

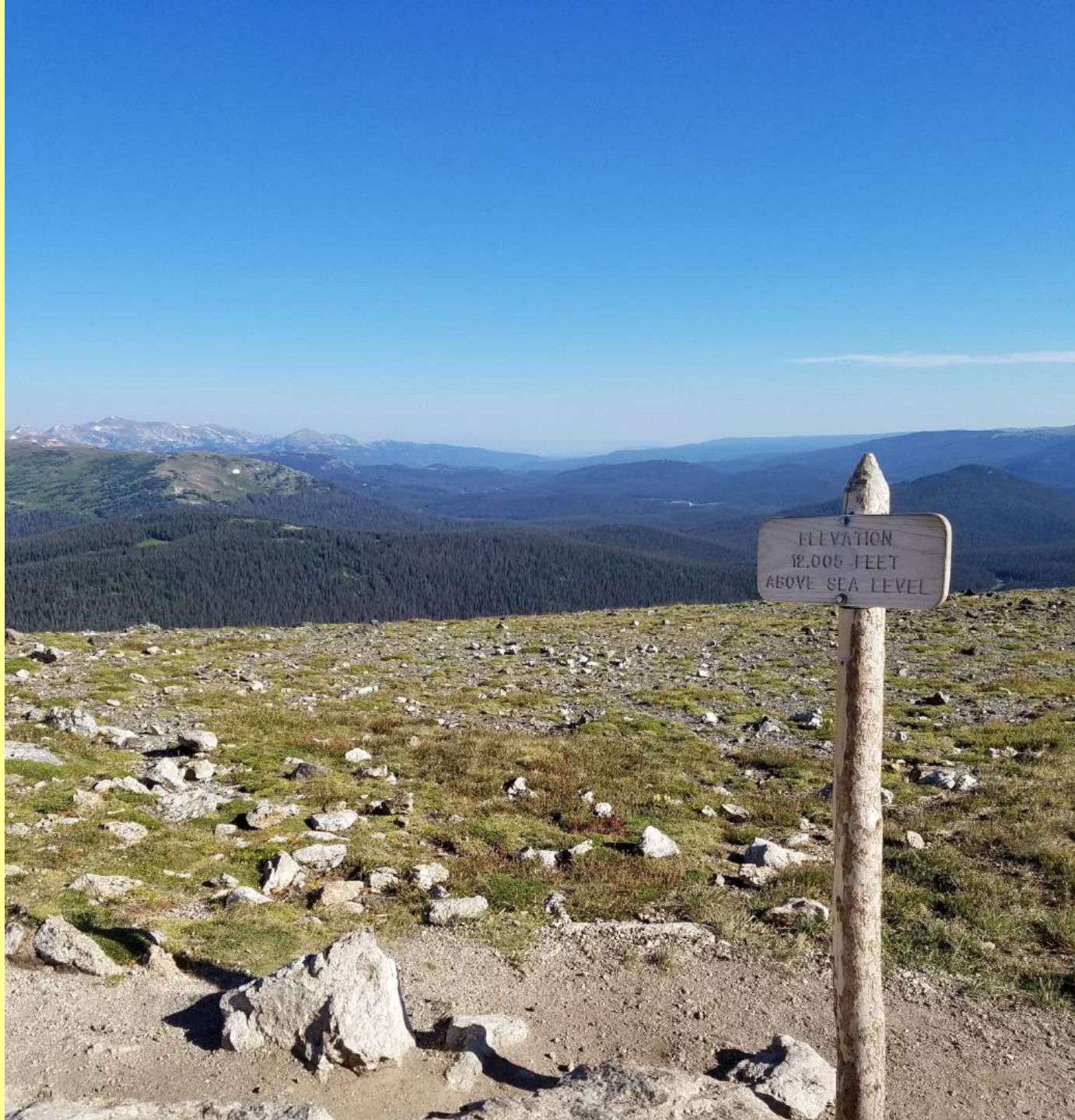


Advice to New Scholars

Division 15: Educational Psychology
Session for Early Career Educational Psychologists

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SCHOLARSHIP



Scholarship

- It's all about expectations at your institution... find out the norms/expectations.
- Get critical peer-reviews before you send manuscripts out for review.
- Programmatic – What is your identity?
- Make a 5-year plan (proximal and distal goals!), and follow it.
- R1 institution
 - Aim for at least 2 per year
 - Must have some in high-impact journals
 - Must be first/sole as much as possible
 - Establish your own program of research (don't keep publishing with your advisor/mentors all the time)
 - Present at conferences and network (but pubs take priority)

Scholarship

- First things first: *your dissertation*
- Find your passion and a theoretical framework to help manage the complexity of what you study
- Your research program in a lifespan context
- Strive for a balanced research portfolio
- Handling manuscript rejection
- Don't rush into grant writing unless it's a mechanism for early career scientists of small scale (e.g., R03in NIH, Spencer Small Grants)

You Can't Publish What Isn't Done Well

Begin with Strong Purpose and Input on Sound Design:

- Know the literature and what questions are begging to be answered
- Consult with others NOW; Research design is best done by a group of multiple, well-trained minds (mind bank) – and often with outside consultation

Thoughtful, Quality Design – (Quantitative, Qualitative, and Single Case):

- Understand and follow AERA, APA, CEC, IES, and other organizations' guidelines for each methodology
- See special issues/articles/books on high quality research – we all keep learning
- See the APA Manual and follow the guidelines for research reporting; it's not all about references and margins!

Final Thoughts:

- * Volunteer to be an ad hoc reviewer and/or board member; you will learn a great deal.
- * If you do 2 good pieces of work a year, you will leave an important legacy.

TEACHING



Teaching

- Do mid-semester evaluations!!!
- Observe your colleagues.
- Balance between being a team-player, and keeping # of preparations as low as possible.
- Accept feedback positively.
- Show a trajectory of change/improvement over time.
- Online/hybrid courses

Teaching: Formal and Informal

- Know the value of teaching at your institution
- Teaching and research go hand-in-hand
- Give wise feedback
- Be reflective
 - *We all have courses that don't work: admit it and say how you will make it better*
- Mentoring is also part of teaching
 - *Seek out the strongest (avoid the weakest) students in your area of expertise*
 - *Develop your own apprenticeship model*

Teaching: It's Developmental

- Teaching adults is not the same as teaching K-12.
- Teaching does count for P&T.
- We all face challenges in college teaching; you cannot please all of the people all of the time.
- Your admin should understand factors we know are involved in course evaluations, such as whether a course is required or elected.
- Expect to continue to refine your courses over years to come, and to teach courses you are more and less prepared for.
- Be an excellent teacher, but set reasonable limits on course preparation time: "I found that when I set a limit to my course prep time, I got as much done as when I let myself go on and on for hours."
- You are not in this on your own. Use the sources of support available to you.

SERVICE



Service

- Talk to colleagues to get a sense of expectations.
- Balance between being a team-player, and keeping your workload reasonable.
- Some at your college/university, some national.
- Stay away from local community service while an assistant professor, unless it's highly valued at your institution.

- Research and service can go hand in hand
- Service to department, university, *and* community are important
- Least important factor in getting tenure so learn to (strategically) *just say no*
- Challenges for women and for scholars of color

Service: Keep it In Balance & Perspective

- Assistant Professors should be assigned to and seek service that aligns with their growth in research and teaching.
- Assistant Profs should be doing primarily department level service at first.
- Talk to your department Chair/admin about your load if service is getting out of balance.
- You CAN say no – judiciously.
- Final thoughts:
 - Put the big rocks in first; have fun every day.
 - You CAN do it all, just not all at the same time. Your career will be long!
 - 8th grader: “Socrates was a famous Greek teacher who went around giving people advice.....
 -they killed him.”

QUESTIONS?



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