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Straight Talk about Faculty Careers: Preparing for the Role

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

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Agenda

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

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Introductions

- *Bryn Harris*
  - Graduate Training: Indiana University, 2008
  - Current Position: UC Denver, 2008 – present
- *Janine Jones*
  - Graduate training: University of Texas at Austin, 1999
  - Current positions: Associate Professor, University of Washington, 2005- present; Private Practice, For A Child, LLC, 2001-present.
  - Previous position: Assistant Professor, Seattle Pacific University, 1999-2002;

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Introductions (continued)

- *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

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Overview: The Pros and Cons

- 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

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Overview: The Pros and Cons

- 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)

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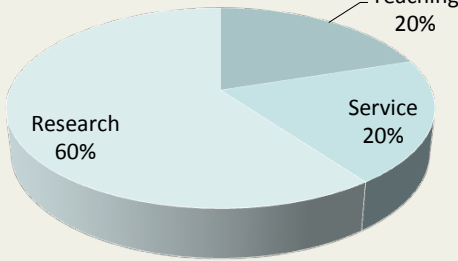# RESEARCH

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

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Faculty Research Activities

My Distribution of Time

Teaching
20%

Service
20%

Research
60%

Note: Typical distribution in research institutions: 40/40/20. Teaching institutions weight courses and supervision more heavily.

Products

- Peer-reviewed publications
- Books
- Book chapters
- Conference presentations
- Abstracts
- White papers
- Technical reports
- Manuals
- Newsletters
- Book reviews

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Maximize Your Graduate Experience

- 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.

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Be Strategic

- 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.

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Think Long-term

- 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?

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Develop a Program of Research

- 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.

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Why Does It Matter?

- It is central to your identity as a scholar.
- You will need to articulate it during:
  – Job searches
  – Promotion/tenure process
  – Funding applications
  – Award applications
  – Networking
  – Recruiting

Detailed written statement

Brief summary

Elevator Speech

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As You Prepare to Go on the Market:
Engage in Self-Reflection

- 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?

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During the Job Search:
Do Your Homework

- 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?

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Set Yourself Up for Success

- 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.

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Commentary (Jones)

- Before you get the job (search committee perspective)
  - Independent professional/scholarly identity
  - Clear vision of your research trajectory
  - Your potential for obtaining funding
  - Your "fit" in the institution based on the research that is valued

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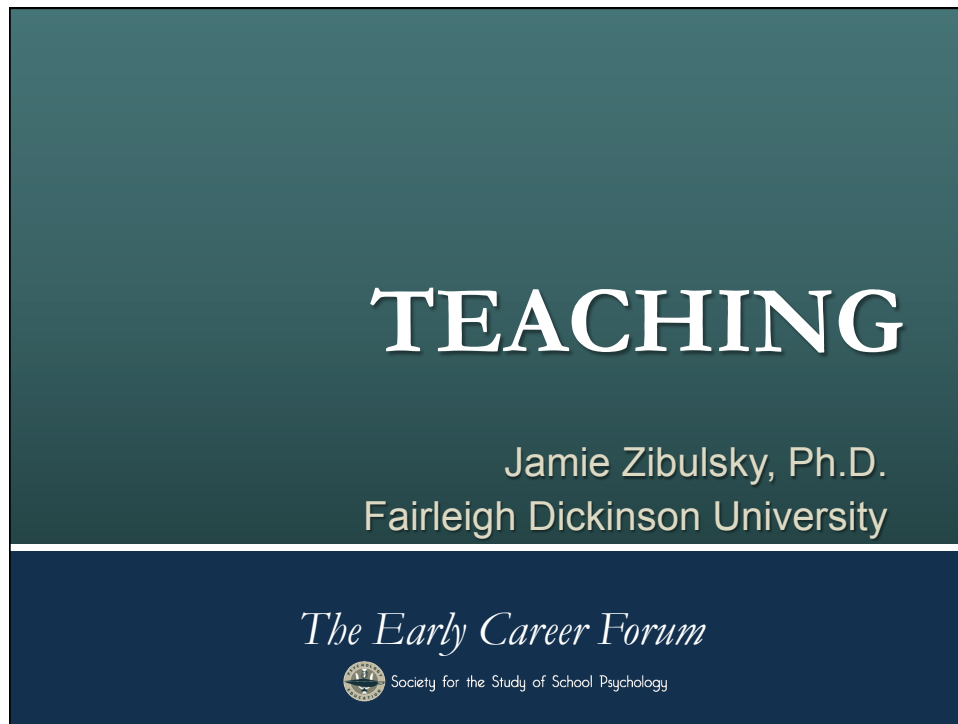http://ssspresearch.org/earlycareerforum

Commentary (Jones)

- On the job (senior faculty perspective)
  - Collaborations matter (building relationships within units on campus)
  - Sustainable work
  - National recognition (awards, invitations for task forces, etc.)
  - Access to data to be writing/analyzing/mentoring students while becoming a "citizen" of the unit

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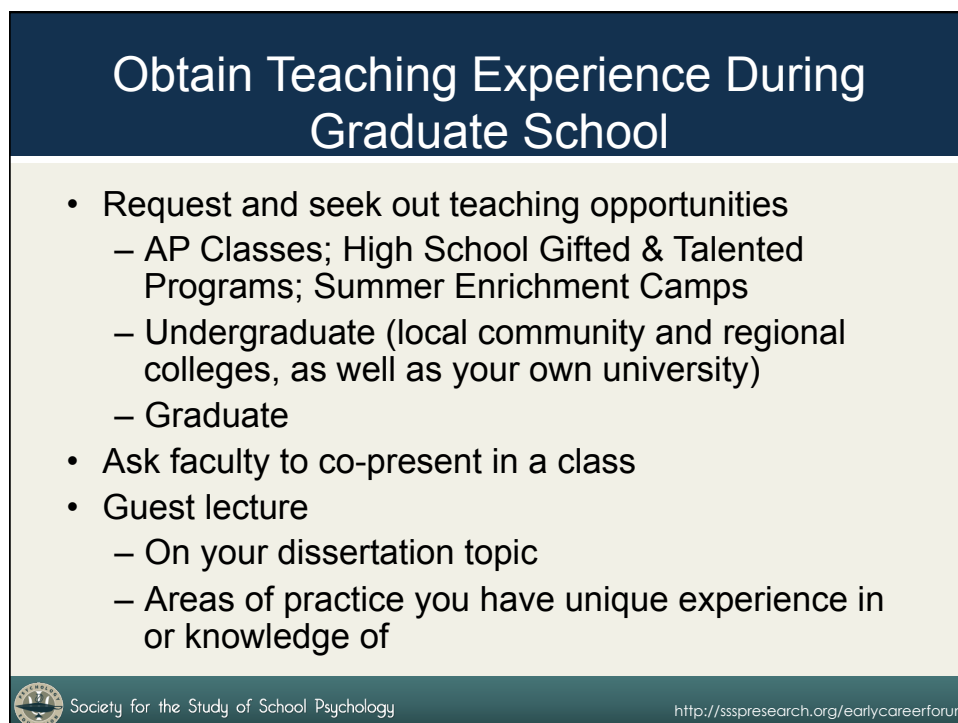
TEACHING

Jamie Zibulsky, Ph.D.
Fairleigh Dickinson University

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Obtain Teaching Experience During Graduate School

- Request and seek out teaching opportunities
  - AP Classes; High School Gifted & Talented Programs; Summer Enrichment Camps
  - Undergraduate (local community and regional colleges, as well as your own university)
  - 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

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Obtain Teaching Experience During Graduate School

- 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.

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

- 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

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

- 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_resources1/developing_a_philosophy_of_teaching.html

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During the Job Search:
Do Your Homework

- Ask for program handbook in advance so you can review courses
- Be prepared to discuss
  - Courses you would like to teach or feel unprepared 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)

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Typical Teaching Load

- 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

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Set Yourself Up for Success:
Identify Teaching Resources on Campus

- 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

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Set Yourself Up for Success:
Teaching your Courses

- 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

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Set Yourself Up for Success:
Teaching your Courses

- 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

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Typical Service Requirements for Tenure

- 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.

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Most Common University Service

- 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

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Other Types of Service: University Related

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

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Other Types of Service: Community

- 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

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Other Types of Service: Professional

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

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Service - Time Management

- 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

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Beneficial Service Experiences During Graduate School

- 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

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Commentary (Jones)

- Service requires strategic decisions
  - Never say "yes" to a request in the first 24 hours
  - Request advice of a mentor (in unit and on campus)
- Know the "why" of Service
  - On campus Service= collegiality
  - Off campus service= state, local, national recognition
- Evaluate the opportunity for impact and benefit
- Biggest benefits: new collaborations, increased visibility, recognition, new ideas

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FINAL THOUGHTS

The job hunt and the process of negotiation

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Selecting the position

- Post doc or faculty position
- Priorities: Teaching, Scholarship, Service (proportions)
- What type of setting: Ed.S./PhD/PsyD, online program, size of institution, joint appointment etc.
- Location
- Resources for Locating the academic positions
  - APA Monitor, Chronicle of Higher Education, APAGS listserv, NASP trainer listserv, NASP Communiqué, NASP website, State association webpages

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Getting noticed by the search committee

- Read the position description carefully
- Meet ALL criteria for the position
- Request support letters from well- respected people who are in similar types of institutions (make sure they know you well)
- Align your vita to the priorities of the position
- Use language in your cover letter that is consistent with the position
- Cover letter: highlight key strengths (don't just summarize everything from CV)
- Take care of the basics (typos, wrong institution, spelling, etc)

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Questions to Ask

- Department Level:
  - Teaching load, summer teaching, support for teaching, research expectations, research support/ materials, 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.

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Negotiating Points

- Research assistantship (at least 1 student over several years)
- Start up funds for projects/equipment/materials
- Travel funds for 1-2 conferences per year for dissemination of research findings (leave the specific dollar amount open)
- Request commitment to introduce you to program officers and appropriate collaborators
- Summer salary (1-2 months each year until tenured)
- Affiliation with a center
- Funding to attend a research training institute (e.g., ICPSR)

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Resources

- 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
- Chronicle of Higher Education
  - Check out the "advice" tab at http://chronicle.com

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