

# Straight Talk About Faculty Careers: Perspectives and Advice From Trainers

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## Agenda

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- ▶ Perspectives from three junior faculty members on careers in academia
  - ▶ Sections:
    - ▶ Considerations When Applying
    - ▶ Research
    - ▶ Teaching
    - ▶ Service
    - ▶ Questions?
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## Things to Consider when Applying and Interviewing

Bryn Harris, Ph.D.  
University of Colorado Denver

### 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

## Types of Faculty Positions

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- ▶ 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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## Things to consider...

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- ▶ 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.
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## Questions to Ask

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- ▶ **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!

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- ▶ **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!!!



## Research

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

### 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?

## 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. (→VOLUNTEER!)



## 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.



## Be Strategic

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- ▶ 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

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- ▶ 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?** 

Once You Secure a Position:

## 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.
- ▶ Learn to love feedback (Thank you, reviewers!)

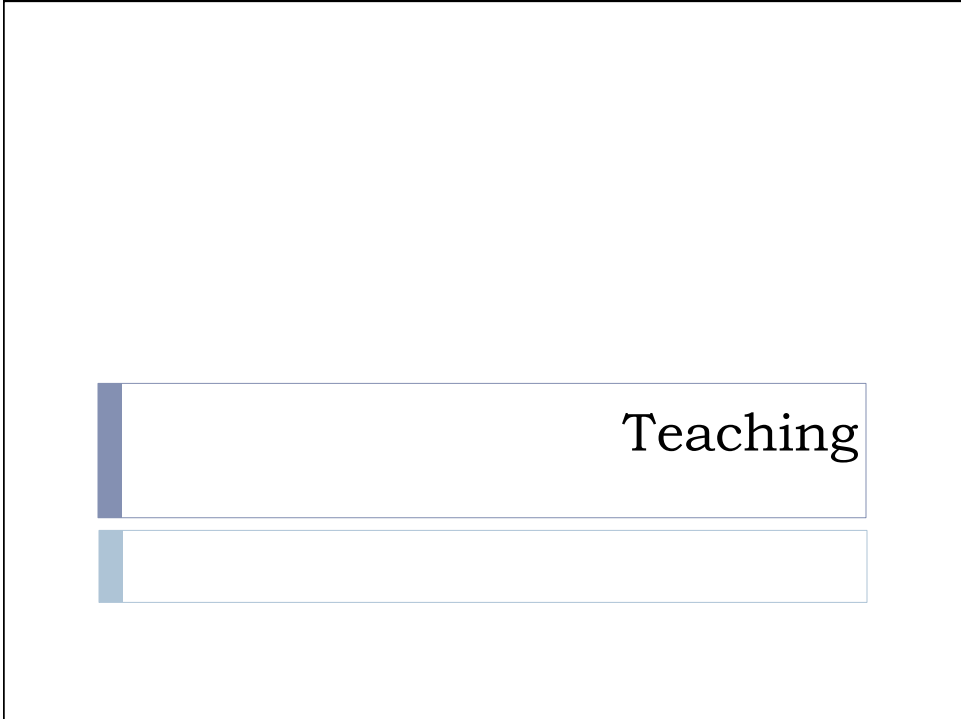


## Know What Products Are Valued

- ▶ Peer-reviewed publications (tiers, impact factors, citation indices, authorship)
- ▶ Books
- ▶ Book chapters (edited, peer reviewed)
- ▶ Conference presentations (peer-reviewed, paper v. poster)
- ▶ Abstracts
- ▶ White papers
- ▶ Technical reports
- ▶ Manuals
- ▶ Newsletters
- ▶▶ Book reviews

## Plan to Manage Multiple Projects





## Teaching

### During Graduate School: Seek Teaching Experience

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- ▶ **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 in which you have unique experience or knowledge
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## Develop Your Presentation Skills

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- ▶ Teaching
  - ▶ Conference Participation
    - ▶ Local presentations
      - ▶ College/University
      - ▶ State school psychological organizations
    - ▶ Regional conferences
    - ▶ National conferences
  - ▶ Service Presentations
    - ▶ Inservices and Professional Development Seminars
      - ▶ PTA meeting
      - ▶ Faculty meetings
      - ▶ School psychology meetings
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## Maintain Strong Documentation

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- ▶ Keep your syllabi and other course materials
  - ▶ Save student products and course evaluations
    - ▶ 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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## Seek In/formal Training

- ▶ Learn about instruction, assessment and technology
- ▶ Pursue learning opportunities
  - ▶ Self-study (READ!)
  - ▶ University-based seminars, workshops, conferences
  - ▶ Preparing Future Faculty Programs
  - ▶ Journals/Periodicals (e.g., Chronicle of Higher Education)
- ▶ Seek feedback and use it!

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## Articulate Your Teaching Philosophy

- ▶ Why do I teach?
- ▶ What do I teach?
- ▶ What are my goals?
  - ▶ What learning experiences do I value most?
  - ▶ What student outcomes do I value most?
- ▶ How do I teach?
  - ▶ Methods, techniques, practices
- ▶ How do I measure my effectiveness?
  - ▶ Course evaluations
  - ▶ Informal feedback
  - ▶ Student outcomes

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During the Job Search:

## Gather Data before/during Campus Visits

- ▶ Review the program handbook in advance
  - ▶ Be prepared to discuss courses you would like to teach
- ▶ Inquire about whether you will:
  - ▶ Be expected to/have the opportunity to develop new courses
  - ▶ Have teaching opportunities/responsibilities in the summer
- ▶ Learn about:
  - ▶ Governance re: teaching and course development
  - ▶ Typical course enrollment (who and how many)
    - ▶ Availability of teaching assistants
  - ▶ Campus resources for teaching (workshops, resource center)
  - ▶ Mentoring
  - ▶ Evaluation of teaching and relations to merit, tenure, and promotion
  - ▶ **Teaching load**



## Know Your Limits/Preferences

- ▶ Typical teaching load is 2-2 = 2 courses per semester
  - ▶ Traditional distribution of responsibilities:
    - ▶ 40% research, 40% teaching, 20% service or 50-40-10
- ▶ Load depending on research status (professor, college, university)
  - ▶ Can be as high as 4-4
- ▶ New faculty may get reduced teaching loads (ASK!)



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

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- ▶ 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



## Teaching your Courses

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- ▶ 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



## Tenure Considerations

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- ▶ **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.



## 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



### 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

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

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- ▶ 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

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- ▶ 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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## Last Words of Advice

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- ▶ 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
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## Other Future Faculty Sessions

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- ▶ **MINI-SKILLS: So you want to be a professor: Navigating job searches.**
  - ▶ FRIDAY, 8:00-9:50 AM, Convention Center 401
  
- ▶ **SYMPOSIUM: Successfully pursuing research funding: Perspectives from early and mid-career faculty.**
  - ▶ FRIDAY, 1:00-2:00 PM, Convention Center 3A

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## Resources

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### 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)

[Professional Development Forum](#) of Division 16's *The School Psychologist* 2012 issues and onward

- ▶ <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>
- ▶ [http://writingcenter.emory.edu/resources/teaching\\_resources/](http://writingcenter.emory.edu/resources/teaching_resources/)
- ▶ [developing\\_a\\_philosophy\\_of\\_teaching.html](#)

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**Thank you for attending our  
presentation!**

**Questions?**

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