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## ROLE

As one of the most junior faculty in the department, including us higher education program faculty, I have comparably few service duties such as university committees and formally advising graduate students. That said, I love the versatility of my job: ranging from designing courses, teaching them, leading research, supervising research, and mentoring graduate and undergraduate students in education and social sciences careers. The challenge is to organize my time effectively to be successful in my varied roles. Electronic calendars, schedules, and automated reminders are key!

## HISTORY

While interviewing for Wesleyan University in CT (where I later attended and completed undergrad), it was pointed out that although I was intending a biology major and pre-med training, I clearly had more to say about my interdisciplinary humanities-social sciences course sequence. I registered that comment and plugged my ears for at least a year before falling for psychology and social sciences writ large. Growing up the Bronx and then a religiously and ethnically but not racially diverse suburb, I dove into various organizations and classes to help me figure out my identity while I was also trying to figure out my career. After two years of nonprofit education counseling work in New York City, working with underrepresented students – mostly girls – in a variety of day and boarding schools, I set off for University of Chicago for a doctoral program in human development. My dissertation moved forward, and original data collection was engrossing. My focus and assistantships brought me closer to sociology and our quantitative research centers. I got married. We became Resident Heads. Our first child was born. Research continued. Our mentors were crucial in helping us navigate the job market and providing indispensable advice that is still paying off years later. We landed at FSU, happier and more academically enriched than we could have imagined. Being a full time faculty member is a privilege in this economy. It's not the norm. But it is a wonderful career. As my dissertation chair would say, "onward and upward!"

# A DAY IN THE LIFE

## 5:30 a.m.

Wake up. Decaf coffee and emails as I pack up lunches and baby milk, prep breakfast, and get myself ready. 90% of the time, I get to do some exercise or work before kids wake up.

## 7:00 a.m.

Family morning time. I feed and dress the baby; partner preps breakfast for preschooler. Playtime, chatting. Out the door by 8am.

## 8:45 a.m.

At the office. Depending on whether it's a teaching, research, or hodgepodge day, I get started on one of those tasks. I found that I am much more effective on big tasks when I block out my schedule. You have to do what works for you!

## 10:00 a.m.

Inevitably there's a meeting with someone: teaching assistant, research assistant, colleague, faculty meeting. 10am meetings – by phone or in person are always in fashion.

## 11:30 a.m.

Usually lunch at my desk while I crank out emails (see above on work-life balance). When either ahead of the curve or just in need of a break, I reward myself with a workout or lunch with colleagues or friends! Tallahassee has an ever-increasing option of delicious food in and around campus.

## 12:30 p.m.-3:30 p.m.

PUSH. I'm either trying to get research out the door or getting ready to teach (many of our students work full time, so we teach either late afternoon or evening three hour seminars).

## 3:30 p.m.-6:00 p.m.

Depending on whether I'm teaching and at what time, either: a mix of continuing to push on BIG work as long as I can mixed in with emails, journal reviews, grading, and meetings until I head home for dinner OR continue prepping for class on late class night. I miss family time, but large, long blocks of work time are exciting luxuries. If I am still at my desk, I'm either analyzing statistics output, editing and re-editing my and others' writing, or getting to read (or re-read) the sharp papers and texts that I picked for the class syllabus.

## 6:00 p.m.- 9:00 p.m.

I'm either home with family after having some me time in the car with NPR/rocking out to songs of MY choice OR I'm on my feet teaching. And I mean on my feet. I don't like to sit when I teach. I grew up in a Puerto Rican and Italian-American household in New York. I use hand gestures. I walk. I crack jokes, not always winners. We challenge each other while probing the text. I love it.

## 9:30 p.m.

Depending on the day, I'm either recharging from one or more attempts at putting the baby to bed (I reward myself with Twitter when on round two of rocking him) OR coming back a little wired and tired from teaching and driving. Time to downshift and get emails, grading, or one-off tasks out of the way til I crash. In summer, evening swimming/running sessions sometimes happen, because #Florida.

## 10:30 p.m.

Sleep.

