ACADEMIA GROUP 16

Develop post docs that prepare for academia. Work with Chairs and Deans to articulate the importance of geropsychology and retain/increase aging-focused faculty positions and graduate stipends. Support new professors.

BRIDGES_CONFERENCE FEB 17, 2021 01:25PM

INSTRUCTIONS

BRIDGES_CONFERENCE FEB 26, 2021 03:21PM

1. Decide on a leader and 2 scribes

2. Open your group's padlet as shown in the zoom chat.
3. For each question/column, identify at least 3 issues and discuss.
4. Use the + button to add your ideas and notes.
5. Spend 10 minutes on each question/ column.
6. Someone from the planning committee will stop by your group to check in - but feel free to be innovative to solve tech issues.

#1 Identify and discuss 3 BARRIERS to attracting those interest in aging to academia.

RWEISKITTLE MAR 02, 2021 10:52PM

#1 Brainstorming:

-- need administrative assistance, administrative involvement
-limited research postdocs (rather than more common clinical postdocs) in geropsychology
-- some institutions not allowed by dean to hire someone who hasn't received a grant. Places indvs in clinical postdoc at a disadvantage for being hired into academia.
-- VA advanced fellowships do offer research/academic planning in addition to clinical experiences, but requires planning
-- non VA research postdocs are available, but not as many geropsychologists go to them (e.g., NIMH T32s, NIA T32s)
-- geographic regions of research positions can be limiting
-- a lot of people go into gero because they like
-- application burn out (research postdoc after clinical postdoc after internship....) being told you rarely get in to academic positions the first year you apply.
-- Perception that the only way to be competitive for a tenure-track position is to stay in a research position for multiple years (with less pay than moving into a clinical position)
-- Some barriers are not specific to aging focus, but generalizable to academia positions overall.
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#2 Identify and discuss 3 STRATEGIES to enhance racial and ethnic diversity in geropsychology.

RWEISKITTLE MAR 02, 2021 10:47PM

#2 Brainstorming:

-- There is not a lot of diversity representation in academic mentorship or in lab focus within geropsych research
-- It is important to make targeted outreach efforts to underrepresented/minority individuals for lab recruitment
-- Showing individuals from diverse backgrounds that they have value in unique contributions to geropsych field (multicultural diversity in relationships with grandparents, multigenerational living situations)
-- Taking advantage of diversity supplements for grants. Great opportunity to support trainees.
-- Make an effort to engage with cultural movements and specific outreach to students about diversity issues
-- Student applicant priorities: quality of program/training, diversity issues
-- Meeting/discussing diversity across formality spectrum: casual 1:1 or groups, as well as more formal didactics, etc.
-- pool has to be bigger for all institutions: not just
-- Mentors should increase awareness about other forms of diversity and respective support resources available. For example, for first gen students, being able to share loan repayment plan info and financial management supports. Encouraging students to become involved in campus activities requires mentors to be informed of the options available. Important to be aware of hidden diversities in addition to racial/ethnic diversities. E.g. LGBT students, immigration issues, etc.
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#3 Identify and discuss 3 SOLUTIONS/ ACTION STEPS to increase interest in, preparation for, and success in academia amongst geropsychologists.

RWEISKITTLE MAR 02, 2021 10:44PM

#3 Brainstorming:

-- Academic networking and career development role modeling is important
-- addressing barriers to academia positions in general, not just academic positions within geropsychology
-- Increasing internship-level training and exposure to translational and clinical research options that complement clinical postdocs required for licensure
-- Exposing undergraduate level students to research through colloquia and presentations. Familiarize them with research career pathways. Promotes visibility. Creative Ex: If teaching undergrad course, require students to attend a research conference for course credit or extra credit.

-- Providing education about the logistics of academic career opportunities: What do these positions look like day to day? How does one get there? Reviewing the basics-- e.g., can apply for PhD straight out of undergrad, can apply for programs in which their tuition is paid, etc.
-- Faculty applicants sometimes need coaching in what to ask for during interview and negotiation process. Knowing the foundational brackets of what the position entails.
-- Would mentorship committees be able to compile a mentorship program to coach applicants through the application process? Perhaps a drop in format to increase accessibility. Important to offer mentors from across the career (beg, mid, and later career).
-- APA Foundation of Aging, CONA: could be a good vessel for Careers in Aging, producing a written compilation of academic position information. Need to find an accessible hub so people know how to read/download it.
-- do we have data on how gero in academia compares to psych academia in general?

Use this column to record other issues or ideas.

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