

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

Getting Ready for an Academic Career: Preparing Future Faculty Conference October 5, 2011

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?
  - O What are you least confident about?
  - O What questions do you have?
- Please share your responses with three others sitting near you.



## 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.



## 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)
  - o Student ratings of teaching
  - o Self-ratings of enjoyment & teaching comfort
- Incidence of new faculty who meet this requirement:

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## **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?



## 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
  - o Think-Pair-Share
  - Concept Maps/Predictions from Data
  - o Case-based or Problem-based Teaching
- Active learning has been shown to have numerous learning benefits for students



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

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## **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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## CRLT Center for Research on Learning and Teaching

## Writing Productivity

|                 | Approx. Pages/ | Approx.          |
|-----------------|----------------|------------------|
|                 | Month          | Accepted         |
|                 |                | 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.

## CRIT Center for Research on Learning and Teaching

## **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

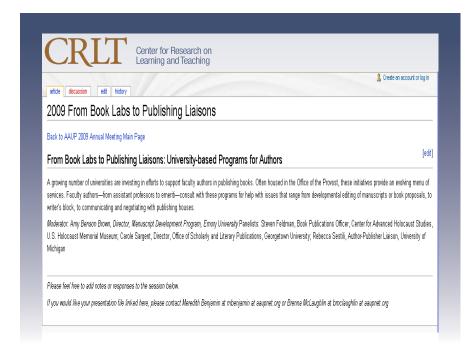
- Talk with colleagues about YOUR teaching & research at least 2 hours a week
- Ask for/ Find a committed mentor
  - Does not have to be in your department
- Record hours spent being mentored

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### Find and Use Institutional Resources

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







## **Post-Doc Opportunities:**

# Michigan Society of Pellows Each year eight fellows at the start of their careers in any academic or professional field are selected for three-year appointments. Obertin 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 Altiance Fellowship Funded by the National Science Foundation, the Alliances for Graduate Education and the Professoriate offers a pne-wear nostfortoral fellowship.



#### Quick Starters . . .

- · Integrate research and teaching
- Spend modest amount of 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



## 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