

Hit the Ground Running: Successfully Planning for (and Managing) an Academic Career

Getting Ready for an Academic Career: Preparing Future Faculty Conference

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Deborah Meizlish, Assistant Director, CRLT
debmeiz@umich.edu

Opening Discussion

- In thinking about a faculty career:
 - What are you most confident about? What strengths will you bring to this career?
 - What are you least confident about?
 - What questions do you have?
- Please share your responses with three others sitting near you.

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Boice (and Boice-Related) Research and Advice:

- Boice, R. (1991). New faculty as teachers. *Journal of Higher Education*, 62(2), 150-173.
- Boice, R. (1991). Quick starters: New faculty who succeed. *New Directions for Teaching and Learning*(48), 111-121.
- Boice, R. (1992). *The New Faculty Member: Jossey-Bass*.
- Boice, R. (1992). Lessons learned about mentoring. *New Directions for Teaching and Learning*, 50, 51-61.
- Boice, R. (2000). *Advice for New Faculty Members: Nihil Nimus*. Boston: Allyn and Bacon.

Olsen, D., & Crawford, L. A. (1998). A five-year study of junior faculty expectations about their work. *The Review of Higher Education*, 22(1), 1998.

Ailamaki, A., & Gehrke, J. (2003). Time management for new faculty. *SIGMOD Record*, 32(2), 102-106.

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Research on Faculty Success

- Tracked cohorts of faculty
- Work habits, satisfaction
- Identified exemplars – “Quick Starters”
 - Teaching
 - Writing
 - Departmental Connections

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Typical New Faculty

- Over-prepare for class and rush to cover everything
- Teach defensively
- Receive lower evals and blame external factors
- Spend less time than needed on scholarly work
- Loneliness and lack of collegiality

Quick Starters . . .

- Integrate research and teaching
- Spend modest time on course preparation
- Allow active student participation in classes
- Spend three hours or more per week on scholarly & grant writing
- Seek advice and mentoring regularly
- Positive outlook

TEACHING

Teaching Exemplars:

- Scored Highly
 - Classroom observer's ratings (comfort, rapport, student involvement)
 - Student ratings of teaching
 - Self-ratings of enjoyment & teaching comfort
- Incidence of new faculty who meet this requirement:

Integrate Research and Teaching

- Use examples from your research to illustrate key theories
- Use data from your research for in-class inquiry activities (data analysis and critical thinking)
- Tell stories from your research (model the work of a professional in your field)

1. How can you integrate some aspect of your research into this course?

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Limit Course Prep Time

- Many faculty spent nearly 30 hours/week on course prep
- Limit prep to two hours per hour of lecture (may be slightly more for a new course and slightly less for an old course)

2. What practical steps can you take to limit prep time for this course?

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Allow Active Student Participation

- Active learning strategies involve students *doing* instead of listening
 - Think-Pair-Share
 - Concept Maps/Predictions from Data
 - Case-based or Problem-based Teaching
- Active learning has been shown to have numerous learning benefits for students

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3. How could you best incorporate active learning into this course?

WRITING

Write Frequently

- Spend 30-60 minutes a day (3 days/week) on scholarly writing
- Talk with others about writing
- Keep a writing log

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Writing Productivity

	Approx. Pages/ Month	Approx. <i>Accepted</i> Manuscripts/Year
Binge Writers	1.7	0.2
Regular Writers	12.0	1.5

Boice, B. (1997). "Which is more productive, Writing in binge patterns of creative illness or in moderation?," *Written Communication*, 14(4), 435-459.

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General Research Management

- Protect Your Time
- Selective Commitments
- Systematic Management of Mental Distractions
- Efficient and Effective Reviewing/Editing/Revising

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MENTORING/ DEPARTMENTAL CONNECTIONS

Seek Good Advice and Mentoring

- Talk with colleagues about YOUR teaching & research at least 2 hours a week
- Ask for/ Find a committed mentor
 - Does not have to be in your department
- Record hours spent being mentored

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Find and Use Institutional Resources

- Teaching Centers
- Tomorrow's Professor Listserv
- Grant Writing Workshops
 - NSF Career Proposals
- Author-Publisher Liaison

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2009 From Book Labs to Publishing Liaisons

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From Book Labs to Publishing Liaisons: University-based Programs for Authors

A growing number of universities are investing in efforts to support faculty authors in publishing books. Often housed in the Office of the Provost, these initiatives provide an evolving menu of services. Faculty authors—from assistant professors to emeriti—consult with these programs for help with issues that range from developmental editing of manuscripts or book proposals, to writer's block, to communicating and negotiating with publishing houses.

Moderator: Amy Benson Brown, Director, Manuscript Development Program, Emory University
Panelists: Steven Feldman, Book Publications Officer, Center for Advanced Holocaust Studies, U.S. Holocaust Memorial Museum; Carole Sargent, Director, Office of Scholarly and Literary Publications, Georgetown University; Rebecca Sestili, Author-Publisher Liaison, University of Michigan

Please feel free to add notes or responses to the session below.

If you would like your presentation file linked here, please contact Meredith Benjamin at mbenjamin@aaupnet.org or Brenna McLaughlin at bmcclaughlin@aaupnet.org

Preparing Future Faculty (PFF)

In collaboration with Rackham Graduate School, CRLT offers programs to help graduate students prepare for their first faculty jobs. Topics include preparing for the job market, learning about current issues in higher education, tenure and faculty worklife, and effective teaching for a diverse student body.

- Graduate Student/Postdoc Intercampus Mentorship Program
- **NEW** Postdoctoral Short-Course on College Teaching in Science and Engineering
- Preparing Future Faculty Seminar
- Preparing Future Faculty Conference: Getting Ready for an Academic Career
- [U-M Graduate Teacher Certificate Program](#)
- **NEW** What's It Like... Panels

SEARCH

Go

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Post-Doc Opportunities:

Michigan Society of Fellows

Each year eight fellows at the start of their careers in any academic or professional field are selected for three-year appointments.

Oberlin College / Kalamazoo College / U-M Exchange Program

A one-year appointment as a postdoctoral teaching fellow at Oberlin or Kalamazoo College for a recent University of Michigan doctoral graduate.

[View Oberlin College / Kalamazoo College / U-M Exchange Program](#)

Michigan AGEP Alliance Fellowship

Funded by the National Science Foundation, the Alliances for Graduate Education and the Professoriate offers a one-year postdoctoral fellowship.

Quick Starters . . .

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- Spend three hours or more per week on scholarly & grant writing
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Q & A and Session Evaluation

For more information

- Contact: CRLT@umich.edu
- Visit the CRLT website, <http://www.crlt.umich.edu/>
- Call CRLT at 734-764-0505