

## Survey of Initial Cohort of PFF in Psychology Scholars: Summer 2006

From a survey conducted in the summer 2006 of the initial cohort of PFF in psychology scholars, *i.e.*, those students who participated in the initial PFF grant at the University of Georgia, Miami University of Ohio, University of New Hampshire, and the combined University of Colorado at Boulder/Yale University psychology department programs, the following outcomes can be reported:

Based on the mailing addresses obtained from their academic departments, most of the former PFF scholars in psychology are now in academic positions at the full range of postsecondary education institutions, from community college to major research university. Two or more from each program completed the survey (N=17).

Based on survey respondents' ratings on a 7-point scale about the extent to which they learned about various topics related to academic work, the following observations can be made:

Topics about which graduates across programs reported having *learned the most*:

- Diversity of academic institutions
- Diversity of faculty roles and demands
- Teaching philosophy and portfolio

Topics about which graduates across programs reported having *learned the next most*:

- Advising and mentoring students
- Teaching and classroom management
- The scholarship of teaching
- Assessment of student learning

Topics about which students across programs reported having *learned the least*:

- Research grant-writing skills
- National initiatives in higher education

Topics on which there was *greatest diversity among the four PFF programs*:

- The role of community service in faculty work
- The meaning of service learning
- Socialization into the profession of faculty work

A sample of comments from graduates on the merits of the PFF programs in psychology:

- PFF helped me develop a sense of self-efficacy with respect to performing in a faculty position; I would have never considered a faculty position had it not been for PFF.
- The overview of the search process, the assistance in developing a teaching philosophy statement, and the information about interviewing and salary negotiation were particularly helpful.
- The people who hired me were familiar with the (PFF) program and knew that I was well trained in the duties and expectations of college-level faculty. I am not sure that I would have (been hired) without having had the PFF experience.
- The most valuable aspect of my PFF experience was my interaction with a partner site. I had the opportunity to co-teach a course at a small liberal arts college. That gave me a sense of what a small school would be like on a daily basis.
- My graduate education prepared me very well for my current research position. Discussions during PFF meetings about the value of collaborative relationships structured my approach to developing research relationships with other scholars, both junior and senior to me.
- Of greatest value to me was the contact with other schools, to see other universities and to hear other perspectives.
- It was helpful to have dedicated time, away from the everyday concerns of graduate school, to focus on these career development issues, and to interact with people from a different institution so as to get a different point-of-view on the issues discussed.
- My experience with PFF helped me during the job search process in compiling my application materials. I felt comfortable that I knew what materials to include and emphasize in my application, and how to alter that depending on the type of institution (to which I was applying). As a result, I had a comprehensive teaching portfolio that I included in applications to liberal arts and comprehensive institutions. I believe that these communicated the importance that I place on teaching, my understanding of the college or university's mission and focus, and helped distinguish me from the applicant pool.

- I don't know of any other (job) candidates (straight out of graduate school with no prior experience) who had thought about, much less prepared, a portfolio that included the types of materials I presented (e.g., thoughtful teaching statement, teaching evaluations, research statement, and reprints).
- I am regularly amazed at how much more I know about pedagogy, academic citizenship, and a faculty member's role than many of my colleagues. My transition from graduate student to faculty member was fairly smooth and I still use lessons I learned through PFF in my job.
- (Most valuable to me was) discovering the complexity of classroom management. I realized that no teacher is perfect ... and that what works for someone else might not work for you.