

Straight Talk About Faculty Careers: Perspectives and Advice From Trainers

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Agenda

- ▶ Perspectives from four junior faculty members and one tenured faculty member on careers in academia
- ▶ Sections:
 - ▶ Applying and Interviewing
 - ▶ Research
 - ▶ Teaching
 - ▶ Service
 - ▶ Questions?



State of the State Regarding Faculty Positions in School Psychology

- ▶ 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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Types of Faculty Positions

- ▶ Faculty positions are becoming more and more diverse
 - ▶ Traditional tenure-track positions are not the norm anymore at some institutions
 - ▶ Other positions could include:
 - ▶ Clinical Instructor – Primarily Teaching
 - ▶ Research Faculty Member – Primarily Research
 - ▶ Tenure-track – Mixture of Teaching and Research
 - ▶ Clinic Director
 - ▶ Administrative Role (i.e. Associate Dean)
 - ▶ Clinician/Psychologist
 - ▶ Program Administrator (i.e. grant-funded project)
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Applying and Interviewing for Academic Positions

Jocelyn H. Newton, Ph.D., NCSP
University of Wisconsin-La Crosse

Things to consider...

- ▶ Post doc or faculty position???
- ▶ Priorities: Teaching, Scholarship, Service?
- ▶ What type of setting: Ed.S./PhD, 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.



Your Application

- ▶ Cover Letter
 - ▶ Curriculum Vita
 - ▶ Teaching Portfolio
 - ▶ Preprints/Reprints
 - ▶ Research Statement
 - ▶ Faculty References/Letters
 - ▶ FOLLOW UP to make sure it is all there!
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The Hiring System & Process

- ▶ System: Search and Screen Committees
 - ▶ Process:
 - ▶ Review of files
 - ▶ Email/phone interviews
 - ▶ On-campus Interview
 - ▶ “Your task during the hiring process it to put yourself forward as an **autonomous, self-organized, and self-starting** individual.”
 - ▶ Darley & Zanna (2004)
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Preparing for Interviews

- ▶ Research institution
- ▶ Research program/department
- ▶ Find out about the process and the visit
 - ▶ Find out about the job talk
- ▶ Set up travel plans as soon as possible



The Interview

- ▶ ~1 1/2-2 days
- ▶ Social interactions (meals, tours, etc.)
- ▶ Professional meetings
 - ▶ Dean
 - ▶ Chair of Dept
 - ▶ Search and Screen Committee Interview
 - ▶ Other faculty, university staff
- ▶ Job talk(s)



Your Job Talk

- ▶ VERY important
 - ▶ Could be research AND/OR teaching oriented
 - ▶ Get to know your audience
 - ▶ Length and structure
 - ▶ Use of technology
 - ▶ Practice!
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- ▶

What should you be prepared to answer?

- ▶ Your “position” within the broader psychology field
 - ▶ Your research agenda—summarize in approximately 5 minutes.
 - ▶ What will you be able to teach?
 - ▶ Be sure to have reviewed the department’s website in order to cite specific courses.
 - ▶ Others
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- ▶

Questions to Ask

- ▶ **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.



Following the Visit

- ▶ Take care of travel expenses (if needed)
- ▶ Send any materials you promised
- ▶ Settle in to wait...
 - ▶ Hearing No
 - ▶ Hearing Nothing
 - ▶ Getting the Offer



You got the offer!

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

Amanda L. Sullivan, Ph.D.
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Think Long-term

- ▶ **Be aware of the variations in research cultures across disciplines, institutions, and departments.**
 - ▶ 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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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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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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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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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?** ⇩



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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Teaching

Julia Ogg, Ph.D.
University of South Florida

Obtaining teaching experience during graduate school

- ▶ Request and seek out teaching opportunities
 - ▶ Undergraduate
 - ▶ Graduate
- ▶ Ask faculty to co-present in a class
- ▶ Work on developing your presentation skills through other venues:
 - ▶ Presenting at conferences
 - ▶ Service presentations



Documenting teaching endeavors in graduate school

- ▶ Begin developing your teaching philosophy:
 - ▶ What are my views of teaching and learning?
 - ▶ What are my goals for my students?
 - ▶ What methods do you use to achieve your goals/objectives?
 - ▶ How do you measure your effectiveness in achieving your objectives?
 - ▶ Why is teaching important to you?
- ▶ Save course evaluations and course materials
- ▶ Ask a faculty member or teaching support staff to observe your teaching and to provide a written report



<http://www.writingcenter.emory.edu/teachphil2.html>

What to ask during the interview about teaching

- ▶ 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)

Teaching Requirements

- ▶ 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

Now that you have the job

Congratulations!!

Learn about and use 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.....

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



Challenges in Teaching

- ▶ Lack of specific training in this area (Kratochwill, Shernoff & Sanetti, 2004)
- ▶ Understanding how your course fits into the overall program
- ▶ Balancing with other demands (research & service)
- ▶ Student evaluations
- ▶ Preparation for new courses
- ▶ Keeping course up-to-date



(Austin, Sorcinelli & McDaniel, 2007)

Tenure Considerations

- ▶ Goals & Accomplishments (teaching narrative & student products)
- ▶ Courses taught
- ▶ Teaching Awards & Distinctions
- ▶ Committees
 - ▶ Dissertation
 - ▶ Thesis
- ▶ Student Evaluation of Teaching
 - ▶ Formal
 - ▶ informal



Service

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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



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



Other Types of Service: Profession

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



Service - Time Management

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



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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Putting It All Together: Reflections from
a Recently Tenured Professor

David Shriberg, Ph.D.
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Finding the Right Fit

- ▶ Academic/professional fit is important. Even more important is finding a personal fit. Things to look for to find this



Putting It All Together

- ▶ Perspective
 - ▶ Being a parent and a professor
 - ▶ It's not exactly going to work in the salt mines
- ▶ Support
 - ▶ Nothing beats a loving and supportive partner and family. I would be **nowhere** without this.
 - ▶ Working with colleagues that are a good match for you
 - ▶ Developing a peer network
 - ▶ Seeking mentorship from more experienced faculty
 - ▶ Get involved nationally (TSP Junior Faculty Group, NASP, APA)



Putting It All Together

- ▶ Reality
 - ▶ University politics- in most cases, better to stay under the radar and just do your job well and play nice in the sandbox
 - ▶ Social justice issues related to race/ethnicity, gender, sexual orientation, religious preference, etc.

- ▶ Humanity
 - ▶ Interactions with Students
 - ▶ Interactions with Schools, Families, and Communities

- ▶ Balance
 - ▶ Don't get tenure only to find out you have no life.



Resources

Recommended Books:

Advice for new faculty members by Robert Boice

How to write a lot by Paul Silva

APAGS Magazine and Website

Multiple books through APA (i.e. Dissertation Completion Help)

- ▶ <http://www.oic.id.ucsb.edu/resources/Teaching/FYFac.html>
- ▶ <http://www.dartmouth.edu/~gradstdy/careers/services/interview/acad.html>
- ▶ <http://www.faculty.virginia.edu/schoolhouse/ProfessionalizationPage/JobAdviceandQuestions.html>

