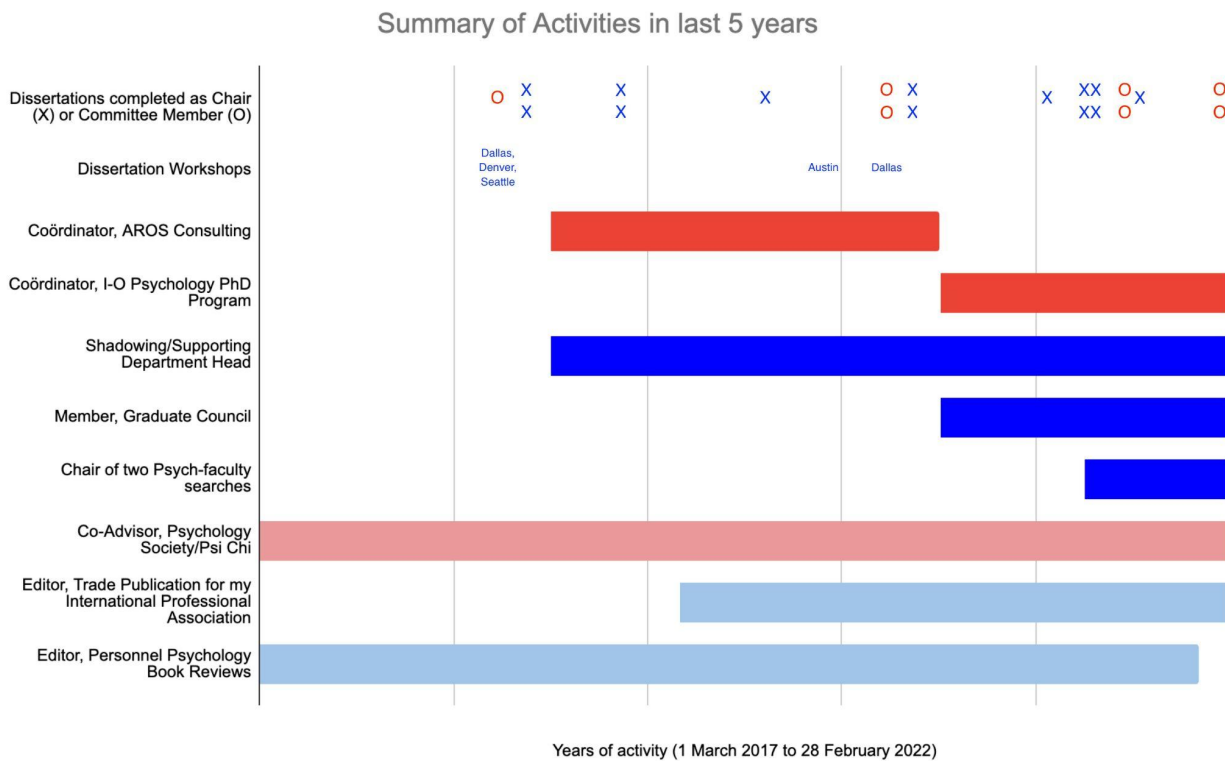


./Steven Toaddy
 Associate Professor, Psychology and Behavioral Sciences
 University Senate Chair Award packet

It is my belief that it takes many kinds of contributors, working in concord, to attain success as an academic institution; there are those that dedicate themselves to instruction, to mentorship, to research, to securing external funding, and to helping to make things run smoothly, to name a few. It is in this last category — **helping to make things run smoothly** — to which I think that I contribute as a faculty member.

Overview:

At the opening of the review period (March, 2017), I was working to assemble my application for tenure, and my focus was accordingly somewhat narrow. After I submitted my application, I found the space to start looking around and beyond myself to ask questions of **how and whom I could best serve**. In doing so, I considered two questions: (a) Where was the need the greatest? and (b) Where would I be of most use? As I sought the knowledge to answer these questions, I began to recognize some particular areas of “crisis” — the PhD program in which I am a core faculty member had an unconscionably long backlog of ABD students, and my department head was stretched beyond even her unusually large capacity. I had no experience in the ins and outs of running a department, and I had only chaired one dissertation to completion since I had arrived at the institution, but it was on these initiatives that I chose to start trying to make a positive change; below is a graphic of what I managed to do (including some other activities, discussed more below):



“Crisis” area 1: ABD backlog

Each graduate student has their own particular set of circumstances, motivations, and needs; we did not have and still do not have a great understanding of what was leading to our substantial backlog of students who had successfully passed comprehensive exams/earned candidacy and then left for jobs (though that may be a clue), but we were increasingly aware that we did have such a backlog. My PhD-program-core-faculty colleagues and I worked to put into place what measures we could to address this issue (which we saw as an existential threat to the PhD program — no/too few graduates means, eventually, no program, and thus no opportunity to help future cohorts of students to achieve their academic objectives). To wit:

- We repurposed three hours of doctoral seminar courses and I developed and taught (starting in term 183; see table below) **courses that provided both the tools and the accountability for progress in students’ dissertations**.
- I began, with the generous support of my department and program, traveling TO cities where large pockets of ABD students resided and **running dissertation workshops** in those regions (two others were planned but were canceled due to COVID-19).
- I assumed first the coördinator role in AROS Consulting (the practical-training-organization associated with our PhD program) and later (as circumstances demanded) the coördinator role of the PhD program as a whole, **enabling other core faculty to commit more of their time** to focus on students’ dissertations (since which, whilst largely not captured in the above figure, they have chaired students to completion with much higher velocity).
- I redirected the time that I would have otherwise spent on my own research efforts to **pushing my doctoral students’ research forward**, a trend that I have only reversed in the past eight months following reevaluation of the backlog.

Whether some or all of these efforts worked is unclear, but that the backlog has waned substantially is not: since we kicked off these efforts, I have personally chaired 13 dissertations to completion, and my core-faculty colleagues have chaired an additional 10 to completion, with more poised to be completed in the near future. We still have a ways to go, but we’re optimistic that the measures that we have put into place will help get us there.

“Crisis” area 2: Department-head overwhelm

The Psychology and Behavioral Sciences department is a bit of a doozy to direct. It contains four graduate programs (with two different accrediting bodies) and an undergraduate major and minor, and the relationship between the various individual faculty members (of diverse educational and sub-disciplinary backgrounds) and these various programs are the stuff of Euler-diagram dreams (or nightmares). Mix oversight of the Psychological Services Clinic and course offerings on three campuses into the mix and season with a number of faculty turning over and retiring and you have quite a challenge before you.

Starting in September of 2018, I began shadowing my department head with the intention of learning how to (a) carry some of the weight placed on her and (b) help cover for her when other obligations or unforeseen circumstances required her presence elsewhere. In the time since, I have:

- Spent around 140 hours in one-on-one meetings with her (and, now, with her interim successor) **discussing, working on, and offering to assist with her work**.

- **Helped with various routine aspects of the role** — scheduling courses/determining course offerings, signing for her in her absence, attending College-level meetings in her stead
- **Helped with or spearheaded one-off activities** such as hiring a new administrative assistant, helping wind down two concentrations of one of our Master's programs, and digitizing our annual-evaluation process.
- **Chaired two faculty searches concurrently** to make the best use of the generosity of the administration to help us bolster our faculty roster after years of being critically short staffed (to the tune of a directive to get our affairs in order from one of our accrediting bodies, as I understand it). Largely as a matter of luck (I think) and due to the great efforts on the part of everyone in the Department, both of these were successful (whew).

Ultimately, the department head with whom I worked most transitioned to another role in administration at Tech, and I have sought since to assist the interim department head until such a time as a permanent replacement can be named. Again, there's still much to do, and we're still not where we want to be on a variety of fronts — we're losing another crucial faculty member after this year, for instance — but I believe that my assistance and that of others in the department has helped keep our collective heads just a bit higher over the surface of the water.

Other areas of focus: Undergraduate Students and my Professional Organization

As a member of the University and of my professional community, there are more stakeholders than I can name, let alone serve — undergraduate, master's, and doctoral students; the university's Honors program; the faculty and staff of the university; the membership of my international professional association; students aspiring to attend graduate school in psychology; students considering attending Tech; student organizations; and so on. I would be overwhelmed if I articulated and tried to prioritize all of the actions that would benefit these groups, so after and alongside working to put out some of the more obvious fires in my immediate vicinity, I turned to my second question — where would I be of the most use? In considering my strengths and areas of comfort and familiarity, I have served in:

- **Graduate council**, where I can support initiatives across not only my department but my college and my institution.
- Co-advising the undergraduate **Psychology Society and Psi Chi** (Psychology honor society)
- Editing *The Industrial-Organizational Psychologist*, the trade publication for my professional organization. It was a great opportunity to grow my network so that I could **help my doctoral students make connections**, and to **help diverse voices be heard**.
- Editing the book-reviews section of *Personnel Psychology*, one of the flagship journals of my field. It's a strange role, but it is a way of putting the time that I have available between working on/chairing dissertation committees (and the other above tasks) to help **keep people informed** of the state of the art of my field.

These tasks play to my strengths — I've served on University Senate and Graduate Council across my time at the institution, and have advised or co-advised these student organizations since I arrived at Tech. I spend a great deal of my professional life reviewing and editing the works of others, so I try to use the expertise that I have in this area to support my doctoral students and my profession as well.

Courses taught/evaluations from last 20 quarters (5 years), undergraduate and graduate:

Course	Eval	Course	Eval	Course	Eval	Course	Eval
Spring 2017 (173)		Summer 2017 (174)		Fall 2017 (181)		Winter 2018 (182)	
304	3.8	304	*	304	3.6	455	2.3
466/513	4.0/4.0	465/516	*	466/513	4.0/3.5/4.0	642	3.3
		628C	*	720	3.7	713	*

Spring 2018 (183)		Summer 2018 (184)		Fall 2018 (191)		Winter 2019 (192)	
304	3.8			304	3.8	455	3.2
466/513	3.8/4.0			466/513	3.6/4.0/3.0	642	4
700	4			710	4	700	*
						713	4

Spring 2019 (193)		Summer 2019 (194)		Fall 2019 (201)		Winter 2020 (202)	
494C	4			304	2.8	455	3.5
700	4			466/513	2/2/2.3/4.0	700	*
				700	*	713	*
				710	*		
				720	*		

Spring 2020 (203)		Summer 2020 (204)		Fall 2020 (211)		Winter 2021 (212)	
304	3.4	660a, b, c	*	466/513	3.3/2.0/2.9/2.0	455	3.6
700	*			700	4	700	*
				720	4	713	3

Spring 2021 (213)		Summer 2021 (214)		Fall 2021 (221)		Winter 2022 (222)	
442/489	4/4	102	*	466/513	3.5/2.0	455	3.5
700	*	455	*	700	*	700	*
				710	4	713	*

* indicates evaluations not conducted or not completed by students

Undergraduate courses:
PSYC 102: General Psychology (overseeing Grad Teaching Fellow)
PSYC 304: Social Psychology
PSYC 442/PSYC 494C/HNRS 489: The Mind-Body Problem (collaboratively taught)
PSYC 465: Industrial Psychology (crosstaught on BAFB and Ruston campuses)
PSYC 466: Intro to Organizational Psychology (crosstaught on BAFB and Ruston campuses)
PSYC 455: Environmental Psychology

Master's courses:
PSYC 516: Industrial Psychology (crosstaught on ASC and Ruston campuses)
PSYC 513: Organizational Psychology (crosstaught on ASC and Ruston campuses)

Doctoral courses:
PSYC 628C: Seminar in Data Visualization
PSYC 642: Advanced Statistical Methods
PSYC 660a, b, c: Dissertation Research (ran Dissertation Workshops across country)
PSYC 700: Dissertation Seminar
PSYC 710: Foundations and Ethics of Industrial and Organizational Psychology
PSYC 713: Advanced Organizational Psychology
PSYC 720: Advanced Analytic Methods in Applied I-O Psychology

Along the way, I have had to make hard decisions as to where to — and where not to — focus. I am not the best instructor in my Department, let alone my University; I am a poor researcher indeed; my name is familiar to many in my profession, but in a supporting role. That is what I do, largely — I support. Until such a time as that support is unnecessary, I will continue to offer it gladly.

Assembling this packet provided me a great opportunity to reflect on the specific areas in which I have been committing myself in the last 5 years, how and when that commitment was likely to contribute to the overall success of the University (and beyond), and most crucially how I can continue to invest myself for the betterment of those I serve. I am grateful for the invitation to have done so, and for your consideration of me for this award.