

*Leadership in an Academic
Career:
Research, Teaching, & Service*

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ECPC & DEC Leadership Seminar

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General

*Adhere to your
inspiration and
passion in
determining your
commitments.*

Our Inspiration and Passion



Enviably Life Criterions



*Pursue dignity
diligently. Teach its
importance; model its
practice.*



<https://youtu.be/H8N7uVOQTDU>

*Keep your doctoral-
program mentors and
create new mentors;
be reciprocal with
them; become one,
yourself.*



Create other reliable allies among peers, administrators, staff, and students; value them throughout your career.



In your first semester, align your digital files with tenure and promotion requirements; update your files at the end of each semester.

*Meet with both your
chair and mentor to
review your
performance at the
end of each semester.*

Research

Identify the researchers you most admire and identify what makes them outstanding; ask them how they excelled.

Insist on and give appropriate credit for publications and research proposals; comply with your university's & APA's code of ethics.

*Publish your
dissertation; develop
articles; use for grant
proposals; consider
writing a book.*

*Create and do not
abandon a line of
research in your
own area of
specialization;
shape your career
to be a “I.”*

*Partner with
research colleagues
to write grant
proposals; offer to
help them carry
out their funded
research. Do tasks
that aren't fun.*

*Write when you are
most alert; preserve
that time; put
words on paper.*

*Locate, use, and
respect your
university resources
for grant-writing; be
grateful and show
your gratitude.*

Volunteer to review for journals; create a career path to be an editor; seek feedback on your reviews.

Teaching

*Identify the traits
of your most
respected teachers;
seek their advice;
ask them what
makes them
outstanding.*

*Identify faculty who
have won teaching
awards; observe
their teaching; seek
their advice.*

*Ask mentors and
peers to share their
syllabi ; share yours
and ask for
feedback.*

Study the student evaluation criteria as you plan your courses; determine how you will address each criterion.

*Seek written student
feedback two or
three times
throughout the
semester;
incorporate it
immediately.*

*Invite members of
the Personnel
Committee to observe
your teaching and
provide feedback;
adhere to their
advice.*

*Create “two-fers” by
linking research and
teaching*

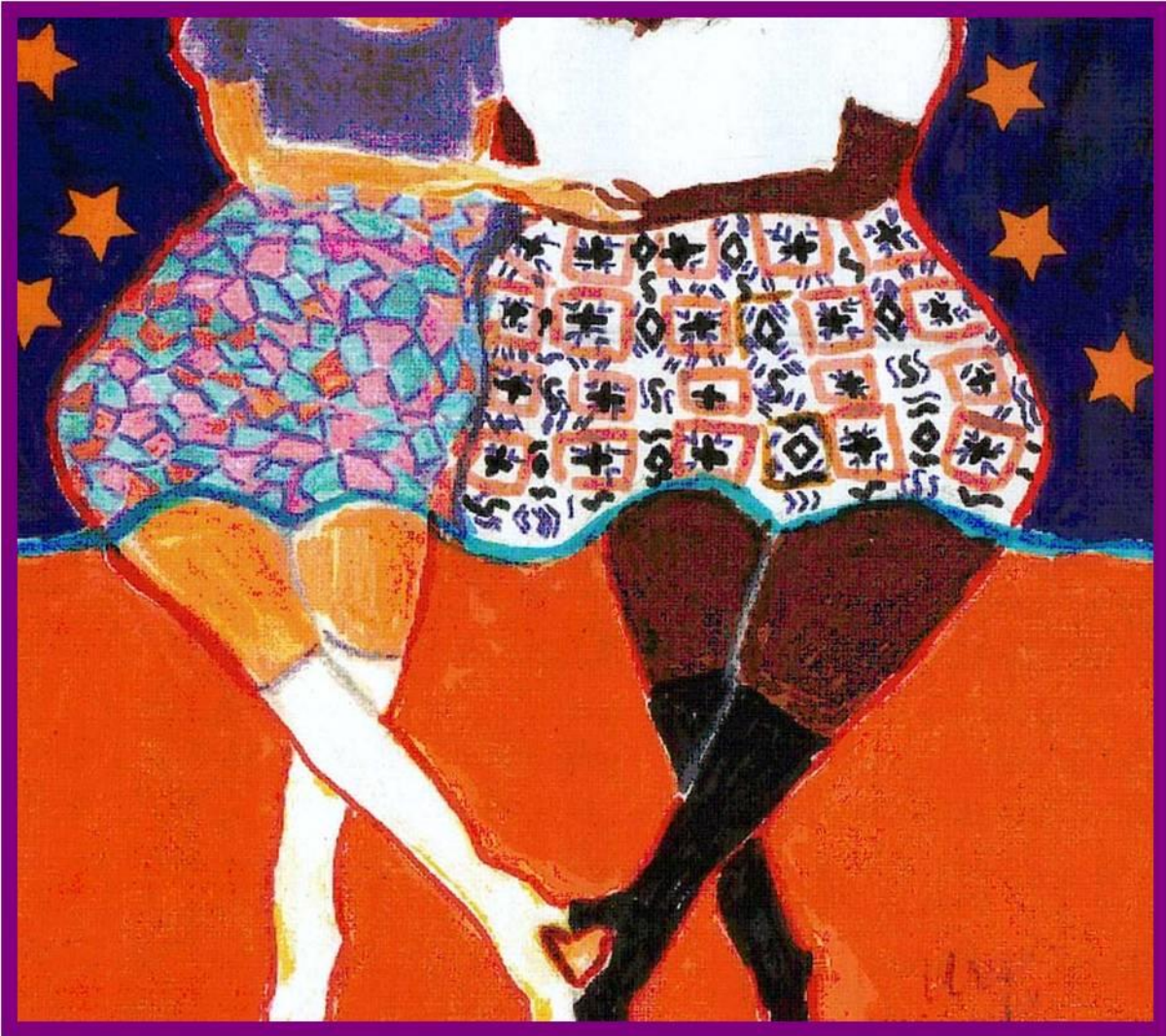
Service

*Identify the
faculty members
whose service you
most admire and
identify what
makes them
outstanding.*

*Stay in touch with
the reality of the
lives of children
with disabilities and
their families, as
well as with their
practitioners.*

Establish trusting partnerships with culturally diverse leaders. Earn their trust through providing direct and immediate benefits.





*Align your service
with what inspired
(or now inspires)
you and with your
passion to make a
difference.*

*Create two-fers in
linking service with
teaching.*

Go for a three-fer!

Quality of Life

*Develop the
capacity for
sustained
effort. Sweat!*



Before the gates of excellence the high gods have placed sweat; long is the road thereto and rough and steep at first; but when the heights are reached, then there is ease, though grievously hard in the winning.

(Hesiod)

izquotes.com

*Press the pause
button. Breathe some.*



Seize opportunities for joy in your professional and family life; your JQ is as important as your IQ for long-term productivity, as well as quality of life.



*Go boldly into the
unknown; do not let
your current
incapacities thwart
your future
capacities.*



“Faith is taking the first step even when you can’t see the staircase.”