

The Post-Covid Impact on The School Psychology Trainer Shortage

Hannah Renzi B.A., Bradford Daly, Ph.D., NCSP

Background

- The shortage of school psychologists threatens the ability to meet the increased academic, behavioral, and mental health needs brought on by the Covid-19 pandemic (Van Overschelde & Lasser, 2021; Hendricker et al., 2021).
- Exacerbating the shortage of practitioners is a **shortage of faculty in graduate programs** (NASP, 2021).

Reasons for the shortage of trainers:

- Limited pool of qualified and interested applicants
- Difficulty retaining faculty
- Imbalances in professional roles such as administrative duties, research, teaching and financial support.
(Boccio et al., 2016; Morrison et al., 2020; Clopton & Haselhuhn, 2009; Khan, 2021)

What we know about faculty shortages:

- Typically 45 - 60 school psychology faculty openings per year (Little et al., 2004; Clopton & Haselhuhn, 2009)
- In 2021 – 2022 academic year there were approximately **90 searches** publicly posted by school psychology programs –consistent with the “**great resignation**” of 2021 (Parker & Horowitz, 2022).
- Previous research suggested a 88% successful search rate for school psychology faculty (Clopton & Haselhuhn, 2009)

Current Study

Purpose:

- Survey training programs to help understand the scope of the shortage of trainers and help inform recruitment efforts

Measure:

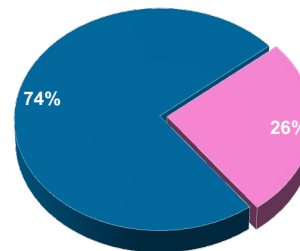
- Researcher-designed survey for programs who were hiring in 2021 – 2022. Survey included questions related to recruitment efforts, job characteristics / expected role, and success of the search conducted.

Procedure:

- Surveys were distributed to contact person for 86 programs with job postings. A total of 31 completed and returned the survey

Results

Overall Search Success



■ Position not filled ■ Position filled

74% of respondents reported a successful hire

Conclusions

- **Teaching-focused** trainer positions outside of R1/R2 institutions were **hard to fill**
- We need more research into successful **recruitment** for academic positions in school psychology

Correlates of successful searches

Program Characteristics

Carnegie classification

- R1 or R2 = **94%** success rate
- Comprehensive = **46%** success rate

Campus location

- Suburban = **100%** success rate
- Urban = **75%** success rate
- Rural = **50%** success rate

Percent of courses taught by adjuncts:

- 0% - 25% of courses = **88%** success rate
- More than 25% of courses = **60%** success rate

Position Characteristics

Average Teaching load

- Successful = Average **2.6** courses per semester
- Unsuccessful = Average **3.3** courses per semester

Importance of teaching (1-5 scale)

- Successful = Average **3.9**
- Unsuccessful = Average **4.75**

Importance of scholarship / research (1-5 scale)

- Successful = Average **3.7**
- Unsuccessful = Average **3.3** (difference N.S.)

Recruitment Strategies

Provided list of strategies mentioned in research, including:

- | | |
|--------------------------|------------------------------------|
| • School psych job board | • Social media |
| • Psychology job board | • Direct emails to colleagues |
| • In-person recruiting | • Outreach to colleagues at HBCU's |
| • Email to listserv | |
| • Conference recruitment | |

None of these were associated with successful searches