional service.
5. I am not the best person for this. Why don't you ask _____?
6. If you can find a way to eliminate one of my existing service obligations, I will consider your request.
7. I would rather say no to your request than do a halfhearted job on the committee.
8. Right now, I need to focus on my research agenda and publication. When I have tenure, I hope to be able to say yes to requests like this one.
9. I cannot serve on your committee right now. But why don't you ask me again next year?
10. No. (Look the asker in the eye and sit in silence.)

Source: "The Black Academic's Guide to Winning Tenure -- Without Losing Your Soul," by Kerry Ann Rockquemore and Tracey Laszloffy

Principles of Effective Time Management for Balance, Well-being, and Success

The principles below are derived from research on time management, motivation theory and much experience working with university students. Think of time management techniques as tools to help you do what you value the most. Make these tools into an expression of your values—what’s most important to you—not just a schedule to get more stuff done. Try to keep these principles in mind as you schedule and calendar your time, and when making the moment-to-moment decisions that are crucial to effective time management for balance and well-being.

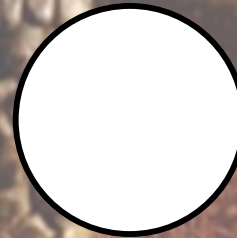
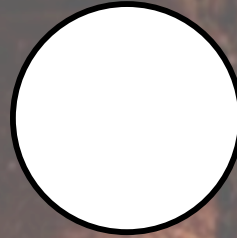
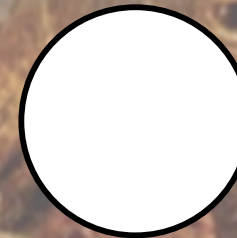
1. **Commitment**—if you can’t commit to devoting time to a task, don’t put it in your schedule. Only schedule tasks you **WILL** do. Be brutally realistic, not idealistic when making your schedule. Creating a schedule you can’t actually keep is setting yourself up for frustration. If you don’t actually stick to your schedule it will soon become useless. This may have happened to you in the past.
2. **Pursue fun with a vengeance**—Make time for enjoyable, rejuvenating and satisfying activities like organizations, sports, and entertainment. Organize your academic and other obligations **AROUND** these commitments to fun.
3. **Time vs. task focus**—Think of your day in terms of time, not the tasks you have to do. Devote time to important tasks every day. It’s hard to predict how long a task will take, so it’s hard to schedule with great precision. But you can reliably schedule regular intervals of time and get into a routine. Make an appointment with yourself for a particular time period, and when playing or working, set your purpose “I’ll get the most out of this time.”
4. **One thing at a time**—Current research shows us that multi--tasking is a myth. In actuality, we are switching back and forth between tasks. With each switch we pay a cognitive cost and a time cost: It takes time to get mentally back into the task, thus making us less efficient. When switching we lose the depth of our engagement, absorption. This depth is necessary at Princeton where you are expected to gain conceptual mastery, not merely a superficial understanding.
5. **Block out time**—devote, on a regular basis, chunks of time to a specific class. Make it part of your schedule, your routine. Estimate how many hours per week you want to devote to a class. Set aside this many hours for working tasks in the course. Slice up your task into pieces and allow specific blocks of time for specific pieces of a big project.
6. **First Things First**—if you can do so, schedule the things that are most important to you first thing in the day, or at the first available time slot. Anything that gets scheduled later in the day has a greater chance of getting interrupted, put off and never gotten to. You won’t be thinking or worrying about your work during your leisure time if you get academic tasks done first.
7. **Routine**—It takes 30 days to create a habit, but good habits make your life easier. With good habits in place you don’t have to make as many hard decisions, thus you are less likely to make unproductive ones such as talking yourself out of doing what you had planned.
8. **Flexibility**—How do you incorporate flexibility into your schedule? Don’t schedule every hour of the day, leave empty time slots, and schedule in recreation time. Create a two-hour or three-hour block on Friday as a catch all makeup time. When things come up and you are deciding whether to diverge from your established schedule, survey future hours and days to see where you can make up lost time. Switch blocks of time so that your schedule reflects your new commitments.

9. **Respond vs. react**—In the moment of decision--making, when faced with a decision or an impulse to diverge from your schedule, don't just react, RESPOND. Pause, take a moment to think. Remember what's most important to you and do what will help you get it. For example, if exercise is a top priority for you, don't let a sudden fear about a grade prevent you from exercising. Be ready to reduce the amount of time, but don't compromise on your health. Don't let "mindgames" in which you create justifications get in the way or lead you astray.
10. **Organize your environment**—both physical and social—for success, for support—be creative.
- a. Choose carefully where you study and do other tasks: minimize distraction; maximize focus.
 - b. Use physical reminders. If you want to work out more, but are getting bogged down in email or Facebook, put your running shoes on top of your laptop. Make it harder to get off track and easier to stick to your plan by changing your environment.
 - c. Instead of friends being a "distraction", enlist their support:
 - i. Study buddy/group—work on problem sets, readings, etc. in your shared course together.
 - ii. Get a study/writing partner—same place and time, but not the same course.
 - iii. Ask friends NOT to call you at specific times. Ask them to help you stick to your schedule. Say, "tell me to leave your room" or the dining hall after one hour, etc.

Your Goal Hierarchy

CAREER

FAMILY





WEEK REFLECTION

*Start
Here!*

NAME _____

DATE _____

Friday is a good day to review your week and plan your weekend.
This worksheet helps you do that.

This week:

1. What good things happened?

2. What have I achieved?

3. What challenges did I encounter?

4. What / whom am I grateful for?

5. What are areas to grow in the near future? (e.g., less screen time)



WEEKEND PLANNER

WEEKEND DATES (SAT & SUN):

Based on how your week has been and your next week will be, make plans for the weekend.

1. How do I want to feel this weekend?

(Circle and add the words that apply.)

Fun Playful Social Adventurous Active Celebrating Excited
Connected Care-taking (for others) Creative
Restful Relaxed Isolated Quiet Indulging Care-taking (for self)
Spontaneous Unstructured Present/Mindful
Organized Decluttered Achieved Challenged Motivated Learning Inspired

2. What do I want to do this weekend to fulfill these desired feelings?

(Brainstorm activities that may allow me to feel the way I want as circled above.)



(Allocate no more than three activities
on each day)



Weekend 1st Day (Sat)

Weekend 2nd Day (Sun)

"Be Mindful; Trust the Process; and Let Go of Outcomes" - BLSD



REFLECTION ON THE TERM

WHICH TERM?

NAME

DATE

Now that the term (semester/quarter) is over, let's reflect on it by asking the following questions! Please download and save this PDF in your computer first before filling.

1. What are my top-3 achievements during the term? (Personal & Professional)

2. What goals/intentions do I want to carry over to the next term?

3. How do I want to celebrate my achievements?



TERM REFLECTION

Continued

4. What are my top-3 challenges?

Challenge 1



5. Have I solved the Challenge?
If Yes, how did you overcome or deal with it? If No, how are you going to deal with it?

Solved? Yes ☐ No ☐ Maybe ☐

Challenge 2



Solved? Yes ☐ No ☐ Maybe ☐

Challenge 3



Solved? Yes ☐ No ☐ Maybe ☐

6. What / whom am I grateful for this past term?