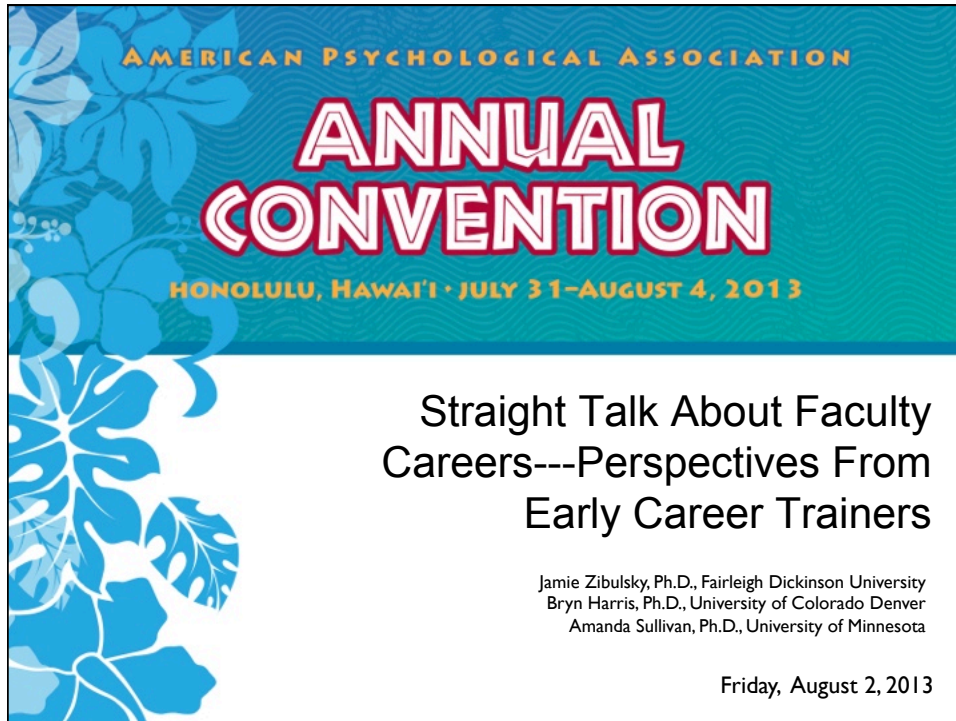


Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

The poster features a teal background with a white floral pattern on the left side. At the top, it reads "AMERICAN PSYCHOLOGICAL ASSOCIATION" in orange. Below that, "ANNUAL CONVENTION" is written in large, bold, white letters with a red outline. Underneath, "HONOLULU, HAWAII • JULY 31–AUGUST 4, 2013" is printed in orange. The main title, "Straight Talk About Faculty Careers---Perspectives From Early Career Trainers", is centered in black. Below the title, the names and affiliations of the speakers are listed: Jamie Zibulsky, Ph.D., Fairleigh Dickinson University; Bryn Harris, Ph.D., University of Colorado Denver; and Amanda Sullivan, Ph.D., University of Minnesota. The date "Friday, August 2, 2013" is located in the bottom right corner.

AMERICAN PSYCHOLOGICAL ASSOCIATION

**ANNUAL  
CONVENTION**

HONOLULU, HAWAII • JULY 31–AUGUST 4, 2013

**Straight Talk About Faculty  
Careers---Perspectives From  
Early Career Trainers**

Jamie Zibulsky, Ph.D., Fairleigh Dickinson University  
Bryn Harris, Ph.D., University of Colorado Denver  
Amanda Sullivan, Ph.D., University of Minnesota

Friday, August 2, 2013

## Agenda

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Perspectives from three junior faculty members on careers in academia
- Sections:
  - Overview
  - Research
  - Teaching
  - Service
  - Questions?

Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

## Introductions

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- **Amanda Sullivan**
  - Graduate Training: Arizona State University, 2009
  - Current Position: Assistant Professor at University of Minnesota, 2011 - present
  - Previous Position: Assistant Professor at ASU, 2009-2011
- **Jamie Zibulsky**
  - Graduate Training: UC Berkeley, 2009
  - Current Position: Assistant Professor and Director of School Psychology MA/Cert program at Fairleigh Dickinson University, 2009 - present
- **Bryn Harris**
  - Graduate Training: Indiana University, 2008
  - Current Position: UC Denver, 2008 - present

3

## Overview: The Pros and Cons

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Faculty shortage and retention is a major concern in the field of school psychology
- Many faculty members are expected to retire in the next 5-10 years
- Graduate students are not entering the field at a rate needed to sustain faculty careers in academia in the field of school psychology
  - Clopton & Haselhuhn, 2009

Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

## Overview: The Pros and Cons

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Faculty positions are becoming more and more diverse
- Traditional tenure-track positions, with a mixture of teaching and research, are not the norm anymore at some institutions
- Other positions could include:
  - Clinical Instructor – Primarily Teaching
  - Research Faculty Member – Primarily Research
  - Clinic Director
  - Administrative Role (e.g., Program Coordinator, Associate Dean)
  - Clinician/Psychologist
  - Program Administrator (e.g., grant-funded project)



## RESEARCH

Amanda L. Sullivan, Ph.D.  
University of Minnesota

Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

## Think Long-term

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Be aware of the variations in research cultures across disciplines, institutions, and departments.
  - Talk to current faculty
  - Which are consistent with your own career goals?
- Reflect on the types of professional roles/ identities you find appealing.
- Decide what types of long-term opportunities you'd like to have available to you.
  - Where do you see yourself in 5, 10, 20 years?
  - What kind of trajectories are appealing to you?

## Maximize Your Graduate Experience

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Plan to present and publish research during graduate school.
- Take your statistics and methods courses seriously.
- Take advantage of other opportunities to develop your research knowledge (workshops, conferences, fellowships, etc.).
- Communicate your interests in research, publishing, and presenting to faculty and supervisors.

Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

## Develop a Program of Research

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Identify 1-3 topic areas that interest you.
- Be able to concisely articulate these interests.
- Select thesis/dissertation topics that are consistent with these interests.
- Focus or link presentations and publications to these interests.
- Identify short- and long-term goals.
- Seek mentoring within your institution and beyond.

## Be Strategic

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- From the outset, plan to publish your thesis and dissertation.
- Whenever possible, turn class assignments or work projects into presentable/publishable products.
  - Identify potential collaborators, but be judicious when accepting invitations to collaborate.
  - Whenever possible, seek employment/funding opportunities that are (a) related to those interests and (b) provide research opportunities.

Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

As You Prepare to Go on the Market:

## Engage in Self-Reflection

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- What types of scholarship do you enjoy?
- What kind of scholar do you want to be?
- What do you want to be known for?
- What are your long-term goals?
- What types of work can you envision doing for years?
- What balance of research and teaching do you want?
- How much research pressure is acceptable?

During the Job Search:

## Do Your Homework

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Dissect the job posting and research the department.
  - How are research and teaching described?
  - What do the CVs of junior and mid-career faculty reveal?
- Explore the expectations of prospective positions. Comb university, college, and department websites. Talk to the faculty and administrators.
  - What types/areas of research are valued?
  - What types of publications are valued?
  - What level of productivity is expected?
  - What types and amounts of external funding are encouraged and/or expected?
  - Is external funding expected or required for promotion and tenure?



**Can you be happy and successful there?**



Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

## Set Yourself Up for Success

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Know the expectations of your department.
- Develop short- and long-term goals. What do you want to accomplish each week, month, and year? Think publication types and outlets, presentation venues, grants, awards, etc.
- Identify and pursue the resources and supports you will need to be successful.
- **Prioritize research and writing time.**
- **Self-monitor.** Identify distractions/obstacles. Adjust.
- Seek internal and external collaborators and mentors.
- Be able to articulate your research agenda.



## TEACHING

Jamie Zibulsky, Ph.D.  
Fairleigh Dickinson University

Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

## Obtain Teaching Experience During Graduate School

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Request and seek out teaching opportunities
  - AP Classes; High School Gifted & Talented Programs; Summer Enrichment Camps
  - Undergraduate
  - Graduate
- Ask faculty to co-present in a class
- Guest lecture
  - On your dissertation topic
  - Areas of practice you have unique experience in or knowledge of

## Obtain Teaching Experience During Graduate School

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Work on developing your presentation skills through other venues:
  - Presenting at conferences
    - Research Day at your university
    - Your state's school psychological organization
    - Regional conferences
    - National conferences
  - Service presentations
    - PTA meeting or faculty meeting in your own district
    - Local preschools, after-school programs, etc.



Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

## As You Prepare to Go on the Market: Document Teaching Endeavors

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Save course evaluations and course materials
  - When guest lecturing, ask in advance for written constructive feedback from the faculty member and students
  - When conducting service presentations, survey participants regarding knowledge gain and interest in talk
  - Always ask for one thing that went well and one thing that could have been improved
- Ask a faculty member or teaching support staff to observe your teaching and to provide a written report

## As You Prepare to Go on the Market: Document Teaching Endeavors

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Begin developing your teaching philosophy:
  - What are my views of teaching and learning?
  - What are my goals for my students?
  - What methods do I use to achieve my goals/objectives?
  - How do I measure effectiveness in achieving goals/objectives?
    - Embed feedback you've received from course evaluations and observations here
  - Why is teaching important to me?

[http://writingcenter.emory.edu/resources/teaching\\_resources/developing\\_a\\_philosophy\\_of\\_teaching.html](http://writingcenter.emory.edu/resources/teaching_resources/developing_a_philosophy_of_teaching.html)

Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

## During the Job Search: Do Your Homework

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Ask for program handbook in advance so you can review courses
- Be prepared to discuss
  - Courses you would like to teach
  - Whether you will be expected to/have the opportunity to develop new courses
  - Teaching opportunities/responsibilities in the summer
  - Who typically takes the courses you might be asked to teach (school psychology students only, other graduate programs, undergraduates)
  - Campus resources for teaching (workshops, resource center)
  - Teaching load (see next slide)

## Typical Teaching Load

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Recent survey on CDSPP listserv suggested the typical load is 2-2 for research active faculty at APA Accredited School Psychology Doctoral Programs
  - 90% had 2-2 load
  - 5% had 3-3 load
  - 5% had 3-2 load
- Many beginning faculty get a reduced load (1-1)
- Typically accounts for 40% of assigned faculty role
- However, at teaching universities or if one serves as a clinical instructor, load can be 4-4

Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

### Set Yourself Up for Success: Identify Teaching Resources on Campus

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Biggest resource: faculty in your program
  - Syllabi
  - Feedback
- Teaching resource centers
  - Workshops
  - One-on-one guidance
- Mentoring programs
  - Within and outside of your department
- Peer consultation & observations
  - Consider your teaching resource center
  - Ask a peer to review your syllabus or class
- Faculty in other programs that teach similar courses

### Set Yourself Up for Success: Teaching your Courses

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Realize that each time you teach a course you will want to change it, and it takes teaching a course 3-4 times to really feel comfortable
- Stay organized—this will help you be efficient
- Obtain timely and specific feedback
  - You may need to develop evaluation tools that will help meet your needs
- The dimensions you evaluate should be driven by your teaching philosophy

Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

## Set Yourself Up for Success: Teaching your Courses

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Create a lesson plan for each class session
  - Overall learning objectives
  - Amount of time allocated to each task
- Take notes after each session
  - Was objective met (and evaluate with formative assessment data)?
  - Did students need more time? Did they end up talking about irrelevant issues?
- Ask for mid-semester and end-of-semester feedback
  - Provide “feedback on feedback”
  - Anonymous vs. public feedback
  - Survivor



# SERVICE

Bryn Harris, Ph.D.  
University of Colorado Denver

Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

## Typical Service Requirements for Tenure

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- 1. Impact of University Contribution. Faculty members will engage in services to the program, division, and School and, when appropriate, to the University that contribute to the quality of the University culture, the effectiveness of self-governance, the quality of programs, and the reputation of the school among other units in the University.
- 2. Professional Recognition. Faculty members will provide services to enhance the profession and bring recognition and distinction to XXXX University.
- 3. Public Support. Faculty members will provide services to the community that improve educational programs and related services and build support for the School within the community and state.

## Most Common University Service

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Organization of service: program area, department, college, and university – typically fulfill service in each area. Examples:
  - Program Improvement/Redesign
    - Course modifications
    - Creating new courses/programs
  - Department/School Specific Committees
    - Diversity committee
    - Student appeals committee
    - Curriculum committee
  - College
    - Accreditation committee
    - Ethics committee
  - University Committees
    - Student fees committee
    - Campus awards/recognition committee

Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

## Other Types of Service: University Related

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Serving on search committees
- Advising
- Mentoring students
- Participating in faculty mentorship programs
- Letters of recommendation
- Accreditation reports/data collection

## Other Types of Service: Community

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Providing in-services
- Clinical experiences
  - Volunteering at a school
  - Private practice
  - Supervising graduate students/postdocs
- Attending trainings
- Evaluating district policy
- Serving on state/district committees

Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

## Other Types of Service: Professional

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Licenses/professional achievements (psychologist, ABPP)
- Serving on national committees
- Reviewing journal articles
- Organizing conferences/trainings

## Service - Time Management

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- For research intensive universities, the typical service obligation is 20% of your time
  - This averages to one day a week
- It is easy to do too much service! Tenure typically comes from teaching and research
- Find ways to combine service-teaching-research

Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

## Beneficial Service Experiences During Graduate School

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Serving as a SASP leader
- Assisting with interviews for potential graduate students
- Leadership in a graduate student journal or column
- Mentorship of new graduate students
- Volunteering
- Active in community, state, national, or international organizations



## Next Steps

Thoughts for the beach  
and the future...



Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

## A Few Words of Advice

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Academic/professional fit is important but even more important is finding a personal fit
- Our jobs can be flexible which is a good thing, but it also can mean you are always “on”...establish work hours

## A Few Things to consider...

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Post doc or faculty position???
- Priorities: Teaching, Scholarship, Service?
- What type of setting: Ed.S./PhD/PsyD, online program, size of institution, etc.
- Location
  
- What Resources Do you Have for Locating the Perfect Position?
  - APA Monitor, Chronicle of Higher Education, APA newsletters (grad student), NASP trainer listserv, NASP Communiqué, NASP website.

Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

## A Few Questions to Ask

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Department Level:
  - Teaching load, summer teaching, support for teaching, research expectations, research support/materials, research participants, tenure and promotion criteria, consulting policy, quality of students, grad/undergrad involvement, etc.
- University Level:
  - Salary/raises pattern, moving expenses, sabbatical policy, retirement policy, benefits, etc.
- Community:
  - Cost of living, spouse employment opportunity, schools/day care.

## You got the offer!

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- Do you really want the job?
  - Before committing, resolve any final questions
  - Contract
  - Start-up funds/materials
- Accepting the offer
  - FINISH any remaining doctoral work!!!

Zibulsky, J., **Sullivan, A. L.**, & Harris, B. (2013, August). *Straight talk about faculty careers: Perspectives and advice from early career trainers*. Symposium at the annual convention of the American Psychological Association, Honolulu, HI.

## Useful Resources

APA  
ANNUAL  
CONVENTION  
JULY 31–AUGUST 4  
HONOLULU, HAWAII

- NASP Future Faculty Interest Group
  - Any NASP member can join this online community at <http://www.nasponline.org/>
- APA Early Career Psychologists webpage and listserv
  - <http://www.apa.org/careers/early-career/index.aspx>
- TSP's New Trainer listserv
  - [newtrainer-subscribe@yahoogroups.com](mailto:newtrainer-subscribe@yahoogroups.com)
- Chronicle of Higher Education
  - Check out the “advice” tab at <http://chronicle.com>

37



AMERICAN PSYCHOLOGICAL ASSOCIATION  
**ANNUAL  
CONVENTION**  
HONOLULU, HAWAII • JULY 31–AUGUST 4, 2013



Thank you for attending our presentation!

### Questions?

Jamie Zibulsky, [jamie\\_zibulsky@fdu.edu](mailto:jamie_zibulsky@fdu.edu)  
Bryn Harris, [Bryn.Harris@ucdenver.edu](mailto:Bryn.Harris@ucdenver.edu)  
Amanda L. Sullivan, [asulliva@umn.edu](mailto:asulliva@umn.edu)