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What No One Tells the (Future) Assistant Professor: Uncovering Hidden Curriculum for Faculty

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1. Purpose and positionality

This "tricks of the trade" paper is based on the collective experience of the two authors. As the Student Division call for papers states, our paper is "centered around accumulated guidance through educational experiences that can help guide other students with similar experiences"—in this case, our goal is provide guidance for Student Division members who are considering tenure track faculty positions.

The engineering education community has a tradition of sharing experiential wisdom, for example at forums like the ASEE Annual Conference and Exposition, where papers, and panel discussions dedicated to the process are common in the Faculty Development, Graduate Studies, and Student Divisions. Such papers have addressed topics like finding teaching opportunities during doctoral studies[1], assembling a dissertation committee[2], general advice for graduate students[3,4], enhancing teaching effectiveness[5-7], using specific research methods or methodologies[8,9], writing National Science Foundation (NSF) CAREER proposals[10], and navigating the tenure and promotion process[11]. This paper follows these prior examples by presenting advice for future or new faculty, especially those considering a tenure-track appointment at an institution where they will be evaluated based on their research.

This paper shares the authors' collective experiential wisdom for what we consider to be some of the *hidden curriculum* of establishing a research presence as a pre-tenure faculty member. In so doing, we extend the concept that students are tacitly informed about what is valuable in a given context[10,11] to future and early career faculty. Despite receiving high-quality mentoring during our doctoral work, we ourselves did not receive the hidden curriculum we offer here, and we know that doctoral programs in engineering and engineering education focus on training students to be independent researchers rather than to develop research agendas and manage research groups as faculty. We hope to support the next generation of faculty by offering practical advice about three aspects of earning tenure at a research institution that are rarely explicitly discussed: (1) developing and disseminating a compelling narrative about your work, (2) promoting the impact of your work, (3) leading a research group, and (4) creating an internal and external support team.

We structured this paper to highlight both our shared and individual experiences. As such, some of the text is written with a collective voice using "we" statements. Other pieces are written from our individual perspectives where we each share our unique stories to highlight the different approaches we have taken. Our positionality statements below demonstrate the structure readers will find throughout the paper.

Our career experiences provide what Secules and colleagues[3] call "access" and "emotional proximity" to the topic of earning tenure at highly research intensive universities. We each started careers as non-tenure-track faculty and were then hired into tenure-track positions, so we have held both insider and outsider status on the tenure track. In total, we authors have 30 years of faculty experience. Each of us has served on journal editorial boards and have served as leaders in ASEE and other professional societies. Julie completed a program director rotation at the National Science Foundation (NSF), where she worked with faculty to hone their research ideas and navigate the proposal development, submission, and implementation processes. We each earned tenure at research-intensive universities (Julie at Clemson University, and Rachel at The Ohio State University, or OSU). Julie is now a full professor at University of Georgia (UGA), and Rachel is an associate professor at OSU. We have both helped develop PhD programs as founding members of departments in engineering education, and we both have served as an associate department chair.

Rachel's positionality: I earned tenure at OSU two years ago (in 2022). I serve in two administrative roles as the Associate Chair for Graduate Studies and Research Infrastructure in the Department of Engineering Education and Assistant Vice President for Talent and Team Development in the Office of Knowledge Enterprise (which is part of the university's research arm). I started my faculty career as a practice (i.e., teaching focused) assistant professor at OSU in 2013, but then was hired as a founding tenure-track assistant professor after my department was created. Being a founding faculty member in the department was challenging, and I want to share what I learned along the way to support junior faculty and those looking to establish new departments and programs. I feel honored that my graduate experience provided a very strong support network for me to get through my tenure-track experience, and I recognize not everyone has that same community lifting them up. This paper is an extension of the mentoring I have offered as widely as I can to students and early-career faculty.

Julie's positionality: I started my faculty career in a non-tenure track role in 2004 at University of Houston. I was hired onto the tenure track at Clemson University in 2008 and earned tenure there eight years ago (in 2016). One highlight of my career was serving as a program director in NSF's Engineering Education and Centers Division from 2017-2019. Following my NSF rotation, I moved to OSU, where I worked with Rachel in the Department of Engineering Education and held administrative positions. I moved to UGA in 2023 as the Director of the Engineering Education Transformations Institute. I am motivated to share the hidden curriculum with others as a way to give back to the community that has given me so much throughout my career. I also want to share some of the lessons I feel like I learned through making mistakes or having to figure out processes by myself despite having great mentors. As a tenured faculty member, I now feel safe writing about my pre-tenure and more recent experiences.

As tenured white women, we recognize that we are privileged in many ways in academia. These privileged identities help us to feel comfortable being open about our tenure journeys and the supports that have helped and continue to help us succeed.

2. Tip (1): Develop and Disseminate a Compelling Narrative About Your Work

Many early career faculty mistakenly believe that their work "will speak for itself" rather than taking control of their public image by actively propagating a compelling narrative. Articulating a clear vision, creating an active online presence, and consistently promoting impact are strategies we have successfully used to support strong reputations in our field.

Why is it important to develop and disseminate a compelling narrative about you and your work? It helps you become known for what *you* want to be known for. When others are asked to write letters supporting your tenure/promotion case, it helps to ensure that those letters will talk about the things about which you are most proud. This leads to alignment between your narratives, the dossier, and the letters.

Many of us believe that we have little influence over what others think of us and our work, but nothing could be farther from the truth. But the trick to helping others learn about you is to be clear yourself.

2.1 Developing the Narrative

As a first step, we recommend creating a career vision statement. Having a career vision statement provides others with a succinct representation of you and where you are going. As your vision evolves over time, you can start putting the new elements of it out for the public. It also provides clarity for you in making decisions about where to invest your time and energy. These are our current career vision statements:

Julie: My vision is to create environments that elevate and expand the engineering education research community.

Rachel: My vision is to increase engineering students' success through a deep understanding of identity and motivation.

Julie's blog post contains writing prompts to help you get started writing your own and is available at: https://fisher.osu.edu/blogs/leadreadtoday/why-and-how-career-vision-statements.

Once you have developed a career vision, consider giving your research group an identity that aligns with your vision. In engineering and science, many faculty use their last name as a research group name. This is certainly effective in identifying the principal investigator for the work, but it does not help promote their narrative to the public. For our own groups, Rachel chose a name with an acronym that reflects her career vision, Research on Identity and Motivation in Engineering (RIME) Collaborative, and Julie chose a word that reflects hers, Elevate. In both cases, the mission and focus of the groups is clear and centered around our career visions.

2.2 Disseminating the Narrative

Once your narrative is developed, you must share it to raise your visibility. While simply having a narrative can provide personal direction, we believe putting the narrative you create out into your field has a much greater impact than allowing others to create one for you by the activities they happen to see you complete.

2.2.1 Websites

As a faculty member, you will be online. You will be listed on your departments' directory, and someone will want to write a story about your first big grant. We recommend cultivating the online presence you want to have well before someone else does it for you, and this begins with a website.

Creating and maintaining a website does not have to be an onerous task. Rachel uses an institutionally hosted site (https://eed.osu.edu/rimetime), while Julie uses a website hosted by Square Space (https://juliepmartin.com). In both cases, our department directory page contains a link to our site. We both have had a link to our websites in our email signatures. Many people click on these email signature links and read about us even if the email is not about our research group or research broadly.

Rachel: When I joined Ohio State, someone said, “embrace the power of the Block O” (OSU’s logo) That’s why I chose to keep my site with the university. This also means it is easily linked and protected within the university’s systems. Additionally, most of my students have used the platform for other projects. Some have used it personally, some in class, and others as teaching assistants. This allows the group to easily share ownership and update content on the site as there is no learning curve for using in just my research group’s context. There is also institutional support for the platform if we run into any issues, so I do not need to hire web developers or pay additional costs for maintenance. I can update it myself and seek support within my organization if needed. While everything is linked and housed with my institution today, I can export the site to use on a different platform in the future if ever needed.

Rachel: One thing I do on my site is have one member of my research group write a blog post each month. The effort is shared and thus minimal, but it allows us to constantly have something new out in the world. I have also found this to be a great exercise in noting the often forgotten or unnoticed things my team has learned. It allows them to share with me, each other, and the world tips and tricks related to engineering education research and graduate school.

Julie: At a prior university, I had an institutionally hosted page, but I found I could not make timely updates on my own or change even the basic formatting of the webpage template. I decided that I should own my website content. This meant I could choose a design to reflect my personality and have the flexibility to make changes whenever I wanted without needing someone else’s help, and I will not have to rebuild it if I ever change institutions. Learning new platforms and programs is not something I enjoy, so I paid a student a few hundred dollars from my personal funds to show me different platforms, build out the initial site, and teach me how to use it. I have found Square Space to be easy to learn and use. Another advantage to having my own site is that I can include information about my consulting services without the conflict of interest of using university resources.

Julie: One of the best pieces of advice anyone ever gave me was: “buy your name!” I bought the domain “juliepmartin.com” years before I ever began using it. Once I decided to create my own site that was not affiliated with my institution, it really paid off (especially because I have a common first and last name combination). The domain name and Square Space subscription together costs a few hundred dollars a year, which I also pay from my personal funds.

2.2.2 On Social Media

When it comes to social media, you need to decide what you will engage in, in what capacity, and with whom to further support sharing your narrative and building your online presence. It should be kept in mind that these are all choices you must make knowing that what you put out there cannot be easily taken back.

Rachel: I have chosen to keep personal items on Facebook (updates about my son, dog, and personal life in general). Over the years, as I have gotten older and am not as close in age to my students, I have decided to “friend” graduate or undergraduate students after they have graduated to stay in touch on a personal level. I want to know when they move, buy their first home, have a baby, etc. I do still choose to *not* connect with current students to keep space between professional and personal environments, but once they have graduated, friending each other on Facebook has been a great way to stay in touch. This allow allows me to keep my professional narrative and personal experience separate.

Rachel: I also have an account on X (formerly Twitter), but it is only used for professional purposes (e.g., announcing new projects and publications, engaging with other researchers, etc.) to further support my body of work. I use it as a tool to stay up to date with other departments in engineering education and share resources related to academic life. I also see it as a vehicle to engage with prospective students. All that said, X can be used for a lot more than that. I have just chosen not to go that route.

Rachel: Another platform I engage in, but not regularly, is LinkedIn. Many companies and organizations are on LinkedIn, so I think it is very important I have a presence, but it is my secondary social media outlet. I do use it to connect with people I have met or know of, generally speaking, in the professional context (current students included).

Julie: I have not had a particularly active presence on LinkedIn to date, but seeing how Rachel uses it has inspired me to do more. I post about personal and professional news on Facebook, but I always keep in mind that what I post is a permanent record. When I worked at NSF, they reminded employees that anything we put in writing could be on tomorrow's front page of The Washington Post. I think back to that warning often when I post on social media!

2.2.3 In Your Bio

One great way to get the word out about your vision is to include it in bios you are asked to submit when you publish a paper (especially at conferences like ASEE), give a talk, or apply for an award. Many people will read these bios and it is a subtle way to promote your narrative. We also recommend using your bios to point readers to your website to learn more about you.

3. Tip (2) Promote Your Research

One important lesson we have learned in our academic careers is that it is not enough just to publish, you also need to promote your work for it to have wide impact. There are few ways we have done this successfully.

First, if you only do *one* thing, we suggest that you pay for open access fees for journals. You can write these fees into proposals and pay for them with grant funds, or you can use startup or other university accounts. Publishing open access makes a huge difference in how many people see your work and cite it. It also makes responding to article requests on ResearchGate much easier because you can just send a link to your work.

Working to actively promote an article once it is available online can improve its impact as well. A great way to do this to seek out opportunities to write blog posts, popular press articles, and do podcasts about your work. These can help distill your research for difference audiences and support its practical application. These mechanisms can also drive traffic to your publications by other scholars. Julie has written articles for *PRISM* magazine[12], blogposts[13-14], and recorded podcasts[15-17]. Rachel has also written for *PRISM*[18-19], had her institution write a piece about a journal article, and shares her work on X.

Here are few additional ways we have each actively promoted our research:

Julie: When I publish a new article, record a new podcast, or write a new blog post, I post it on LinkedIn. When a new scholarly publication comes out, I send an email to several key people whom I cited to let them know about it. I do this for people I know and for people who I have never met. Sending those messages to "big names" or people I don't know felt intimidating at first, but I have actually received responses from them thanking me for making them aware of my work. I also send emails to others in the field whose work is related to mine. One time, one of these other researchers emailed me back right away and said, "I'm almost finished with a paper on a related topic. Now that I know about your paper, I will add it to the citations."

Rachel: When I have a new article published, I first try to update my website and dossier. Then I post a notice about the article on X, and if possible, link to a tweet from the journal itself. This has allowed me to share the posting of articles with a network well beyond my own. I also try to tag any of my collaborators and my department on the post as well to reach their networks.

We have found more passive ways to promote our work. We both include a link to our research group website and a short list of recent publications and non-academic articles in email our signature. We have also created (and regularly update) our profiles on research impact websites such as Google Scholar, ResearchGate, and ORCiD, so we know if someone looks us up, they will see up-to-date information.

4. Tip (3) Create Structures and Processes for Your Research Group

Advising students and postdocs, managing research administration, and learning personnel processes are aspects of leading a team for which we felt unprepared. The more structures, processes, and standard practices you can put in place, the more efficiently your group will run. This is not to say you do not have to make adjustments over time. You will, so having a framework for how you will run your group will save you lots of time and energy.

4.1 Advising Students and Postdocs

Before taking on faculty roles, we both participated in mentorship experiences where we worked with junior colleagues. That said, we were not always prepared to change that mentorship experience into advising. While there are parallels between mentorship and advising, they are distinct and require different skillsets, sometimes ones we did not always have.

According to the literature, graduate mentorship can require personal involvement from faculty, such as serving as a friend or providing financial support[20] while graduate level advising requires knowing how the program works to ensure the advisee succeeds[21] and socializing students into the department and field[22], especially through opportunities such as research projects and conferences[23]. Working with graduate students and postdocs in an advisory capacity requires a supportive but outcomes-driven approach. You need to support their development into scholars, but you also have to guide them towards the completion of a dissertation or project. We have each developed our own advising philosophy over the years.

Julie: I want my research group members to create their own definition of success and to know that I will support them in whatever they choose to do in their careers. I believe in the positive power of relationships, and my approach is to create a supportive environment where we all share resources and ideas. I am intentional about helping my group members grow their professional networks and work to make sure they have opportunities to interact with other members of the field. To help with this, I commit to funding each of my advisees to go to at least one conference per year. I value transparency in running my group so I let them know about the things I do to facilitate the group's success that might not be obvious to them, such as project management, securing funding, dealing with our institution's Human Resources Department and staffing tasks, maintaining current financials and future projections, monitoring and reporting on progress (to the department, college, university, and funding agencies). I let them know that while I love my job, I also value rest and time away from work. I want them to understand what being a tenure-track/tenured faculty member requires so they can make informed choices about whether they want a tenure-track career and can then prepare accordingly.

Rachel: I believe in a flat approach to my research group and advising. While I know more about engineering education research than my students, they each are bringing unique experiences and knowledge to our team that I need to learn from. I try to harness that and encourage them to mentor each other throughout their experiences. While I have established a set cadence for working with students (e.g., I meet individually once every other week with students before candidacy and weekly after candidacy), it takes time to figure out what works best for you and your students. Additionally, I'm flexible and know that each one of my advisees might need something unique. I also fully believe we are whole people, and that view impacts my advising.

To help you develop your advising philosophy and approach, we recommend attending advisor training programs even before you get your own students. Programs such as the Wisconsin Center for the Improvement of Mentored Experiences in Research's CIMER[24] training can help faculty think through the various aspects of advising and build foundations for advising and mentoring practices that will help support their groups.

The other thing we recommend is developing a research group handbook. This document will serve as a guide for your students and establish best practice within your group. You can also use the document for setting the culture of your group to include your values. While your handbook will not cover everything needed to establish your advising practices, it does become a living document that can be used to facilitate dialog between you and your students. We specifically want to thank Adam Kirn and Allison Godwin for introducing us to this idea and providing amazing examples of their group's documents over the years.

4.2 Managing Research Administration

New faculty often get start-up packages with money to begin their research. From there, they get their first grant. But how do you make the most of those funds? How do you manage your budget and adjust for unexpected changes? How do you even buy a computer using these funds? One thing we learned that was extremely valuable was to learn the process. It is invaluable to understand how a 15-page project description turns into a funded NSF project. It is invaluable to know how to navigate the fiscal system.

Julie: Good relationships with research administration staff and fiscal officers are key to managing research finances, and these members of your college/department typically have a great deal of institutional knowledge. I make an effort to get to know the people in my financial and grants offices, ask about processes and policies, and then follow them consistently. I am also careful to always start my routine requests well in advance of any upcoming deadlines. I sign every email to them with some version of "I appreciate you!" (and I genuinely do). Because I consistently follow the rules and do not wait until the last minute, I feel like my colleagues in those offices are likely more willing to help me when I do make the occasional mistake or need something within a tight deadline for reasons beyond my control.

Rachel: When I first started as a faculty member, I had a meeting with my sponsored programs officer (SPO). She talked me through the entire grant process from her point of view—everything from drafting budgets, to submitting, to closing out a project. I am forever grateful for the time she took to walk me through the process. It made me see how my pieces fit into the bigger picture. I highly recommend all faculty have a meeting with their SPO like this. It will be invaluable.

We also recommend creating templates and processes related to your group's most common purchase and ensuring that your senior students all know the process. This allows them to train each other and frees up time and space for you to focus on other tasks that only you can do.

4.3 Learning Personnel Processes

Hiring personnel can be complicated and time consuming. However, it is essential for our work. We each had similar experiences with learning personnel processes, so we have written this section as a combined narrative.

The first students we hired were from our classes. They were students who we knew a little about and who knew us. We usually connected over their interest in doing something new as a co-curricular opportunity and engaging in research seemed like a good fit for their goals. In most cases, these were very successful hires, and they often knew other students interested in similar experiences so once they were ready to graduate, we often requested they send job ads to their colleagues. That said, sometimes the matches were not good, and we had to part ways. Whenever hiring student employees, especially undergraduates, we always recommend leaving space after the first semester of employment to for both supervisor and employee to re-evaluate the hiring. This way you leave space for parting ways if needed, and you empower your student to move on if they want.

As you start hiring graduate students and undergraduates, we recommend creating templates for job positions. Those templates can be tweaked for each job, but there are probably key job elements that are needed to work on your projects. Write those down!

We also have learned that we can delegate certain tasks and roles needed to keep our research groups running to different group members. For instance, Rachel has one student in the group designated as the social media lead. Julie hired a postdoc, to whom she delegated authority to sign undergraduate researchers' timesheets. Although it is sometimes hard to feel like we are "giving up control," putting trusted group members in various roles frees us up to do only the things we can do as the faculty member and principal investigator of the group, which ultimately ensures the well-being of the entire group.

5. Tip (4) Create an Internal and External Support Team

All faculty need support systems. Through our experiences, we have found that these often take three forms: peers, mentors, and paid professionals. We provide our insights about each below.

5.1 Peers

Invaluable support can often be found with your peers (those inside and outside of your unit and university). We found that peer support is typically informal but can include more formal connections such as affinity groups. Peers can provide support for problem-solving and accountability, allowing junior faculty to progress as a cohort.

Rachel: In the early years of my tenure-track position, I was fortunate that there were two other tenure-track assistant professors in my unit. We met regularly to discuss our challenges and share our successes. We used those meetings to support each other and brainstorm ways to enhance our department for future assistant professors (e.g., teaching load adjustments). These meetings were very informal, with no agenda or real direction, but provided a mechanism for each of us to discuss, vent, and work on solutions collaboratively.

Rachel: Similarly, I had co-writing meetings in my early years with peer faculty from outside my unit. These were truly accountability sessions where we could each make progress on our individual and collective projects (when applicable). While the focus was writing, these types of sessions also provided opportunities to discuss institutional challenges and understand how other organizations approached the issues.

Rachel: While I received strong disciplinary peer support, I was in a new department and did not have near peer faculty within my own unit (i.e., there were no recently tenured faculty). Thus, it was immensely valuable that I engaged with faculty outside my field at my university. Through faculty organizations such as OSU's STEAM Factory, I built a network of near peers who could support and guide me through general faculty milestones (e.g., fourth year reviews).

Julie: Like Rachel, when I was hired as a tenure-track faculty member, I was part of a new department that was still growing. I especially relied on peers from other institutions to help me navigate the tenure-track and normalize my experiences. Many of those peers were having similar experiences at other institutions, and it helped to compare notes and figure out which parts of my experience were more universal, and which were institution or department specific. I used money from my start-up funds to travel to conferences and other events, which was a great investment in building professional relationships that are ongoing all these years later. My initial "conference buddies" are the people I still contact for everything from quick help with a literature citation to seeking moral support. During my pre-tenure period, I also met peers from other disciplines as part of the National Center for Faculty Development and Diversity's Faculty Success Program. For this, I negotiated with my department to split the registration fee with my start-up funds. These peers provided writing accountability and the group coaching aspect of the program helped me further normalize my pre-tenure experiences.

5.2 Mentors

We often think that mentoring is a purely altruistic activity, but mentoring also benefits the mentor. Sometimes initiating a mentoring relationship can be intimidating for the mentee, but remembering that many mentors derive personal gratification and tangible professional benefits may make this less daunting.

In our reflections we address both informal mentoring relationships and formalized mentoring programs for academics where mentors and mentees are assigned to each other or people are grouped into intentional cohorts for mentoring.

Julie: Throughout my career, I have found many mentors through my service and leadership activities. I believe that one reason for this is that when a committee, task force, or board works together on an initiative, it often brings together people of different ranks and disciplines who share common values. One way I have met many mentors has been through volunteering with Women in Engineering ProActive Network (WEPAN) and ASEE. I served on the WEPAN communications committee. later as Director of Communications, and then in the Presidential leadership sequence (president elect, president, and past president). In these roles I worked closely with people from all over the United States who were similarly dedicated to advancing the cultures of inclusion and diversity in engineering—some faculty of similar rank, some came from industry, some held important staff roles in universities and other nonprofits, and some were high-level university administrators (deans, provosts, presidents). By working toward a common goal, we built trust, and over the years, these colleagues became an amazing network of mentors. They have often provided career advice, served as nominators or references, and served as role models for various career paths.

Rachel: I have leaned on my former graduate program for a lot of mentoring since I graduated. While only a few members of the department served on my committee, I had built relationships that allowed me to reach back to folks while on the tenure-track to gain support and perspective. I also used formal mentoring programs to receive support outside of my institution. For example, while I was teaching faculty, I was selected for an ASEE Educational Research and Methods division Apprentice Faculty Grant, which paired me with a mentor. Conversations I had in programs such as this were invaluable!

5.3 Paid Professionals

Paid professionals such as coaches and editors can be great sources of support and provide another external perspective on your work. We have both worked with career coaches, writing coaches, and editors.

5.3.1 Career Coaches

A career coach can help you navigate your career and work through decisions. These can relate to major career milestones (e.g., what to do after you earn tenure) but also day-to-day choices. They serve as a third party and often provide a strong line of questioning to help you determine your next step. There are a variety of career coaches—some who focus on academia and some who do not. Depending on what you need (which can change throughout your career), both can be helpful.

Julie: I wish I knew when I first started as an assistant professor that so many other successful faculty worked with coaches! I have been working with a career coach since about a year before I submitted my tenure dossier. At first, I met with a coach occasionally and we talked about specific challenges; later, I found a coach who worked from a more holistic perspective. We have been meeting about three times a month for eight years. Working with a coach has helped me to be more productive, but more importantly it has helped me get really clear about my career vision and be highly intentional about developing my body of work in ways that make me proud. My coach has helped me reach answers about big questions in my career – What do I want to be known for? How can I best serve my professional community? – and the answers to these big questions have led me to pursue opportunities like becoming a program director at NSF and taking on new administrative roles at my institution.

Rachel: There was a time when I was extremely lost in my career. I did not know what I wanted to do next, but I knew I was very angry every day I went to work. Something had to change. I started working with a career coach and everything turned around. We explored the source of my anger, talked about ways to get out of my rut, strategized applying for new roles, planned out difficult conversations, and started to unpack what I really wanted and needed in a career to be happy. I do not do coaching consistently, but during difficult times, I sign up! One thing to know about coaching is that every coach is different. You have to find a coach who is a good match for you. I looked into multiple coaches before picking one. The one I chose was a perfect match for me. She understands academia but is not focused on it. Given my interests and passions this was extremely important to me. I find that my conversations with her provide balance.

5.3.2 Writing Coaches

"A writing coach is like a personal trainer for writing[10]." Writing coaches can not only help you with what you have *already* written, they can also help you plan out what you want to write. They can work through a document's organization with you, provide guidance in constructing an argument, hold you accountable for writing, strategize how to align your writing with your time, energy, and interest, help you select a publication venue, and even discuss why you are having trouble writing a particular piece or staying motivated.

Julie: I have been meeting every other week with my writing coach for nearly five years. During that time, my writing productivity has drastically increased, and even more importantly, I am really proud of the papers I have published. With the help of my coach, I have also branched out into new publication modes and venues; for example, with her help, I have published a few blog posts for general audiences and have plans to submit to a news magazine.

5.3.3 Editors

While some writing coaches also perform editing services, coaching, and editing are two different kinds of support. Editors help with text you have already written; they generally do not help you plan what to write. Editors we have worked with often break down their services into "substantive" edits, also called "line-by-line" edits, where they work at the sentence and paragraph level to improve arguments, coherence, verb tense, organization, and more. Editors also perform "copy edits," which are focused on grammar, spelling, and catching mistakes in a nearly finished draft.

6. Action Items for Future Faculty

Here are several actionable things you can do even before you go on the faculty job market to help position yourself strategically for your future success:

1. Develop a narrative about your work, including a career vision statement. Seek opportunities that align with your career vision.
2. Develop your web presence. Buy your name (domain); you can develop a website or webpage later. Curate your social media content to be consistent with your professional narrative.
3. Promote your published work by paying for open access fees. Ask your advisor/coauthors about availability of funds or apply for professional development funds to pay for it. Many institutions are also setting up open-access publishing agreements with publishing companies, so check with your institution's libraries services about these agreements.
4. Inquire about opportunities to learn about advising, research administration, and hiring processes while you are still a student (specifically, consider being a graduate student representative on a hiring committee).
5. Build your support team of peers and mentors both within and beyond your institution, and request funds in your startup package to pay for professional coaches and editors.

7. Conclusion

We have provided insights about our experiences as early career faculty to develop this paper to be a resource to help others strategize for earning tenure – even before going on the job market. We aimed to reveal the "hidden curriculum" of earning tenure at a research university using our combined experiences as faculty, on journal editorial boards, as leaders in professional societies, assisting with program development, and as a program officer at NSF. Our four tips related to developing and disseminating a compelling narrative about your work, promoting your research, leading a research group, and creating an internal and external support team provide actionable recommendations for Student Division members considering faculty positions as well as for early career faculty. We have provided a list of action items that you can consider even before you take your first position.

Ultimately, we hope that by sharing our experiences, this paper will help you. No one should have to learn these lessons the hard way. We also hope this paper opens the door for future conversations about the hidden curriculum of being a faculty member so we, as a field, can better support those who are entering the profession.

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