

RESOURCE GUIDES FOR EARLY CAREER PSYCHOLOGISTS

Academia, Research, Parenting and Life Issues

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INTRODUCTION

Transitioning into professional life from graduate school may be exciting and stressful for many new psychologists. To date, the focus of mentoring in psychology has been on graduate students, women and ethnic minorities. Although, these groups can benefit greatly from such a support, little attention has been given specifically to early career professionals. Thus there is a need to provide specific mentoring to these individuals in order to foster their professional development. In effort to assist in alleviating some of the stress, the APA Committee for Early Career Psychologists (CECP) created these resources in order to facilitate easier access to many of the things that are pertinent to early career psychologists. In this section of the guide, you will find information about academic careers, research and funding, parenting and life balance issues, women issues, and health and wellness issues.

A. ACADEMIC CAREER ISSUES

Entering the field of academia can be both rewarding and challenging. As early career professionals, members of the task force have generated some suggestions to help facilitate and educate those with an interest in this area. Below is a list of resources to assist those who are considering positions in academia or new academics...the list is not meant to be comprehensive, rather it is intended to provide a good place to start or begin the journey.

This site offers professional development information for psychologists. Multiple links are provided that address specific issues such as licensure, tenure, and networking.

<http://www.apa.org/apags/profdev/>

For those looking for information regarding different aspect of career development, the American Psychological Association has put together a resource guide of various journals that offer insight into multiple issues of concern.

<http://www.apa.org/students/careers/academic.html>

Surviving and Thriving in Academia is a joint publication of the Committee on Women in Psychology and APA Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology. This publication provides information about assessing different paths to take, strategies for acquiring tenure and promotion, as well as possible negativities one may encounter in the workplace. <http://www.apa.org/pi/oema/surviving/>

This website presents information related to the initiative, **Preparing Future Faculty (PFF) in Psychology**. The PFF is Psychology program is part of a national initiative on preparing future faculty in the humanities and social sciences, co-sponsored in the part by the Association of American Colleges and Universities (AAC&U), and the Council of Graduate Schools (CGS). <http://www.apa.org/ed/pff.html>

Resources & Information for Researchers, Academicians & Students provides links to information about funding, research ethics, non-academic careers, and testing and assessment. There is also information for graduate students and undergraduate students who are interested in pursuing a career in psychology.

http://www.apa.org/science/psychscience_sd-resources.html

This area of APA provides information regarding different options for funding ranging from grants to awards and fellowships. <http://www.apa.org/earlycareer/funding.html>

Information specifically pertaining to licensure can be found at this site.

<http://www.apa.org/journals/fam/description.html>

Faculty mentoring faculty <http://www.apa.org/monitor/jan06/faculty.html>

1. Tips for New Professionals in Academia—"Mentoring Matters"

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A. Money Matters:

Negotiate a competitive salary. Get the mean salary information for psychologists that APA publishes regularly. Then get the salary information for the department in which you are interviewing to examine salary range; consider getting this salary information for both current faculty as well as the starting salaries for the last few faculties hired in the department. If the institution where you have interviewed is public, this information is open to the public and can be easily requested from the campus library.

Inquire about the possibility of summer salary support for the first year. As most institutions appoint faculty on a 9-month basis, it is tempting to teach summer courses for continued income. However, this is valuable time for writing, research, preparing for conference presentations, etc. Find out about the range of options for summer salary such as small research grants or college-level sources of funding (e.g., from the dean's office).

Find out about any flexible funds available to faculty. "Flex funds", as they are known, are usually small pools of discretionary money within a department (e.g., \$500-\$1000) which faculty can use for buying materials, like books, or travel support to attend conferences. Make sure to inquire if these monies are available on a regular, standard basis to all faculty or if these monies are distributed on a request-only or competitive basis.

Housing. Negotiate moving expenses. Private institutions often have faculty housing so ask about that option. Ask about support for housing; sometimes there is campus housing available.

B. Research Matters:

Find out about the internal research support in the institution. Are there university-sponsored funding sources for which new faculty can apply? How many of them are available to the social sciences?

Grant Writing. Determine the expectations for securing external funding. Do your administrators assume that after your first year, you will consistently attempt to generate new funds? Ask how grant writing factors into the tenure process.

Ask for Research Assistance. New academicians spend a good deal of time organizing their programs of research and need student support for assistance with literature reviews, data entry, etc. Make sure to ask the department chair for student assistance on a regular basis. If at all possible, try to negotiate additional office space for your research assistants, and for data storage. At the very least, learn how space allocation decisions in the department are made.

Ask for the computer software you will need for your research upfront. It is critical to have as many resources in place that facilitate your program of research. You may consult with current faculty to find out about the types of software already exist in the department and make sure you are to be added to their site license. Computer hardware and portability is essential to remaining competitive. Request a state of the art laptop, particularly if you commute or plan to work away from the office.

Travel Funds. Obtaining travel funding beyond the annual allocation for faculty is necessary because new faculty members are expected to make presentations and attend conferences more than established faculty. You may also inquire about funding for journal subscriptions and paying organizational membership dues. Also note that if your institution does not fund the cost of professional memberships and subscriptions, these expenses may be tax deductible under itemized deductions (consult the tax code).

Library Access. Inquire about library access and resources. This is key to the research process, so the university should either have excellent facilities or should be willing to provide you with resources so that you can easily obtain what you need. Most libraries have electronic journal subscriptions and have multiple ways to utilize search engines. Other small schools may participate in a research library consortium that gives access to these services. You need to have an understanding of what the institution has to offer.

C. Teaching Matters:

Teaching load - Get information about the expected teaching load per semester. A research-focused institution typically has a load of 1 or 2 courses per semester and no summer teaching load. For the first year, negotiate as few classes as possible to give yourself time to adjust and turn your dissertation into publications

and/or presentations. Applicants should try to always teach in their area of expertise. For large lecture classes ask about TA availability. What is the trade off in courses between repeats vs. different courses? Don't be afraid to ask for a decreased teaching load, it is not an unreasonable request for new junior faculty.

Try to teach classes within your area of expertise. Preparation for teaching new classes is time-consuming. To the degree that it is possible and given departmental needs, avoid teaching new classes every year after you have established your curriculum for three to four courses.

Select textbook(s) or reading materials for your courses that you can keep for a few years. Choose these reading materials carefully. Ensure that the information is relevant and will not be too "out-dated" in a few years. It is important that you are not frequently revamping lectures to coincide with new reading materials selected. Again, with every change, precious time is taken away from your writing.

Advising. Where possible, load should be non-existent in your first year. Do not ask to assume any advisees or say yes to students who want you. Your task is to focus on publishing, procuring funds, and presenting research (Henderson-Daniel, 1999)

Committees. Try to limit the number on which you serve. Serve on the most visible ones if asked, and a new faculty person is always asked.

Evaluations. Ask about the policy for the department's annual evaluations and third year evaluations prior to tenure. Some institutions also conduct in-class observations and supervision of lectures. Ask about these evaluation procedures and have them put in writing.

Mentoring. Many departments assign a senior mentor to an assistant professor for several years. Ask about whether this is available or other department and university-wide options for mentoring.

D. Comfort Matters:

Women Issues. If you are a woman, talk to other SUPPORTIVE women in the department and ask about their relationship with the other men and women in their department. What are some of the struggles that they faced as well as benefits? Comfort matters: Talk to a recently hired person to see what his/her experience has been. Use your network to ask about the place and how many have gotten tenure; how many have left in recent years; is the dean supportive of the program you are joining, etc.

Environment. Inquire about the city, town, or community. Are there people similar to your ethnicity, age group, and sexual orientation living there? If not, how welcoming is the community? Will you have access to cultural necessities

(e.g., ethnic foods) or personal maintenance services (e.g., hairstylists, dentists, physicians, etc.)?

Personal Evaluation. After you inquire about the aforementioned, consider how you “FEEL” about your potential new environment. Consider the following questions: How long would you like to remain there? Will you be able to tolerate it for a few years? How far is the nearest city or comfort zone?

History of the program/department: As soon as possible or when feasible, try to contact someone who knows the culture and history of the department. As they say history often repeats itself, and when it does you want to know what to expect! Imagine how much easier it is to be in a foreign city with the help of a tour guide. Know something about the social and political inner workings.

Attitude: If you approach this as a business deal and issues you are inquiring about, rather than demanding, you will save yourself some grief later on. Remember that the dean/dept. chair/ provost, whomever hires you, has limited resources, wants you to come (or wouldn't have offered the job) and wants you to be happy. Read the non-verbals cues as you go through these discussions; you want that person on your side for years to come.

B. RESEARCH FUNDING SEARCH ENGINES AND GUIDES:

As an Early Career Psychology starting a research program can be an overwhelming and daunting task. Resources for new investigators are often hard to find and issues such as developing a research program, identifying mechanisms for support, mentoring, and planning and preparing a grant application are challenges faced by new researchers. This section includes funding opportunities specifically geared toward ECPs as well as guides for starting a research program, loan repayment programs, and many funding agencies.

1. Information for Researchers: Securing Funding and Grants

- Getting Started: Research Funding from NIMH
- Introduction to the Funding Process: A Primer
- Research Areas and Contacts
- Research Training and Career Development Grant FAQ
- FY 2006 Funding Strategy for Research Grants
<http://www.nimh.nih.gov/researchfunding/grants.cfm>

A. For tips on writing a grant proposal:

- http://grants.nih.gov/grants/grant_tips.htm
- <http://www.niaid.nih.gov/ncn/grants/default.htm>

2. Mentoring

A. American Psychological Association:

- **A - Z of Funding Opportunities** for Students and Early Career Psychologists <http://www.apa.org/ppo/funding/atoz.html>
- **Funding Resources and Opportunities**
<http://www.apa.org/ppo/funding>
- **Scientific Grants and Funding** <http://www.apa.org/science/funding.html>

B. A Guide to Training and Mentoring in the Intramural Research Program at NIH <http://www1.od.nih.gov/oir/sourcebook/ethic-conduct/mentor-guide.htm>

C. Early Career Research Awards

The National Institutes of Health Career Development Awards

- NIH Pathway to Independence (PI) Award (K99/R00)
<http://grants.nih.gov/grants/guide/pa-files/PA-06-133.html%00>
- Loan Repayment Program (L30) <http://www.lrp.nih.gov/about/lrp-clinical.htm>

D. Other Loan Repayment Programs:

- **National Health Service Corps**
http://nhsc.bhpr.hrsa.gov/applications/lrp_05/index.asp

4. Funding Agencies:

- **Agency for Health Care Policy and Research (AHCPR)**
<http://www.ahcpr.gov/fund/>
- **Aging Research Centre** <http://www.arclab.org>
- **Alzheimer's Association** <http://www.alz.org/Research/RGP/Types.asp>
- **American Academy of Child and Adolescent Psychiatry**
<http://www.aacap.org/awards/index.htm>
- **American Association for Advancement of Science**
<http://www.aaas.org/careercenter>
- **American Cancer Society**
http://www.cancer.org/docroot/RES/RES_0.asp
- **American Diabetes Association** <http://www.diabetes.org/diabetes-research/research-grant-application-forms/ADA-grant-opportunities/ADA-current-grant-opportunities.jsp>
- **American Epilepsy Society** <http://www.aesnet.org>
- **American Federation for Aging Research** <http://www.afar.org/#>
- **American Foundation for AIDS Research** <http://www.amfar.org/cgi-bin/iowa/index.html>
- **Carnegie Corporation of New York** <http://www.carnegie.org>
- **Center for Disease Control (CDC) Procurement and Grants Office**
<http://www.cdc.gov/od/pgo/funding/funding.htm>
- **Fund for the City of New York** <http://www.fcny.org>
- **Grant Makers in Health** <http://www.gih.org>
- **Global Fund for Women** <http://www.globalfundforwomen.org>
- **Muscular Dystrophy Association** <http://www.mdausa.org>
- **National Aeronautics and Space Administration (NASA)**
<http://www.nasa.gov/spacegrant> The National Space Grant College and Fellowship Program (also known as Space Grant)
- **Health Resources and Services Administration (HRSA)**
<http://www.hrsa.gov/grants/default.htm>
- **Howard Hughes Medical Institute** <http://www.hhmi.org/grants>
- **National Council of University Research Administrators**
<http://www.ncura.edu/>
- **National Endowment for the Humanities** <http://www.neh.fed.us/>
- **The National Institutes of Health**
 - **The National Institutes of Health** <http://www.nimh.nih.gov> Look under "funding opportunities" "research training"-"extramural"
 - **NIMH Extramural Research Programs**
http://www.nimh.nih.gov/about/ed_chart.cfm
 - **Research and Funding Information:**
<http://www.nimh.nih.gov/researchfunding/index.cfm>

NIH INSTITUTES Research and Funding Information:

- **National Cancer Institute (NCI):** <http://www.cancer.gov/researchandfunding>
- **National Eye Institute (NEI):** <http://www.nei.nih.gov/funding>
- **National Heart, Lung, and Blood Institute (NHLBI)** <http://www.nhlbi.nih.gov/funding/index.htm>
- **National Human Genome Research Institute (NHGRI)** <http://www.genome.gov/Grants/>
- **National Institute on Aging (NIA)** <http://www.nia.nih.gov/GrantsAndTraining>
- **National Institute on Alcohol Abuse and Alcoholism (NIAAA)** <http://www.niaaa.nih.gov/ResearchInformation>
- **National Institute of Allergy and Infectious Diseases (NIAID)** <http://www3.niaid.nih.gov/researchFunding>
- **National Institute of Arthritis and Musculoskeletal and Skin Diseases (NIAMS)** <http://www.niams.nih.gov/rtac/index.htm>
- **National Institute of Biomedical Imaging and Bioengineering (NIBIB)** <http://www.nibib.nih.gov/publicPage.cfm?pageID=1879>
- **National Institute of Child Health and Human Development (NICHD)** <http://www.nichd.nih.gov/funding/funding.htm>
- **National Institute on Deafness and Other Communication Disorders (NIDCD)** <http://www.nidcd.nih.gov/funding>
- **National Institute of Dental and Craniofacial Research (NIDCR)** <http://www.nidcr.nih.gov/Funding>
- **National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK)** <http://www.niddk.nih.gov/fund/fund.htm>
- **National Institute on Drug Abuse (NIDA)** <http://www.nida.nih.gov/researchers.html>
- **National Institute of Environmental Health Sciences (NIEHS)** <http://www.niehs.nih.gov/dert>
- **National Institute of General Medical Sciences (NIGMS)** <http://www.nigms.nih.gov/Research>
- **National Institute of Mental Health (NIMH)** <http://www.nimh.nih.gov/researchfunding/index.cfm>
- **National Institute of Neurological Disorders and Stroke (NINDS)** <http://www.ninds.nih.gov/funding/index.htm>
- **National Institute of Nursing Research (NINR)** <http://ninr.nih.gov/ninr/research.html>
- **National Library of Medicine (NLM)** As part of the National Institutes of Health, the National Library of Medicine provides the following grants and fellowships to organizations and individuals. <http://www.nlm.nih.gov/grants.html>

NIH Centers:

- **John E. Fogarty International Center (FIC)** <http://www.fic.nih.gov>

- **National Center on Minority Health and Health Disparities (NCMHD)** http://ncmhd.nih.gov/our_programs/research/FY2005Grants.asp
- **Office of Life and Microgravity Sciences and Applications (OLMSA)** <http://exploration.nasa.gov/>
- **Office of Naval Research** <http://www.nsf.gov/>
- **Social Science Research Council:** Work at the SSRC is focused on four program areas: Global Security and Cooperation; Migration; Knowledge Institutions; and the Public Sphere <http://www.ssrc.org/programs>
- **Substance Abuse and Mental Health Services Administration (SAMHSA)** Grants home page: <http://www.samhsa.gov/grants06/default.aspx>
- **United Cerebral Palsy** <http://www.ucp.org>
- **United States Department of Health and Human Services** Grants and Funding <http://www.hhs.gov/grants/index.shtml>

Foundations

- **American Psychoanalytic Foundation** <http://apsa.org>
- **AT&T Foundation** <http://www.att.com/foundation/guidelines.html>
- **Charles A. Dana Foundation** <http://www.dana.org>
- **Ford Foundation** <http://www.fordfound.org>
- **The Hertz Foundation** <http://www.Hertz.Fndn.org>
- **Robert W. Johnson Foundation** <http://www.rwjf.org>
- **James S. McDonnell Foundation** <http://www.jsmf.org>
- **National Science Foundation** funding opportunities <http://www.nsf.gov>
- **National Alliance for Research on Schizophrenia and Depression (NARSAD)** <http://www.mhsource.com/narsad.ihtml?requestid=235446>
- **The Spencer Organization** <http://www.spencer.org>
- **Sidrun Foundation** <http://www.sidran.org>
- **Alfred P. Sloan Foundation** <http://www.sloan.org>
- **The Foundation Center** Search and retrieval system for exploring funding options among a variety of philanthropic private foundations <http://fdncenter.org>
- **Whitaker Foundation** <http://www.whitaker.org/index.html>

General Search Engines

- **Community of Science (COS)** 20,500 grants and awards, and is updated daily <http://www.cos.com>
- **FundSource:** <http://www.decadeofbehavior.org/index.cfm>
- **GrantsNet**, your one-stop resource to find funds for training in the sciences and undergraduate science education. <http://sciencecareers.sciencemag.org/funding>
- **Grants.gov** <http://www.grants.gov/>

- **Independent Sector** is the leadership forum for charities, foundations, and corporate giving programs committed to advancing the common good in America and around the world. <http://www.independentsector.org/about/>
- **Research:** searches mainly public organizations such as government agencies and professional societies. Provides information about fellowships and grants. www.ResearchResearch.com

C. BALANCING LIFE: MAKING CAREER AND FAMILY WORK TOGETHER:

There are many challenges and barriers Early Career Psychologist face but one of the most difficult is balancing the needs of career and family. There are many issues and concerns for ECPs such as deciding when to become a parent, juggling work and family (including extended family), prioritizing (work, family, spouse, and children), self-care and managing stress, and developing good time management skills. Below are articles and websites that provide helpful information for balancing life!

1. Work and Family Balance

For those looking for information about women and families in academic positions, the AAUP has recently published a new guidebook entitled *Pregnancy in the Academy: Questions and Answers*. To order this publication or others on salary appointments, salary equity, and the family and medical leave act, you can go to: <http://www.aaup.org/catalogue/pubs.htm>

The AAUP's efforts to address the special challenge of making academic careers more compatible with participation in family life proceed from the [Statement of Principles on Family Responsibilities and Academic Work](#) (2001). To encourage implementation of the policies and practices set forth in that document, the AAUP has developed this Web site as a resource for both faculty and institutions. For more information go to: <http://www.aaup.org/Issues/FamilyWork/index.htm>

The Career Journal offers multiple articles assessing the work and family balance. These articles are frequently updated to keep current with new and changing issues. <http://www.careerjournal.com/myc/workfamily/>

In the American Psychological Association's *Monitor on Psychology*, the APA president proposed public policy changes to allow time-strapped workers to handle contemporary work and family life. <http://www.apa.org/monitor/oct04/balance.html>

An article describing ways and techniques to make sure that jobs and family can coincide successfully. <http://www.apa.org/monitor/julaug02/workfamily.html>. Furthermore, a list of books is provided for further reading regarding this issue. http://www.apa.org/monitor/julaug02/workfamily_read.html

The *Journal of Family Psychology* is devoted to the study of the family system from multiple perspectives and to the application of psychological methods to advance knowledge related to family research, intervention, and policy. The journal encourages the integration of research and practice in the field. Of specific interest are issues dealing with employment and the family as well as stress and coping. <http://www.apa.org/journals/fam/description.html>

2. Marriage/Parenting:

Parenting and Academic Careers

<http://www.apa.org/apags/profdev/parenting.html>

Lesbian and Gay Parenting <http://www.apa.org/pi/parent.html>

Communication Tips for Parents

<http://www.apahelpcenter.org/articles/article.php?id=48>

Single Parenting and Today's Family

<http://www.apahelpcenter.org/articles/article.php?id=16>

Making Stepfamilies Work

<http://www.apahelpcenter.org/articles/article.php?id=41>

Nine Psychological Tasks for a Good Marriage

<http://www.apahelpcenter.org/articles/article.php?id=42>

Working While Raising Your Family

http://careerplanning.about.com/od/balancingworkandfamily/a/work_w_family.htm

D. WOMEN'S ISSUES

Women in Academe: Two Steps Forward, One Step Back

<http://www.apa.org/pi/wpo/academe/report.html>

Mentoring, Balance and Self-Care – Especially for Women: A Collection of

Articles and Resources <http://www.apa.org/apags/profdev/wmsmentors.html>

Directory of Selected Scholarships, Fellowships and Other Financial Aid

Opportunities for Women and Ethnic Minorities in Psychology and Related Fields

<http://forms.apa.org/pi/financialaid>

Women Mentoring Women <http://www.apa.org/monitor/nov00/mentoring.html>

Women in the American Psychological Association

<http://www.apa.org/pi/wpo/wapa/homepage.html>

The Wage Gap Favoring Men Doesn't Just Hurt Women's Pay, According To

New Research <http://www.apa.org/releases/wagegap.html>

Employers Who Equate "Female" With "Quitter" May Be Surprised by Latest

Research Findings <http://www.apa.org/releases/femalemanagers.html>

Gender, Work Stress, and Health

Editors: Debra L. Nelson, PhD and Ronald J. Burke, PhD

<http://www.apa.org/books/431682A.html>

Research Agenda for Psychosocial and Behavioral Factors in Women's Health

<http://www.apa.org/pi/wpo/research.html>

Division 35 – Society for the Psychology of Women

<http://www.apa.org/about/division/div35.html>

Taking Time Off to Raise Your Family

http://careerplanning.about.com/od/stayathomeparents/a/stay_at_home.htm

E. MANAGING STRESS/STAYING HEALTHY

How Does Stress Affect Us?

<http://www.apahelpcenter.org/articles/article.php?id=11>

Review of Research Challenges Assumption that Success Makes People Happy:
Happiness May Lead to Success via Positive Emotions

<http://www.apa.org/releases/success1205.html>

Six Myths About Stress <http://www.apahelpcenter.org/articles/article.php?id=17>

Stress in the Workplace <http://www.apahelpcenter.org/articles/article.php?id=19>

Mind/Body Health: Job Stress

<http://www.apahelpcenter.org/articles/article.php?id=104>

Controlling Anger -- Before It Controls You

<http://www.apahelpcenter.org/articles/article.php?id=29>

Coping With Holiday Stress

<http://www.apahelpcenter.org/articles/article.php?id=8>

Exercise Fuels the Brain's Stress Buffers

<http://www.apahelpcenter.org/articles/article.php?id=25>

Mind/Body Health: Did you Know?

<http://www.apahelpcenter.org/articles/article.php?id=103>

Mind/Body Health: Stress

<http://www.apahelpcenter.org/articles/article.php?id=105>