

Surviving and Thriving in the First Year Out of Graduate School. **Robert Holshuh Simmons** (University of North Carolina, Greensboro)

Balancing the demands of a new job, a dissertation to complete and defend, a toddler, an infant, a spouse with responsibilities of her own, and home upkeep (all in a new city!) is not an easy task. But it can be done. I found myself in that situation in my first year out of graduate school, and I can happily say that I emerged relatively unscathed. My talk will focus on three main topics: strategies for getting a dissertation (or any major research project) done while also handling one's other job responsibilities competently; techniques for remaining as productive as possible while also caring for small children; and tips for staying positive when work can seem overwhelming.

Completing a dissertation while also teaching a full schedule requires resourcefulness, discipline, and the ability to withstand sleep deprivation. The first strategy for getting a million tasks done is to delegate as many of them as possible to someone else. The alphabetizing, three-hole punching, duplicating, and library running that student workers do can be the difference between surviving and floundering. The next key is to cut non-essential activities to a minimum—leisure activities have to be reduced to only those without which a person could not imagine living. Even essential activities have to be prioritized and scheduled so that the most demanding duties are reserved for times of day when one is at one's mentally sharpest. Finally, one needs to learn how to stay up and keep working long after it is no longer healthy to do so.

Dedicating large amounts of time each week to tending to small children and handling household duties while still being a functioning professional calls for many of the same approaches laid out in the previous paragraph. There is one main additional provision, though: as many moments of the children's waking hours as possible should also be used to accomplish other objectives. Such objectives can almost never be academic. But if a parent/professor can wash dishes, do laundry, cook, run errands, etc. while the tots are awake, the tots' sleeping hours can be dedicated to teaching, research, and service. The rule has to be never to do something while the kids are asleep that could be done while they are awake.

Finally, while the string of tasks that a professor with small children and a major research project has can seem unending, it is essential to remain positive, and for good reason. A large proportion of what a professor does is stimulating, satisfying, or both; this sets our job apart from the large majority of occupations. The only problem with this career is that it can occupy more time than we might like. In this respect, though, it is no different from many professions. Parenting small children, while at times tedious and unpleasant, can also be enormously gratifying. Those who are privileged enough to be both a professor and a parent need to remember how fortunate they are to be in these roles. In short, it is possible to finish a dissertation, care for small children, and support a spouse's endeavors while managing a new job. These duties will not all be handled flawlessly, but part of balancing these tasks is learning to accept that "good enough" is sometimes an adequate standard. Most importantly, while these diverse responsibilities are not always comfortable, we don't have to let those around us know that they aren't.

Learning to Handle (and Even Enjoy) the One-Year Job. **Kristopher F. Fletcher** (Louisiana State University)

Since an increasing number of people in our field find themselves taking one or more temporary jobs before being hired for a tenure-track position, it's important that we shift our perception of such jobs

and look at them not as a setback and instead as a part of our career development. And, like any other phase of our career, the more clearly we plan for it, the more we can get out of it. To this end, my aim is to show how the one-year job can be a valuable part of an academic career in Classics.

My aim is to demystify the one-year job and thus help people work such positions into their career plan. The first element is to lay out what can be expected of you and what you can expect, and then outline a series of things that you can hope to get out of your one-year experience. The obvious areas of discussion involve learning how to become a professional classicist: taking the next step in developing as a teacher, finding the balance between teaching and research, and learning how to be a colleague. The less obvious – though equally important – topic is to how to make the one-year work in terms of your larger career and your ongoing job search, not only in the application and interview processes, but also in helping you figure out at what kind of school you'd like to teach.

I will end by addressing the more personal aspects of having a one-year job, including advice on how to deal with moving so regularly, and its financial and psychological effects. The psychological aspect deserves special attention, and part of my purpose will be to reinsure people that the system does work, and will work for them – though they need to have a sense of humor. It's all too easy to view any job that is non tenure-track as a failure or a setback, so my overall aim is to combat such a perspective to show how this now-common situation can work to your advantage.

Some Reflections on Earning Tenure. **Antonios C. Augoustakis** (Baylor University)

This paper addresses some of the conflicting aspects of the tenure-track process and offers some thoughts on what to do or avoid doing during the six years of the pre-tenure probationary period, speaking from my perspective as a newly tenured professor. My story is one of success and relatively little stress. There is little doubt, however, that the tenure process can take a heavy toll on the assistant professor's personal and professional life. Ultimately, is a balance possible between someone's life at the office and at home? If so, can it be maintained? I shall discuss the following areas conducive to success in tenure: 1) strategy for publications and 2) management of a heavy teaching load.

Publishing has increasingly become the sole factor in determining a tenure case. A good strategy in planning out one's publications is thus the key to success. From my experience, I believe that one has to have at least two articles under review while working on a third, provided that one also finds time to complete the necessary changes that would turn the dissertation into a book. Therefore, a good dissertation is the prerequisite for survival. I was working on book revisions during the first two years of my tenure-track job, while I was also revising several articles. It is also ideal if your peers help you by proofreading your articles and work as mentors during the process.

Managing a heavy teaching load (for the first three years 3/3) was a daunting task. I believe, however, that teaching and research are closely related and that one can easily use Greek and Latin classes, for instance, as an opportunity for writing abstracts, papers, and eventually articles. I have always found my Latin seminars a very stimulating source for new ideas that eventually became articles. As much as Classicists enjoy teaching, however, a sabbatical leave during these years should be pursued by all means.

Above all, however, the key to success is a good attitude: the tenure candidate should never lose the positive outlook on life but should rather try to socialize within the academic community and outside the department. Friends and family are crucial to maintaining a support network and positive attitude;

otherwise it is easy to sequester and isolate oneself in the mistaken belief that interpersonal relations constitute a distraction from the necessary focus and time for research. The difficult moments in our personal or professional lives notwithstanding, one should keep in mind that tenure is not the end of one's academic life but just the beginning. We should never lose from sight the reason why we do what we do as Classicists.

The Ins and Outs of Academic Relationships. **Julia Nelson Hawkins** (Ohio State University)

The life of an academic couple is fraught with several predictable obstacles yet blessed with particular advantages: on the one hand, the reality of coordinating two careers so that both people end up in the same time zone, much less the same city or university, can be a nightmare; on the other hand, academic couples enjoy live-in editors and colleagues who will listen to and critique endless ideas and arguments.

In this session, I will discuss some of the obstacles I and other "academic couples" have encountered and offer some advice based on my own personal experience. For example: how do the partners of an academic couple position themselves to be geographically close to each other? What are some of the pitfalls of working in the same department? Is co-publishing a good idea? How do spousal hires work? The good news is that academic departments seem to be increasingly supportive of spousal hires, so two Classicists have a much better chance of working in the same department than they did, say, 10 years ago. That having been said, it is crucial for academic couples, particularly if they share the same discipline, to prevent their academic identities and "voices" from blending into one another. This is especially the case for a younger scholar who is partnered to an older, more established colleague.

Some of the suggestions I will offer include: 1. the member of the academic couple without a job should get to know his or her partner's colleagues. This is made easier if the jobless partner chooses to live in the same city as her employed partner, but either way, she or he should not feel reticent about what may be perceived as following along at the heels of the one with a job. These days academic departments are very savvy about the need to hire partners of valued departmental members, at the very least, as instructors. Even a temporary job can and often has led to a tenure-track job. 2. For those couples who are both blessed with part-time or tenure-track jobs at the same university, the difficulties are more complex. I recommend establishing separate "work identities". Do not appear chummy at work, and avoid backing each other up too loudly at departmental meetings. Be able to disagree with your partner in public if necessary. Make sure your students understand that you do not discuss them with each other at home, since academic couples in the same department can be viewed as being more prone to gossip. These and other issues will form the basis for an engaging conversation about love lives in academia.

Midlife Reflections of a Working Mother. **Julia D. Hejduk** (Baylor University)

Is it possible for a woman to have a career as a college professor of classics and raise a family at the same time? The answer is unquestionably "yes." But the addition of a few modifiers makes the question far more difficult: Is it possible for a sane woman to have a rewarding career as a college professor of classics and raise a family well at the same time? This paper will attempt to give a realistic assessment of the costs involved in making that choice, to outline some strategies for coping, and to offer some (qualified) hope to those at the crossroads.

It needs to be emphasized at the outset that frustration and guilt, in varying degrees, are the constant companions of the working mother. Once the first child has arrived, the ability to throw oneself into a task with single-minded enthusiasm disappears forever. Children also dispel the illusion that one has control over one's life: even normal levels of fussiness and illness, let alone more serious problems, have a way of sapping energy and ruining plans. Whether one is engaged in mothering, teaching, or doing research, one could always be giving more or doing something else, and thus guilt manages to attack from many sides at once.

Coping strategies can be broadly grouped under multitasking, prioritization, and compromise. To some extent, the working mother is by definition always multitasking, but there are numerous subdivisions and refinements: the many activities involved in the feeding of children, for instance, can profitably be combined with artistic, intellectual, and moral development. It is also important, however, to mark off certain sacred territories where multitasking is forbidden and to learn when and how to say to children, colleagues, or others the most essential phrase in the working mother's vocabulary: "No, thank you." What makes the dual life possible is compromise; each woman must continually re-evaluate what to cling to and what to let go.

My experience is that it is not possible to "have it all," to give as much both to one's career and to one's family as one would wish. But it is at least possible, under the right conditions, to be a happy and reasonably successful juggler. A career in the humanities is not entirely incompatible with other aspirations of human life.