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Why Was My Major Professor So Busy? Establishing an Academic Career While Pursuing Applied Work

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Why Was My Major Professor So Busy? Establishing an Academic Career While Pursuing Applied Work

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How do newly appointed academic psychologists with applied interests navigate the diverse and unique challenges of establishing themselves as academicians while pursuing clinical interests? Based on the experience of 4 new professionals. this article highlights the adjustments that must be made when making the transition from trainee to professional, the challenges encountered as a new faculty member, and the pursuit of applied interests as a junior faculty member. Strategies for avoiding the pitfalls that one may encounter when attempting to combine academic with applied interests are discussed.

How do professional psychologists make the transition from being trainees to being academicians and service providers? Much has been written about the transformation from student to academician (e.g., Boice, 1992; Rheingold, 1994; Zanna & Darley, 1987), as well as the professional development of practicing psychologists (e.g., Denicola & Furze, 2001; Olson, Downing, Heppner, & Pinkney, 1986), yet there is a paucity of information for the new professional who is desiring to balance both roles. What are the particular challenges and professional obligations that are required to develop such dual professional roles? By reflecting on our experiences, we highlight the challenges to establishing oneself as both an academician and a professional psychologist. Specifically, we discuss establishing a research laboratory, preparing courses and teaching, and establishing oneself as a contributing member to a department while securing or completing clinical requirements for licensure, passing state licensing exams, networking with other professionals, and establishing a professional practice. Balancing the fine line between academician and clinician is a tricky yet tenable proposition.

Our Training and Credentials

To better convey our perspectives and to provide a context for our experiences, we first present some personal and background information on our professional training and credentials. Three of us are Caucasian men and one of us is a Mexican American woman; our mean age is 32 years. The male authors are all married, and one has three children. The female author is single and has no dependents. The men were all trained at Oklahoma State University; two were trained in the doctoral program in clinical psychology accredited by the American Psychological Association (APA), and the other was trained in the APA-accredited doctoral program in counseling psychology. The female author was trained in the APA-accredited doctoral program in counseling psychology at the University of Missouri-Columbia. After completing our respective predoctoral internships, we all accepted postdoctoral positions. Three of us took one-year postdoctoral positions; two were primarily research positions, and the other was an applied position. One of us took a 3-year research-oriented postdoctoral position. We are currently beginning our second year in tenure-track, assistant professor positions in psychology departments at large state institutions. We are affiliated with doctoral programs

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in psychology (two in clinical and two in counseling) and teach both graduate and undergraduate courses. Our mean number of publications in peer-reviewed journals is approximately 11 (M = 10.8, SD = 2.5, range = 8–14), with an average of 6 being first-authored (M = 6.5, SD = 1.3, range = 5–8). We are also averaging 1 book chapter (M = 1.25, SD = 1.3, range = 0–3), and our mean number of presentations at professional conferences is about 23 (M = 22.8, SD = 5.3, range = 15–26).

The Adjustment From Trainee to Professional

The transition from student to professional occurs abruptly from an occupational perspective but much more gradually from a developmental perspective. Psychologically, the transition may begin when the trainee begins the job search during the predoctoral internship, and it continues during the first few years as a professional. Indeed, each of us has been out of graduate school for at least 3 years, and we feel as though we are in the middle of this transition process. Occupationally speaking, however, one day you are a student and the next day you are an assistant professor. Clearly, the professional adjustment is not so rapid.

New faculty need to develop a sense of competence to perform the varied tasks in their jobs. This feeling of competence takes time to develop, and frequently new faculty find themselves with such questions as, "How am I supposed to know how to handle this? I'm barely out of training myself." This dilemma in professional transition occurs at many unexpected times and includes issues that range from trivial to crucial. Examples of navigating relatively minor issues include avoiding departmental gossip, managing one's professional budget on an academic salary (e.g., deciding how many conferences to attend), and acquiring additional resources for unexpected needs. Clearly, these issues are not critical to one's professional development, but they are examples of minor issues that must frequently be dealt with. Not all issues relating to the transition from student to professional are as trivial, however.

All of us were surprised to learn of the critical decisions that faculty need to make regarding student progress, concerns, and, in some cases, retention. During the first year, new faculty will find themselves in a position to vote on student and programmatic issues that have a significant impact on students' lives. Mentally separating oneself from the student role and assuming the faculty role are of utmost importance if one is to vote responsibly and with an appreciation of the larger academic issues. New faculty must accept their new roles and the responsibilities associated with their roles. This process initially appeared commonsensical to us; however, we have since learned that this is a developmental process. In fact, external factors may facilitate or impede the speed of this developmental transition. For example, depending on the size and makeup of one's academic department, new faculty may find themselves closer in age and having more in common with students than with other faculty. This presents many concerns, particularly for non-partnered faculty. Is it possible to socialize with students while maintaining a faculty voice within the department, or should new faculty exclude graduate students from their social life for risk of being ostracized by other faculty and concerns regarding dual role issues? This and other factors (e.g., prior mentoring for academic positions, postdoctoral training, age and maturational level of the new faculty person) will have an impact on the rate of acceptance of the faculty role.

Suggestions for Making the Adjustment From Trainee to Professional

1. Attend new faculty orientations at your institution. Universities will often offer programs to orient new faculty to the university and to the expectations for scholarship and teaching. Orientations are a starting point in helping to "demystify" the tenure process and are also opportunities to meet other colleagues going through the same transitions.
2. Use your clinical skills in early meetings (i.e., learn by observation). New faculty may feel the urge to "prove their worth" in initial faculty meetings; however, it may be beneficial to sit back and learn the lay of the land. A lot of valuable information may be obtained about the academic environment by listening and observing.
3. Seek out other junior faculty members with whom to process matters. If informal opportunities to process these issues do not present themselves within your department, make such acquaintances outside of the department or at other institutions. The importance of this normalizing and debriefing process cannot be underestimated; from our perspective, it is critical not only to the success of new faculty but to their mental health as well.
4. Call on previous mentors frequently. Previous mentors will be happy to help you in your new role as faculty member. They have stock in your success and remain a much needed asset during this transition. Furthermore, they know you well and are aware of your strengths and limitations and thus will be able to help provide a personalized plan of action as needed.
5. View the departmental chair as an ally. The chairperson is also invested in the success of the new faculty members, and we have all found that the chair is willing to offer support, feedback, and resources as needed to help new faculty make the transition from student to professional.
6. Consider individual therapy. Your first year will be an overwhelming time because much energy is spent adjusting to anew environment and learning a new system, and you may encounter unanticipated issues within the work environment. Having a supportive therapist who can help you through this transition and who may objectively assist you in dealing with any work-related concerns can keep you grounded during this time.

Challenges Encountered as a New Faculty Member

During the first year, new faculty members are not only faced with the abrupt professional transition from student to professional but with a mixture of academic-related challenges as well. Although each new faculty member will experience a range of challenges that are specific to his or her institution and program, previous scholars have identified general professional issues encountered by new faculty, including (a) concerns about competency; (b) fears of not securing tenure; and (c) matters related to job socialization, including preparing courses, establishing an independent research program, and managing the multiple demands at work (Fouad & Carter, 1992; Mintz, 1992). The new faculty member is also likely to be faced with issues related to being a new professional in a new setting and location and with other duties that faculty do not regard as important for tenure but that are important if one is to be seen as a "good citizen" of the department. Complicating these issues even further is that many of these dilemmas have not been encountered by the new professional in any other context. As a result, new faculty members may not have the means for understanding or dealing with what is facing them. Despite having received excellent preparation in our graduate programs, which groomed us for academic careers, we have found that there are some things that we could not prepare for until we were actually in the position.

In addition to encountering the aforementioned issues, new professionals who are women and persons of color face additional challenges in their transition to academia. Discrimination, isolation, tokenism, and additional service requests are issues that women and people from underrepresented racial or ethnic groups may experience in academia (APA, 2000; Fouad & Carter, 1992; Mintz, 1992). One of us has experienced several instances of bias in her position, including being mistaken as a student, hearing disparaging comments about female faculty who are pregnant, and being accused of getting the position due to affirmative action. Unfortunately, women and people of color in academia continue to hear sexist and racist comments much too often. Although such statements reflect the speaker's ignorance and prejudices regarding gender and racial issues, they also serve to undermine the new professional's competencies and abilities and may add unnecessary stress and doubt or instill a need to prove oneself during a time when the new professional may already feel vulnerable.

The obstacles that new faculty face have been discussed elsewhere (e.g., Fouad & Carter, 1992; Mintz, 1992; Rheingold, 1994; Zanna & Darley, 1987); however, despite having prepared for our new roles by reading such works, we still encountered difficulties during our first year. Some of us experienced the same sorts of difficulties, and some of the difficulties were unique to the person, perhaps because of cultural and institutional differences. We highlight these difficulties here so that others may get a sense of what they may encounter and also to underscore the diversity of our experiences.

As mentioned previously, a problem that seems to be common for many new faculty is questioning one's competency. This is complicated by the fact that there are so many areas in which new professionals are still developing skills in research, teaching, advising, supervising, and applied work. New faculty often believe that they must have the same level of skill as someone who has been doing the job for many years. One of us recalls seriously questioning his future in academia after having receiving feedback on a manuscript and later after an unpleasant teaching experience. The "imposter syndrome"-that is, feeling like a fraud among colleagues and waiting to be detected as such-is a phenomenon that occurs for most of us at some time during our first year. Furthermore, feelings of incompetence may be elevated for new faculty from underrepresented groups because of the lack of role models in these positions. The first year will probably be the most difficult to endure because of its many challenges. Try to avoid drawing any conclusions about your ability to do the job during this time. Keep in mind that the feelings of insecurity dissipate with time (you may recall having had a similar experience during graduate school), and remind yourself that you are there because you have earned your right to be there.

One of the first dilemmas encountered by some new faculty members centers around their independent research program. When starting our new appointments, we recognized the importance of being productive in terms of publishing papers and securing external funding for our research. This did not necessarily alarm any of us; however, we were not taught how to deal with the more general, pragmatic issues of developing a laboratory. Each of us was given laboratory space in which to conduct our research, but the knowledge of how to take that space and turn it into a working laboratory was missing. After all, as students we started our projects within preexisting laboratories that had sufficient equipment and supplies. Moreover, although we each had start-up money to purchase what we needed for our labs, some of us did not have access to funds until the beginning of the university's fiscal year. In those cases, any hope for setting up the lab space prior to the start of the fall semester was not possible. Complicating this issue further is that even when start-up money is available, purchasing equipment and supplies may not be easy. University policies and procedures differ from state to state and from university to university. Hence, new faculty may find that instead of setting up their lab space during their first semester, they will instead be busy learning about their university's policies and procedures.

Another dilemma faced by new faculty members is learning about departmental politics. As a trainee, it is clear how to interact with faculty, staff, and other students within the department. If not, more advanced students commonly take it upon themselves to educate their peers. There is typically not a built-in support network that helps the new member of the faculty understand the dynamics of the department. Hence, it is important for new faculty to identify one or more senior faculty members who can be trusted to explain departmental dynamics. This may not be an easy thing to do if there is no formal mentoring program available to new faculty. Identifying a senior faculty member to whom you can turn in times of need can help alleviate the early stressors of your new position.

An additional dilemma commonly encountered by new professionals is how to balance all of their responsibilities. New course preparations, keeping up-to-date with the research literature, and .working with students can easily consume more than the typical 40-hr work week. In addition, students may be eager to work with the new faculty member or ask him or her to be their academic advisor. Finally, managing time, being efficient, and knowing when to say "no" are of the utmost importance if one is to succeed at juggling all the tasks that a junior faculty member must accomplish. Whenever possible, try to combine two or more purposes for each task. For example, while reading newly published articles to stay abreast of the literature, also think about how the articles may be pertinent to an introduction to an article you are writing or to the background and significance section of a grant proposal. Perhaps what you are reading can also be used in a lecture to illustrate a point. Remember that junior faculty do not have to read every new article or have the answers to all questions. Realize that the more you learn, the more there is to know.

A final group of dilemmas faced by beginning faculty involves other duties that are not typically regarded as important for tenure but that are important if one is to be seen as a "good citizen" of the department. These duties include committee work, and student evaluations and advisement. New faculty are often surprised to learn that at least a small percentage of their job responsibilities involves service to the department. Service to the department often means that the new faculty member will become a member on one or more of the many committees that exist within the department. These committees serve varying roles, but the underlying theme of each is to ensure that necessary departmental and programmatic issues are given adequate attention by the faculty. For example, committees may be formed to search for open faculty positions, to recommend curriculum revisions, or to advise the chair on allocation of office or laboratory space within the department. Faculty members from groups that are underrepresented in the faculty ranks may find themselves devoting more than their share to service activities both in the department and across the university. Whether or not to accept service requests is a dilemma given that new faculty are told to focus their energy on research; however, the people often requesting their services are those who will be voting on their tenure. Although being an active member of one or more such committees will not lead to tenure, it is a job requirement that can easily consume a faculty member's time.

Student evaluations and advisement are two other areas that can contribute to the perception that the new faculty member is a "good citizen" of the department. Most trainees become accustomed to dealing with their emotional response to critical feedback from their supervisors. What is not taught during those times of feedback is that it may be just as unpleasant for the person giving the feedback as it is for the person receiving it. Junior faculty must quickly learn how to overcome the discomfort of providing accurate feedback to their students while learning how to provide the feedback in a sensitive manner. In addition, junior faculty members must educate themselves about program requirements for students so that they can be effective advisors. The first time students make an appointment to discuss what courses they will be taking during the upcoming semester or what courses they will need to list on their 4-year plan can be stressful for the new academician, because such advisement can lead to delays in the student's making timely progress through the program.

Suggestions for Handling the Challenges Encountered as a New Faculty Member

1. Recognize that although faculty status has been achieved, you will continue to learn new things. In general, maintaining this mind-set has kept us from setting unrealistic expectations as to what we "should" know. Conferral of the PhD does not bring with it all the answers, and you are not expected to be an expert in everything. We encourage new faculty members to remember this when experiencing the pressure to have new and profound insights.

2. Keep in mind that research will be slow the first semester or two, and it may take a few years before you feel your research program has hit its stride. Use the first few years to strategically plan a research program that will flourish down the road.

3. Ask your department head if you can get access to some of your start-up funds upon or even before arrival. Department heads can be clever money managers and can make arrangements to reallocate money so that you can get some of the crucial items shortly after you begin your new appointment.

4. Make a detailed schedule that includes all your work-related appointments and obligations. Often it is possible to arrange your schedule so that you can protect one day a week for research. New academicians underestimate how difficult it can be to find time to write when first starting. If one day a week is set aside early on, it will become a standard part of your week.

5. Plan ahead for the countless meetings that you will be required to attend as a faculty member. Keep your enthusiasm in check during these meetings or you may find yourself volunteering for one thing or another that will only add to your workload. Remember, it is easier to add things to your schedule than to remove them.

6. When negotiating your job offer, ask the department to guarantee that you can teach the same courses the first few years. This will reduce the number of new course preparations and will allow you to perfect the courses you are teaching.

7. Be sure to read the program handbook and review the program requirements before starting your appointment. Invariably it will be assumed that you are aware of all the requirements of your new department upon arrival.

8. New academicians who are members of underrepresented groups are advised to establish a network with other professionals who understand the issues they may encounter and who can support them in the process. These support networks can come from the university or professional community.

9. If you are asked to take on an unusual amount of service requests for the department, ask the department chair for a course reduction in your teaching before you commit to anything that will take an excessive amount of your time and effort.

Pursuing Applied Interests

As scientist-practitioners, some academic faculty have an interest in pursuing applied interests, which may require obtaining licensure. This endeavor presents a formidable set of challenges for someone in a full-time academic position. Specifically, some departments may actively discourage new faculty from becoming licensed, instead viewing such pursuits as unnecessary distractions from more central responsibilities of research and teaching. These views are unfortunate and are perhaps more prevalent among faculty who are not applied psychologists (but who nevertheless have input into promotion and tenure decisions). Other training programs may place a higher value on licensure, viewing it as an important component of the scientist-practitioner model. Indeed, licensure fosters a scientist-practitioner training approach by enabling faculty to supervise student therapists, develop and oversee research related to therapy process and outcome, and acquire ongoing clinical experiences upon which to draw in teaching and training activities. In this manner, faculty who are licensed, clinically active, and engaged in research provide students with role models who reflect the integration of science and practice that is the cornerstone of the Boulder training model.

For new faculty striving to attain the scientist-practitioner ideal, the process of becoming licensed while in an academic setting presents an interesting set of challenges. The cumulative effect these challenges may contribute to recent figures indicating that 44% of applied academic psychologists are uninvolved in any type of clinical practice (Himelein & Putnam, 2001). One major hurdle is the requirement of postdoctoral supervised experience, which ranges from 0 to 4,000 hr, depending on the state in which one wishes to become licensed. Obtaining the appropriate experience requires enlisting a licensed psychologist who is willing to provide supervision. In most cases, a suitable supervisor from within the department or institution can be identified; however, if such a supervisor is not available, it may be necessary to obtain supervision from an outside professional. This may be difficult because of state restrictions that prohibit charging for postdoctoral supervision, which can serve as a deterrent for private practitioners who would otherwise provide these services. In addition, it is crucial for those seeking licensure to learn which specific training experiences may be counted toward the required postdoctoral hours. Unfortunately many of the activities that academic psychologists engage in most frequently may not qualify .For example, can time spent involved in research be counted toward licensure? Do supervision-related activities count? How about teaching? Moreover, some state statutes require a minimum number of weekly face-to-face client contact hours, along with regular didactic experiences in the form of seminars or case conferences. For more information regarding licensure requirements for a specific state or province, the Association of State and Provincial Psychology Boards (ASPPB) is a good resource that can provide current and correct information (ASPPB, 2002).

The numerous requirements associated with obtaining licensure may make the pursuit of this endeavor incompatible with a full-time academic position. Some faculty, for example, may have little opportunity to obtain the necessary clinical experiences. Not all training programs have in-house clinics, and many that do may have a modest client flow that must be reserved for student trainees rather than faculty therapists. In such cases, new faculty may need to seek client contact hours from the university counseling center or outside agencies, which may prove difficult given that these settings may be reluctant to provide unlicensed individuals with the experiences they need for licensure. Lastly, and most significantly, time that the new faculty member spends engaged in these licensure-related activities will inevitably cut into time available for the research, teaching, and service responsibilities so crucial to promotion and tenure.

In addition to the time involved in seeking and documenting the supervised clinical experiences required for licensure, new faculty must also prepare for and pass the Examination for Professional Practice in Psychology (EPPP). This is no small task, given that most test preparation services recommend that applicants spend 15-20 hr per week for 3-4 months studying for the exam (Academic Review, 2001). This extensive time commitment may lead new faculty members to postpone taking the EPPP due to other job requirements, which may not be a good idea. Recent data suggest that the closer to graduation the candidate takes the EPPP, the higher the candidate scores (Van Home, 2002). Once the national EPPP has been passed, there may still be various state requirements for obtaining licensure, such as jurisprudence and oral exams. .There are also expenses associated with each step in the process of becoming licensed, from the acquisition of study materials for the EPPP, to examination fees, state licensure costs, and so forth. In our estimation, new professionals can expect to spend between $750 and $1,500 in the pursuit of licensure, depending on the state. Departments often do not provide assistance with these expenses, despite requiring that faculty seek and maintain licensure as a part of their employment. However, a more salient issue in terms of career progress may be the fact that the tenure clock does not stop while junior faculty are engaged in the many time-consuming activities related to obtaining licensure.

Even with the numerous obstacles faced in seeking licensure, the programmatic benefits of having licensed faculty, as well as the opportunity to pursue outside practice opportunities as a means of earning supplemental income, may lead some new faculty to seek outside applied work. For these individuals, pursuit of practice opportunities outside the academy will bring about additional challenges as they attempt to establish themselves as practitioners in the community. Positive word of mouth and a strong reputation may playa role in setting up a successful practice, and those faculty who are new to a community must establish themselves through networking with professionals and other potential referral sources. This process can take time but may be averted somewhat through affiliation with an established practice that has a steady referral base. Such arrangements, involving the sharing of overhead expenses such as support staff, rent, office supplies, and the like, may be attractive for academic psychologists who desire only a limited caseload and are not in a position to bear these financial burdens alone. Even with this type of arrangement, however, time must be allotted to obtain credentialing through various insurance companies and other third-party payers.

Those who engage in outside practice will need to balance these demands with those associated with their faculty position. This can be a challenge if the realms of science and practice are seen as mutually exclusive domains. New faculty, in particular, may find it difficult to add clinical work to their teaching, research, and service activities. Time demands may be reduced, however, by finding ways to integrate departmental duties with outside practice activities. For instance, can the setting in which clinical work is taking place also serve as a source of data collection for treatment process or outcomes studies? Perhaps students can work in these applied settings so that they may obtain clinical and research experiences via the implementation of an assessment battery administered to clients. Integrating outside clinical pursuits with departmental research and training activities may not only help new faculty maximize time but may also provide the opportunity to orient students to clinical work that incorporates ongoing observation and assessment of progress during treatment. On the other hand, failing to capitalize on opportunities to integrate clinical and research activities may be a costly use of time and .perpetuate the unfortunate notion that the science and practice of psychology exist as separate entities.

Suggestions for Academicians Pursuing Applied Interests

1. During the job interview, ask whether the department is supportive of or requires licensure. Find out how the departmental faculty view the importance of applied work. Ask if other recent hires have been successful in their efforts to get licensed and if they have been able to maintain a balance between research and applied activities. It may also be worthwhile for the interviewee to negotiate for a supervisor as part of the hiring "package."

2. As early as is feasible, contact the state licensing board and find out the specific state requirements for licensure. When possible, it may be worthwhile to complete the EPPP prior to the start of your academic career. Completing as many licensure requirements before beginning your academic career can only serve to ease your professional transition.

3. Identify a senior faculty member in your department early who is already licensed and who is willing to provide supervi-

sion. Alternatively, a licensed psychologist on staff at the university counseling center may be willing to provide supervision in return for seeing a few clients at the center each week.

4. While in the process of negotiation, ask for an early course reduction so that you will have time to accrue clinical hours or to study for the licensing exam(s). In addition, asking the department to purchase study materials may also be helpful, as these materials can be quite expensive for a new professional.

Now That You Have Both—Keeping It All Together

Clearly the most difficult aspect of the new faculty position is juggling all of the time demands while maintaining a healthy balance between one's professional and one's personal life. Academic life is not a 40-hr per week job, but it does not have to be all-consuming either. Keeping a healthy perspective on life that includes plenty of involvement in pursuits outside the professional domain is a good way to buffer against the inevitable rejections and pitfalls that are a part of academic life. In spite of the many demands we have experienced in this transition, each of us has taken time to pursue other interests, such as spending time with partners, making friends in the community, joining a book club, exercising, dating, and traveling.

Make no mistake, if one desires to balance an academic career with an applied career in psychology, the workload is even greater, as one would expect when working two jobs, but such a balance is attainable. In fact, we collectively encourage our advisees who are interested in pursuing similar career paths to start trying to achieve balance in their lives while they are in graduate school instead of waiting to do so until after they graduate. Perhaps the most important key to success in this professional juggling act is to be clear and comfortable about personal and professional goals. With a set of clear goals to guide day-to-day decisions, you will be able to set appropriate limits that will keep each aspect of the dual jobs manageable. For example, there is likely an inverse relationship between the time one has available for research and the time one has available for clinical work, such that publishing four times per year may limit a caseload to 5 client-contact hours per week, whereas a goal of 10 client-contact hours per week may limit one to two publications per year. Related to the issue of limit setting is being selective of the clients you accept. Although it is not always possible to do so, avoid taking on emergency cases unless you find such clients interesting or pertinent to your research area. Clients in crisis can easily consume more time than a new professional has available.

In addition, having good support networks at your college or university is invaluable in helping you juggle all the demands of the true scientist-practitioner. Given that a person cannot keep abreast of all that is going on in the field of psychology, it is helpful to have colleagues who are willing to pass along valuable information and who want you to succeed. After all, trial-and-error learning is far less efficient than learning from a more senior colleague how to avoid potential pitfalls that you may face.

Finally, self-care is critical not only to the health and personal functioning of psychologists but to professional functioning as well. The varied demands and pressures discussed previously will certainly tax your ability to care for your own needs. Thus, the "self-care" strategies proposed by Norcross (2000) are relevant not only to professional psychologists but also to academic psychologists engaged in practice-related services.

Suggestions for Keeping It All Together[1]

1. Recognize the hazards and time demands of both an academic career and professional practice. Accept that "being completely caught-up" on your duties is not likely to happen very often and that it is normal to feel like there is "too much left to do" at the end of any given day. Changing one's mind-set from "I have to get everything done today" to "I will get as much done as I can today" may be useful in alleviating some of the inevitable distress associated with juggling multiple professional duties.

2. Adopt a professional identity that is commensurate with the scientist-practitioner model. Learn how to combine applied work with training and research activities. This will make efficient use of your time and promote the integration of science and practice.

3. Focus on self-awareness. Recognize when it is time to stop writing or to take a break from clients. Use the academic calendar as a time for significant breaks from your work and to "recharge your batteries."

4. Emphasize the human element. Interacting with students and colleagues as well as providing therapy to clients is an interpersonal enterprise; thus, use these interactions as a means of caring for yourself. Helping relationships have been found to benefit practitioners as well as their clients (Norcross, 2000), and similar benefits may be attained through student supervision, mentoring, and advising.

5. Diversify your interests. The tenure review process dictates that you establish a clearly defined research program; however, adding diversity by studying new research areas or working with new client populations will help keep you fresh and energized. This provides an opportunity to study that question you developed during graduate school but never had the opportunity to pursue.

6. Appreciate the awards. Allow yourself the opportunity to enjoy your acceptance into the academy, as well as your role as a service provider. This is an exciting time with many fringe benefits (e.g., flexible schedule, stimulating environment for ongoing learning), and as a member of the junior faculty, you need to take the time to enjoy and appreciate this opportunity that your hard work has afforded you. In other words, take an occasional walk .around campus and smell the roses.

In conclusion, in this article we have illustrated and described the experiences of four newly appointed academic psychologists with applied interests. Specifically, we highlighted the adjustments necessary when making the transition from trainee to professional, the challenges encountered as a new faculty member, and the pursuit of applied interests as a junior faculty member. Although we acknowledge that our experiences are not universal, we believe that we have provided a general overview of what new academicians can expect in their first year as assistant professors, including issues to consider if they plan to combine academic and applied interests.

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[1] Adapted from "Psychotherapist Self-Care: Practitioner-Tested, Research-Informed Strategies," by J. C. Norcross, 2000, *Professional Psychology: Research and Practice, 31*, pp. 710-713. Copyright 2000 by the American Psychological Association. Adapted with permission of the author.

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