If I would have known then what I know now:
Lessons from down the road a bit
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A) "If you want to be a writer...write." Epictetus
1) Set realistic goals for your writing, understand what those goals entail and monitor your progress towards those goals.
2) Write at least 30 minutes a day for at least five days a week. Know when you work best. Make it an untouchable appointment (like the courses you teach, block out your writing time first).
3) Know that writing includes new thought generation, revision, etc. In other words, know the difference between composing (i.e., getting stuff down on paper) and editing (i.e., making it look and sound nice.).
4) If you are having trouble writing (writers block), it may mean you need to read more!
5) Seek out and cherish feedback on your writing. Have others critique your manuscripts (novice first, experts last) prior to sending out!
6) When polishing your writing for submission, make sure you read it aloud to address wording, etc. issues
7) Know (e.g., read) the journal you want to publish in--different journals publish different types of articles. Volunteer to review for the journal. Read the latest issues with the editors you are submitting to.
8) Be confident about what you submit because you know you've done the work on (1) getting feedback; (2) investigating journal to send it to; (3) you have thoroughly critiqued the literature and know it's the right time for your work; (4) you've received good feedback; (5) you've revised and proofread
9) Remember --Revise and Resubmit decision is a good thing!
10) Use reviewer comments when you get rejected -- before sending it somewhere else.
11) When you are getting close to your promotion date -- prioritize the manuscripts that our closest to publication -- get those off your desk.
12) When working with co-authors-make sure to continue to establish who is "it" so that everyone in the writing group is aware of who should be working on the manuscript at any point in time.

B) "I've learned that you can't have everything and do everything at the same time." Oprah Winfrey
1) Find several mentors in- and outside your university that you can talk to about issues. Stay in touch with them in good times and bad.
2) Learn how and when to say "no"
3) Learn how to balance being a good "citizen" and getting your work done
4) Beware of professors with "gifts"
5) Develop and maintain good relationships with the staff.
6) Find co-workers who like what they do (their energy tends to be contagious) and avoid co-workers who do not like what they do--(they will tend to drain your energy).
7) Avoid new teaching preps and try to find courses that are taught often.
8) Spend a lot of time working in your office.
9) Create balance in your life between work, play, family etc. (remember "no one's perfect -- not even a perfect stranger", The Pretenders)
10) Pass what you have learned back to the people who come after you.
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The key accomplishment for someone working towards promotion to full professor is to demonstrate national and/or international "impact". What impact means for your department, college, and university-is somewhat specific to your department, college, and university-so be aware of what it means in your situation. There are a variety of ways in which one can provide evidence for "impact".

Some ways to provide evidence for impact in research:
1) publish a sufficient number of data driven programmatic research publications,
2) publish in the key journals or publishers in your area,
3) demonstrate that your publications are being cited by others (e.g., google scholar), and/or
4) seek and receive research focused grant

Some ways to provide evidence for impact in service:
1) service on national organizations (e.g., committees, elected positions),
2) service on editorial board for journals in your area,
3) service as editor for journals in your area, and/or
4) ad hoc reviewer for journals in your area (if you are consistently being ask by a particular journal for ad hoc reviews — it may be time to ask about being on the editorial board)

Some ways to provide evidence for impact in teaching:
1) consistent above average or improving student rating
2) show innovation in your teaching
3) mentoring students (publications and conference presentation)
4) teaching awards

Try to:
1) talk with the full professors in your department, your department chair, and dean if possible, about your readiness,
2) make sure your external reviewers are from "equal"or "aspirant"type universities,
3) find mentor relationships with several people inside and outside of your department and the university —when the time comes —return the favor -- pay it forward,
4) make your case without arrogance and in a way that communicates to people outside of your area-- remember once your material leaves the department —your fancy jargon may not translate to someone in a different department or college, and
5) check your ego at the door-- it is not an "up-or-out" decision so the worst thing that can happen is your petition is denied, which is not any different from where you are now and remember to treat the process as a great opportunity to reflect on what you have done, what you are doing, and what you would like to do in the future

Avoid:
1) relaxing after you are tenured and promoted to associate professor,
2) over commit to service activities,
3) over commit to the creation of new teaching preps,
4) over commit to leadership roles (even if you eventually want to go into leadership)
5) get involved with rotating author partnerships (i.e., "I will scratch your back you scratch mine") — be programmatic with your publication.