

balance of my career and family life” (Anderson, Bonewits, McDormann, Pierce, Procopio, Sheeler, & Tate, 2004, p. 98).

Tip 4: Branch Out

- Attend workshops and seminars across campus
 - “I found it equally important to have a group of peers with whom I can share ideas and engage in honest conversation about the joys and stresses of the early stages of the tenure process. These peers were not to be found in my department—rather, they were members of different departments and most often entirely different colleges. . . . They help me feel sane as they remind me that there are others out there struggling with the same issues” (Anderson, Feldner, Hoffmann-Lontin, Procopio, Sheeler, & Tate, 2007, p. 3)
- Find activities that keep you grounded

Tip 5: Compartmentalize your Time

- Make the best out of your graduate program research.
 - “There is likely no other time in your professional life when you will have as much dedicated research time and thorough feedback as you get when writing your dissertation. Plan to publish a couple of chapters as articles and also expand the project into a book shortly after graduation” (Anderson, Feldner, Hoffmann-Lontin, Procopio, Sheeler, & Tate, 2007, p. 6).

Tip 6: Help the Academy Expand its Notion of Success in Terms of Commitments Made to Personal and Professional Choices

- “It means expanding out understanding of career and the choices we make in constructing our working lives so that our professional and personal lives are allowed parity in importance and influence” (Townesley & Broadfoot, 2008, p. 138).
- “By combining family and work commitments, these ‘new academic subjects’ are ‘performing the professoriate’ in ways heretofore unprecedented, unconsidered, and unimagined, pressuring their institutions to respond with structures and practices also unimagined, and, in some instances, highly contested” (Townesley & Broadfoot, 2008, p. 139).

Tip 7: Understand you’re Not Alone

- Read *Women’s Studies in Communication (2008) vol. 31 (2)*

“Assistant professors who seem happiest in this process do what communication scholars do best—they communicate; they network, they get out there on campus and get involved and find out what others who have gone before them found the process to be” (Anderson, Feldner, Hoffmann-Lontin, Procopio, Sheeler, & Tate, 2007, P. 7).

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