Launching a Successful Research Program: What Every Junior Faculty Member Needs to Know

Presented by:
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Agenda

• Introduction & Overview (5 minutes)
• Do’s and Don’ts (15 minutes)
• Healthy Writing (15 minutes)
• Finding Mentors (15 minutes)
• 5-Year Plan (30)
Description

This session is designed to guide new, tenure-track faculty members to the successful launch of their research programs. The transition to academia can be particularly daunting for new faculty members; however, we know from Robert Boice several keys to becoming a “quick starter.” This interactive session will include discussion about suggested research “dos and don’ts” from junior and senior UC faculty and a strategy for locating a mentor(s). Participants will also leave with tips on how to develop healthy writing habits and a 5-year plan outline to guide successful publication, presentation, and grant writing goals.
Objectives

• Participants will:
  1. understand research “dos and don’ts” of life as a pre-tenured academic.
  2. develop a strategy for identifying a local mentor (or mentoring team).
  3. learn helpful organizational tips.
  4. leave the session with a “5-year plan” outline.
“The [person] who works so moderately as to be able to work constantly, not only preserves his [or her] health the longest, but in the course of the year, executes the greatest quantity of work.”
“Dos” (and “Don’ts”) from UC Faculty

1. Establish a work-life balance.

2. Learn all you can about how extra compensation on grants works.

3. Have “5-year” plan.

4. Take senior faculty out to lunch.

5. (Strategically) Provide service at the College, University, and Profession levels.
“Dos” (and “Don’ts”) from UC Faculty (2)

6. Make friends with administrative assistants and support personnel. College Business Manager/Grants Administrator

7. WRITE DAILY! Schedule writing time.

8. Begin your ‘academic family.’

9. Use ALL of your start-up funds!

10. Network, network, network!!!!
Mentor

• Envision your idea of a mentor
  – What does that person look like?

Noun

1. a trusted counselor or guide

http://www.merriam-webster.com/dictionary/mentor
Finding a Local Mentor(s)

• How do you do this?

• *Power Mentoring: How Successful Mentors and Protégés Get the Most out of their Relationships*

  – Ellen Ensher, Professor of Management at Loyola Marymount University

3-Steps to Finding a Mentor

1. Self-analysis
   – What makes you awesome?
   – What are your weaknesses?

2. Reflect on whom you should reach out to
   – Different people for different reasons

3. Connect with Courage
   – Reach out (& be specific)
   – Thank him/her

https://www.youtube.com/watch?v=87qjIZRkkio
5-Year Plan

• How many of you have one in your back pocket?

• What does the ‘Plan’ include?
  – Targeted Presentations
  – Targeted Publications
  – Targeted Funding Mechanisms
  – Teaching
  – Deadlines!!!

Helpful Sites:
1. http://theprofessorisin.com/2014/05/02/why-you-need-a-5-year-plan/
2. http://www.acs.org/content/acs/en/education/students/graduate/writing-the-research-plan-for-your-academic-job-application.html
Strategic Planning of a Research Career


http://d32ogqmya1dw8.cloudfront.net/images/NAGTWorkshops/earlycareer/research/Richard_Yuretich_research_flowchart.jpg
Example 1

Aimee R. Dietz, M.S., CCC/SLP
Doctoral Candidate
University of Nebraska-Lincoln
Department of Special Education and Communication Disorders

Five-Year Plan
Outline

Research
1. Establish a research laboratory to study acquired neurogenic communication disorders, specifically:
   a. the impact of visual scene displays (VSDs) on the language comprehension and production of people with chronic aphasia.
      (Years 1-2)
2. Collect pilot data on the relation between visual scene displays and sentence-level reading comprehension by people with moderate, chronic aphasia. (Year 1)
3. Apply for NIH-NIDCD funding using dissertation and pilot data (Year 2):
   a. Write an R03 proposal for a study investigating the impact of VSDs on the reading comprehension by people with chronic aphasia.
4. Revise grant if funding not approved (Years 2-3)
5. Continue to collect and analyze data, regardless of grant status (Years 3-4)
6. Finalize tenure file (Year 5)

Publishing
1. Publish dissertation findings—minimum of 2 (Years 1-2)
2. Publish completed projects and projects in progress:
   a. A paper on the relation between motor and cognitive contributions to speech rate changes following traumatic brain injury. (Year 1)
   b. A paper on the changes in social roles in people with severe, chronic aphasia. (Year 1)
   c. A paper on the relationship VSDs and auditory comprehension by people with chronic aphasia (Year 2)
3. Publish manuscripts from data collected in second and third years (Years 4-5)

Teaching:
1. Meet students (Year 1)
2. Develop curricula for courses (Years 1 & 2)
3. Offer students research experiences (Years 1-5)
4. Mentor students on research projects (Years 1-5)
5. Begin to recruit doctoral students at national conferences (Year 2)

Professional Service & Development:
1. Become familiar with other faculty members’ research programs (Year 1)
2. Establish and develop inter- and intra-departmental and community collaborations (Years 1-5)
3. Continue to be involved with professional associations (ASHA)
4. Present regularly at scientific meetings
5. Review manuscripts for scientific journals
### Example 2

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<th>Manuscripts</th>
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Your Turn!!

- Outline a 5 year plan & share with peers
  - Collaborate to develop the plans if this is helpful!
  - The pre-printed charts may be handy.
Dietz’ Research “To Do” Management System: Part I

Outlook Desktop Client

- Reminders/Alarms
- Delegates
- Private & Color Coding
- Repeating Tasks/Appointments
- Sync to Smart Phone
Dietz’ Research “To Do” Management System: Part II
Nihil Nimus Approach to Faculty Life

Balance is the Key to Life