
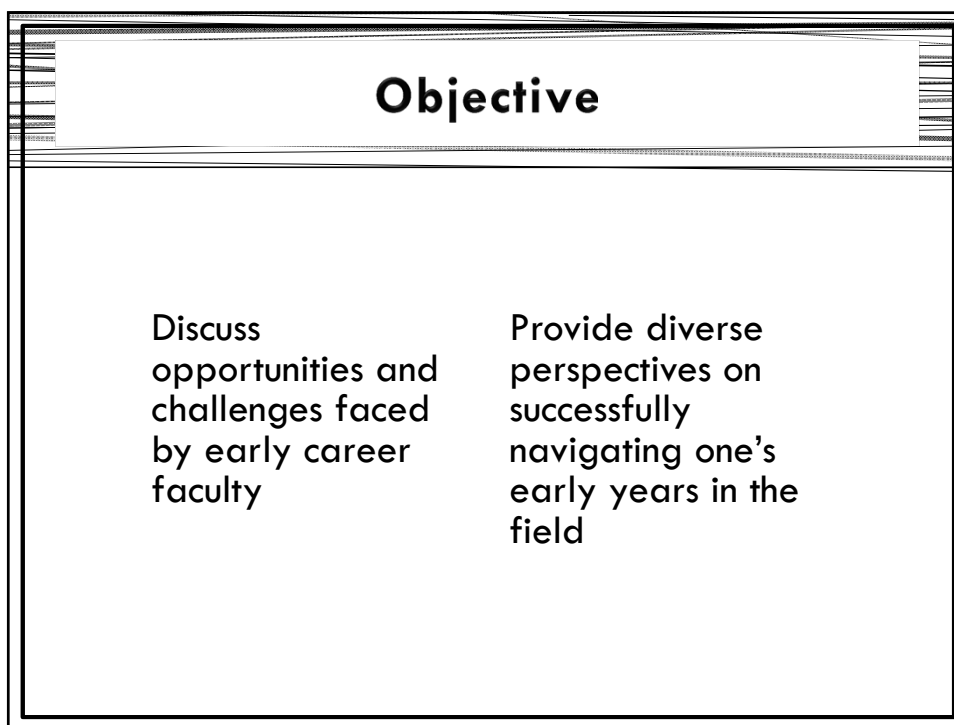


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**Hitting the Ground Running:
Maximizing Your Early Years
in Academia**

NASP 2012 Annual Convention
February 22, 2012



Objective

Discuss opportunities and challenges faced by early career faculty	Provide diverse perspectives on successfully navigating one's early years in the field
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Panelists

Amanda Sullivan, University of Minnesota

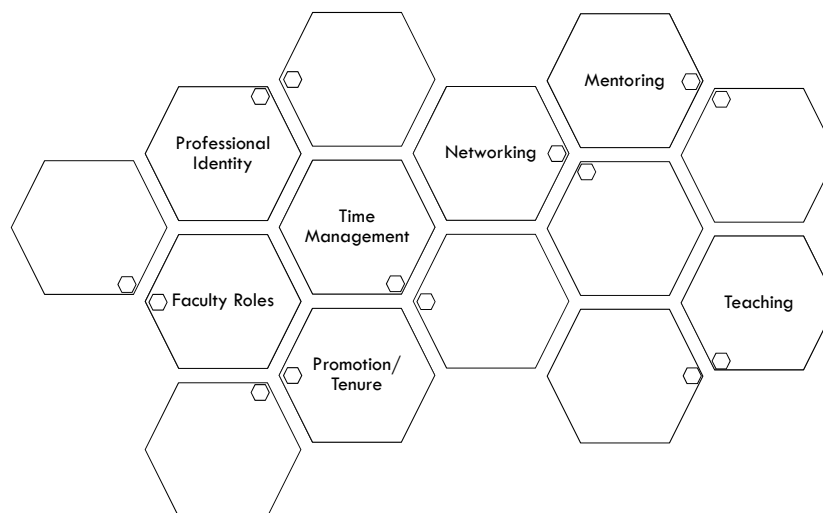
Bryn Harris, University of Colorado Denver

Sarah Valley-Gray, Nova Southeastern University

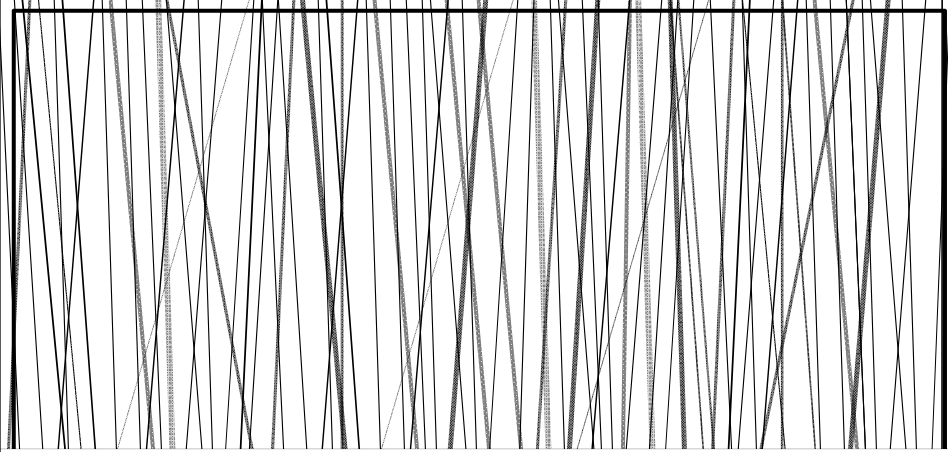
Judith Kaufman, Fairleigh Dickinson University

Sponsored by the Graduate Education Workgroup

Points of Discussion



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So, I'm a Professor. Now What?

Bryn Harris & Amanda Sullivan

What Is Expected of Me?

Teach	Publish	Present
Advise students	Get to know your colleagues	Contribute to department, college and university committees
Apply for and secure funding	Engage in editorial activities	Program development/administration

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Challenges of New Faculty

Big Picture Determining real expectations of your department, college, and university. Identifying your own priorities for your professional activities. Sustaining a productive program of research.	Immediate Demands	Developing courses and establishing advising. Developing a research agenda. Managing time to ensure things actually get done. Finding “fit,” especially within the program and school.
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Navigate the Academy

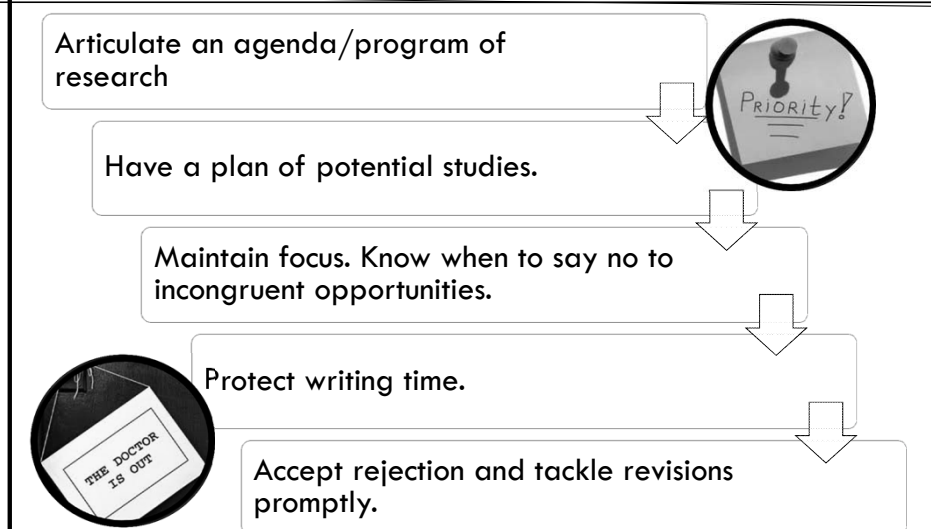
Learn the landscape. <ul style="list-style-type: none">• Policy, politics, and reality• Implicit processes, dynamics, and expectations• Activities and affiliations of colleagues	Seek mentorship at the school, university, and/or national level.
Be strategic in accepting/rejecting “opportunities.”	Ask for help when needed.

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Plan for Success

<p>Plan ahead by mapping out short- and long-term goals.</p> <p>What do I want to accomplish this semester?</p> <p>What do I want to accomplish this year?</p> <p>What do I want to accomplish in the next five years?</p>	<p>Know your goals and revisit them regularly.</p> <p>Monthly and semester check-in</p> <p>Self-reflection</p> <ul style="list-style-type: none">• What has been working for me?• What obstacles have I encountered?• How can I be more productive?
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Strive for Research Productivity



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graph TD; A[Articulate an agenda/program of research] --> B[Have a plan of potential studies.]; B --> C[Maintain focus. Know when to say no to incongruent opportunities.]; C --> D[Protect writing time.]; D --> E[Accept rejection and tackle revisions promptly.];
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Articulate an agenda/program of research

Have a plan of potential studies.

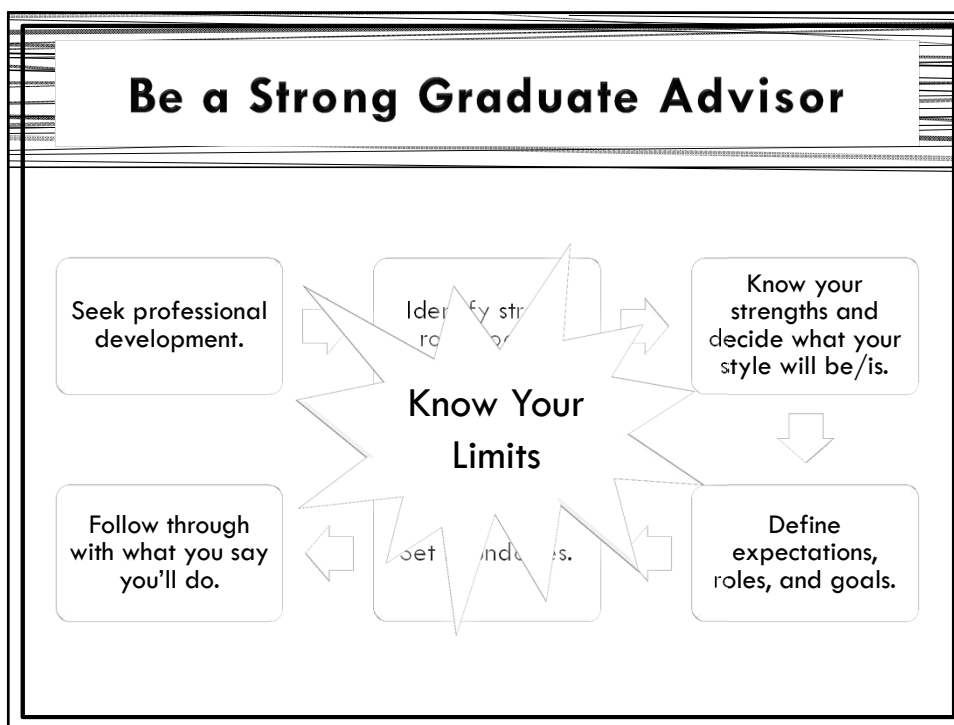
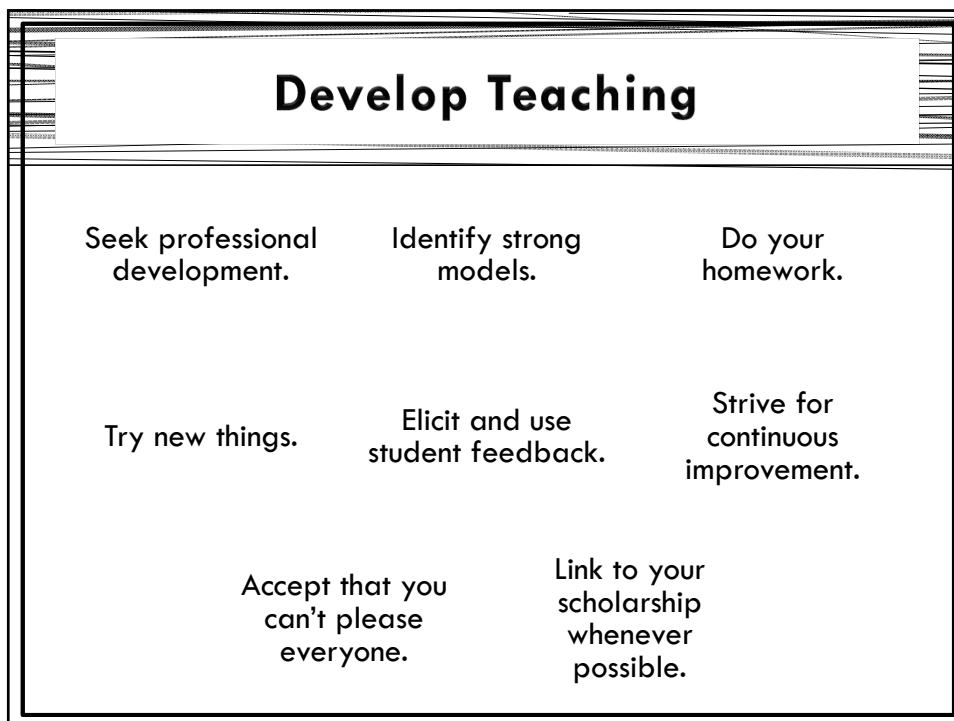
Maintain focus. Know when to say no to incongruent opportunities.

Protect writing time.

Accept rejection and tackle revisions promptly.



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Be Strategic in Your Service

Just Say No

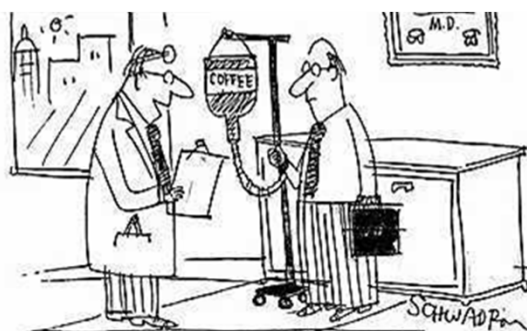


What you should do

...at least initially (or have someone else do it for you).

- Talk to you mentor and/or chair.
- Evaluate your availability.
- Do a brief costs/benefits analysis.

Do Not Neglect Self-Care



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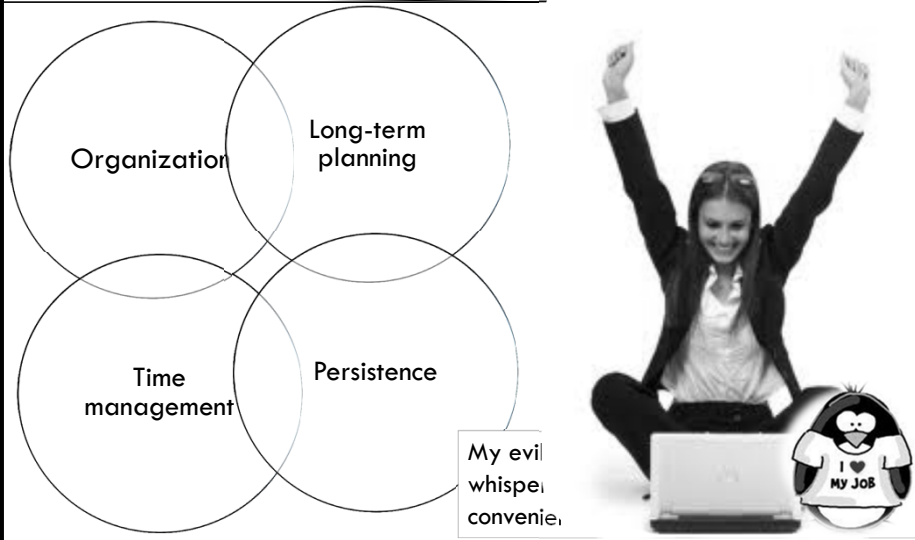
Downtime

Health

"SOME PEOPLE ARE TYPE A OR TYPE B. YOU, MR. HARDIN, ARE TYPE C--THE CAFFEINE-DEPENDANT PERSONALITY."

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Putting It All Together



Organization

Long-term planning

Time management

Persistence

My evil whisper, convenient.

Further Along the Road Less Traveled:

What I Know Now, that I Wish I Would Have Known Then!

Sarah Valley-Gray, Psy.D.

Teaching: Syllabus

- General tips:
 - Colleagues
 - NASP Graduate Educators Community
 - APA Project Syllabus
<http://teachpsych.org/otrp/syllabi/index.php>
 - School Psychology Trainer's Listserv

Teaching: Syllabus

- Include EVERYTHING and modify each semester!
- Professional behavior (e.g., computers, plagiarism)
- Explicitly define grading criteria
- Assessment of competencies (maintain data and good records)
- Develop activities that demonstrate the integration of knowledge

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Teaching: Lectures

- Utilize your own coursework as a foundation
- Secure resources from book publishers
- Explore teaching listservs (Psychteacher: Society for the Teaching of Psychology)
- Enhance your lectures with technology: Movie clips, Google Scholar videos, TED (technology, entertainment and design)
- Learn and incorporate effective instruction from your colleagues
- Consult with librarians within your university regarding resources

Teaching Resources

- **NASP Technical Assistance Brief**
- <http://list.kennesaw.edu/archives/psychteacher.html>
- Society for the Teaching of Psychology (Division 2 of the American Psychological Association)
- Office of Teaching Resources in Psychology (OTRP Online)

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Teaching Conferences

- Southeastern Conference on the Teaching of Psychology
 - <http://www.kennesaw.edu/cetl/conferences/setop/2011.html>
- Annual Convention of the American Psychological Association: Division 2, Society for Teaching of Psychology
 - <http://www.farmingdale.edu/psyconf>
- The Eastern Conference on the Teaching of Psychology (ETOP)
 - <http://www.psyc.jmu.edu/ug/etop.html>
- Northeast Conference on the Teaching of Psychology (NECToP)
 - <http://www.nepa-info.org/>
- National Institute on the Teaching of Psychology (NIToP)
 - <http://nitop.org>
- The Terman Teaching Conference at WPA
 - <http://westernpsych.org/forms/terman.cfm>

Service

- Serve on committees within your academic institution and network with your colleagues out of discipline
- Conduct site visits for practicum students and interns
- Encourage students to develop a school psychology (or other) organization and serve as their advisor
- Share your expertise with the community
 - (e.g., consult within the schools, present to high school and college classes on school psychology)

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Service

- Local
 - Become active in your local school psychology organization
 - Complete the American Red Cross certification to provide mental health services and involve your students
 - Support the CPD within your local school district
 - Create opportunities for networking (S. Florida Consortium)
- State
 - Participate in your state school psychology organization
 - Obtain state licensure
 - Understand and take leadership in credentialing, advocacy etc.
- National
 - Take leadership in national school psychology associations
 - Volunteer for committee work and attend board meetings
 - Obtain your NCSP, ABPP

Research

- Explore your passion!
- Develop a team of individuals with different skill sets
 - Identify colleague mentors and consult with your mentors from graduate school
 - Network with new colleagues
 - Include your students
- Model and encourage support among your students
- Seek out funding sources in your department, community, and professional associations
- Submit presentation proposals and journal articles at the state and national level
- Contribute to regular NASP publications (e.g., *Helping Children*, *Best Practices*, etc.)

Research

- Develop one or more databases early on
- Combine service activities with research (e.g., university-based clinic)
- Use your dissertation as a starting point

General Advice

- Self-care (e.g., exercise, nutrition, sleep, relaxation, fun)
- Include your children (e.g., on-site child care, events)
- Make your office comfortable
- Always have food and beverages available for your colleagues and students

General Advice

- Develop connections with everyone in your building
- Identify and cultivate relationships with the key individuals in the system
- Learn when to say "yes" and how to say "no"
- Model the behaviors that you would like to see in your students
- Understand your students and provide them with opportunities for growth
- Remember how important your mentors were to you
- Know that your students will impact you too!

And finally...

- A teacher is one who makes himself progressively unnecessary.

~Thomas Carruthers

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*What I Should Have
Done, What I Could
Have Done...But No
Regrets*

{ Judith Kaufman

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Suggested NASP Sessions

Landing An Academic Job: A Primer for Aspiring Trainers

Thursday, February 23rd
8:00am-8:50am
Marriott Philadelphia Downtown, Room 302/303 (3rd Floor)

Straight Talk About Faculty Careers: Perspectives and Advice From Trainers

Friday, February 24th
10:00-11:20am
Marriott Philadelphia Downtown, Grand Ballroom A (5th Floor)

Effective Teaching & Mentoring for Graduate Education

Friday, February 24th
10:00-11:20am
Marriott Philadelphia Downtown, Grand Ballroom B (5th Floor)

Developing a Program of Research: Tools for Success in Academe

Friday, February 24th
11:00-11:50am
Marriott Philadelphia Downtown Room 301 (3rd Floor)

Dollars and Sense: Understanding Funding Opportunities for Research and Training

Friday, February 24th
3:00-3:50pm
Marriott Philadelphia Downtown Room 301 (3rd Floor)

Developing and Sustaining Healthy Work-Life Balance in Academia

Friday, February 24th
4:00-5:20pm
Marriott Philadelphia Downtown, Grand Ballroom A (5th Floor)

Resources

- Darley, J. M., Zanna, M. P. & Roediger, H. L. (Eds.). (2004) *The complete academic: A career guide* 2nd edition. Washington, DC: American Psychological Association.
- Lucas, C. J., & Murry, J. W. (2002). *New Faculty: A practical guide for academic beginners*. New York: Palgrave.
- Schoenfeld, A. C., & Magnan, R. (1994). *Mentor in a manual: Climbing the academic ladder to tenure*. Madison, WI: Magna Publications.
- <http://chronicle.com>
- http://www.psychologicalscience.org/teaching/tips/tips_0102.cfm

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