

RESILIENCE

How do you react when you receive evaluations of your teaching from students and colleagues?

What is your response when you receive a 'reject' or 'revise and resubmit' response from a journal editor?

"If you based your measurement for success on the institution, you'd be off to Oprah to sort your head out." (Bianca, Humanities)

How prepared are you for your performance review meetings with your manager and in what ways do you respond to the feedback you receive?

How do you react when you are asked to do something you don't want to do at work?

What different forms of feedback do you seek on your academic work, from whom, and how often?

How often, and from how many different organisations, do you apply for funding or grants to support the work you do?

"It sometimes stings a little ... you've got to accept that you might send a perfectly good paper to a really appropriate journal and they might say no." (Kevin, Commerce)

ACADEMIC CITIZENSHIP

"Relationships with administrators and general staff are really important." (Kevin, Commerce)

How often do you see and talk to your departmental colleagues? Do you have morning tea or lunch or social drinks together on a semi-regular basis?

Are you a willing and active member of your department? In what ways?

On which committees, task forces or working groups do you currently serve, and which have you identified as important options for the future?

How do you demonstrate care for your students and colleagues?

What service activities do you engage in beyond your institution?

Have you familiarised yourself with your department's and institution's core strategy and policy documents lately?

"I have a good friend who sent me an example of one his promotion applications and I've never forgotten how helpful that was. I've subsequently given people in my department my promotion application to get an idea of what's expected." (Dean, Humanities)

BALANCE

Do you know how to say 'no' when you're asked to take on too much?

Are you confident, enthusiastic and motivated about your teaching and your research?

How do you protect your family/personal/leisure time from encroaching work responsibilities?

"I spend a lot of time in the garden ... it gets your mind off everything." (Theo, Science)

What exercise and/or hobbies help keep you healthy and sane?

What organisational tools, routines and practices do you use to help you balance/manage your time effectively?

"I try to make sure that I have at least one day over the weekend where I don't do anything related to work." (Bianca, Humanities)

SURVIVING AND SUCCEEDING AS AN EARLY CAREER ACADEMIC IN NEW ZEALAND

Developing and nurturing personal characteristics that will help you succeed



Success in academia depends on a trio of inter-related factors:

- + institutional support,
- + prior experiences, and
- + personal characteristics of the academics themselves.

The first two factors are beyond an academic’s control, but the third can be celebrated, enhanced, changed and developed by the individual.

Successful early career academics share some common traits, and all new and aspiring academics should consider how they might nurture these characteristics in their own lives.

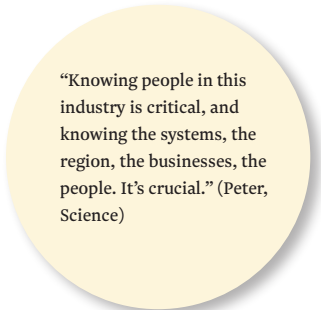
As well as being knowledgeable and up-to-date on important new developments in their disciplines, successful early career academics are:

- + collaborative and have broad networks of support;
- + resourceful in the ways that they seek support, help, advice and guidance;
- + resilient in the face of setbacks and obstacles, rather than being defensive or risk-averse;
- + organisationally aware, astute and committed, as well as collegial and caring (they are good ‘academic citizens’) and;
- + self-disciplined, and conscious of balancing work and home life.

How are you doing in the areas of resourcefulness, relationships, resilience, academic citizenship and balance?

The questions in this flyer are designed to prompt your thinking and encourage you to set goals in each of these areas. They are supported by inspiring quotes from successful early career academics from New Zealand tertiary institutions.

RELATIONSHIPS



Who are your ‘academic kindred spirits’—people who think similarly or are doing similar work—and how much contact do you have with them? How could you find more such people?

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Who are your mentors, and how do you nurture those relationships?

[Empty yellow text box for response]

Who, besides your students, has seen you teach lately?

[Empty yellow text box for response]

Do you know the top 100 scholars in your field? Do they know you?

[Empty yellow text box for response]

With how many people do you share your scholarly work before you present it for publication or performance?

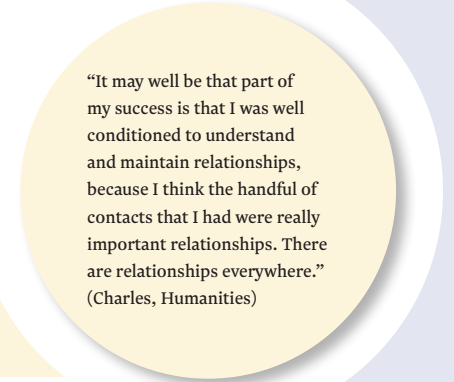
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What contact do you have with your former graduate supervisor/s and graduate student colleagues?

[Empty yellow text box for response]

How many people do you know who could be examiners for your graduate students? Or guest lecturers in your courses?

[Empty yellow text box for response]



RESOURCEFULNESS

If a student or colleague asked you for help that you couldn’t provide, would you know where to direct them? Are you familiar with all the various student and support services on campus? Do you know any of the people who run these services by name?

[Empty white text box for response]

Professional and personal development in research, teaching, leadership and supervision is available on most campuses: what new opportunities have you made the most of lately?

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Have you set goals and/or defined a pathway for your academic career? Have you asked any senior colleagues for help with this? How often do you revisit those goals?

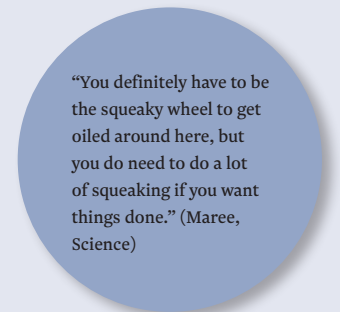
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Do you know how the promotion processes at your institution work and what you personally need to do to get promoted?

[Empty white text box for response]

Have you published from your PhD and/or do you have a publication plan?

[Empty white text box for response]



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