

Faculty Development Bootcamp: Expectations & Success Strategies

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Today's Agenda

- **8:30am-9:30am:** Introductions & expectations
- **9:30am-10:00am:** Short break
- **10am-12pm:** Interactive session on goals & actions
- **12:30pm-1:30pm:** Lunch Break & Informal Discussion
- **1:30pm-2:30pm:** Making a 1-year plan
- **2:30pm-3:00pm:** Relating plan to position descriptions and candidate statements

What's in an academic job?

Major aspects you must excel in:

- Funding
- Publishing and delivering results
- Marketing
- Recruiting and hiring
- Networking
- Mentoring and supervising
- Accounting
- Teaching
- Service

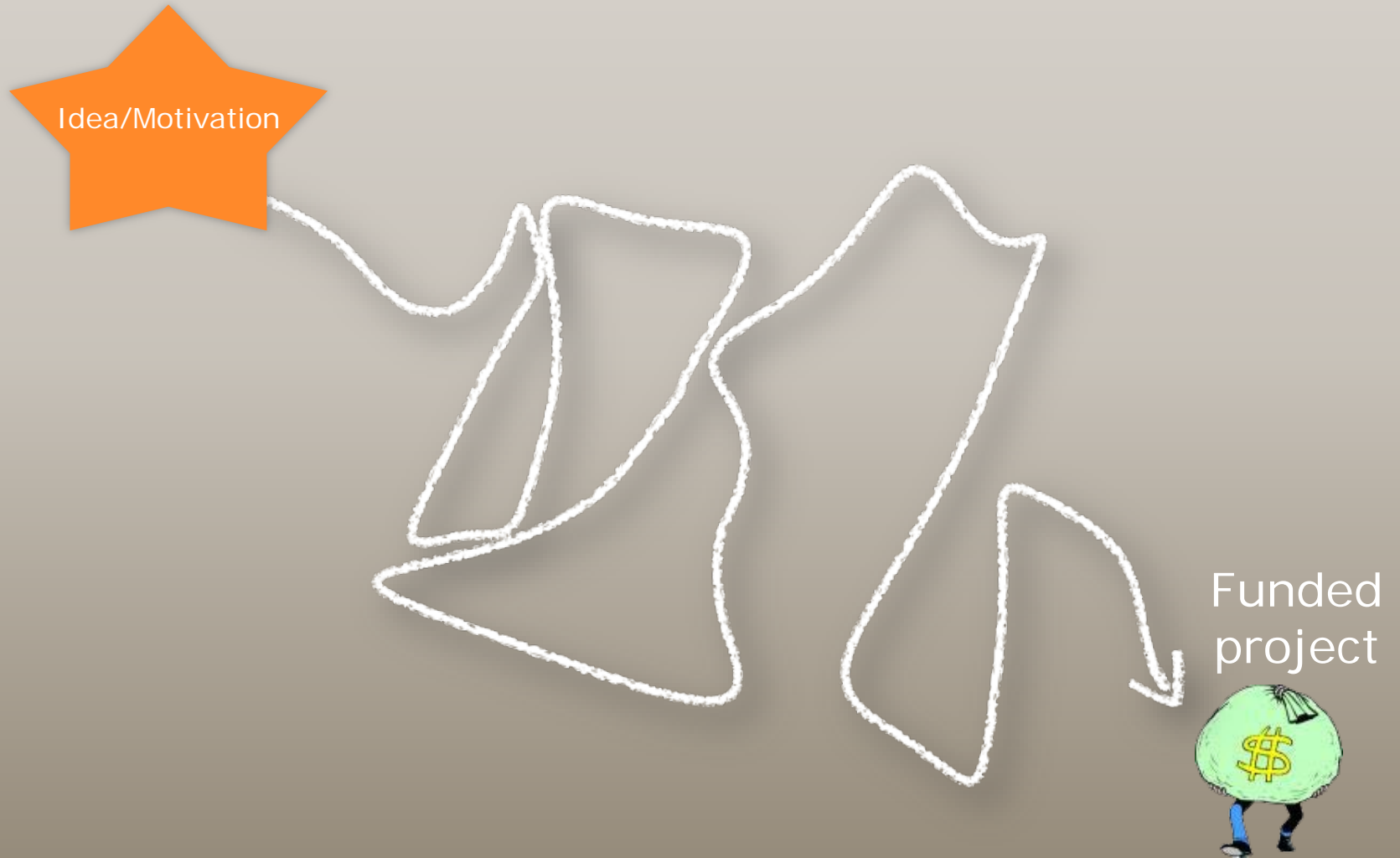
HOW TO GET TENURE??

How to Succeed?

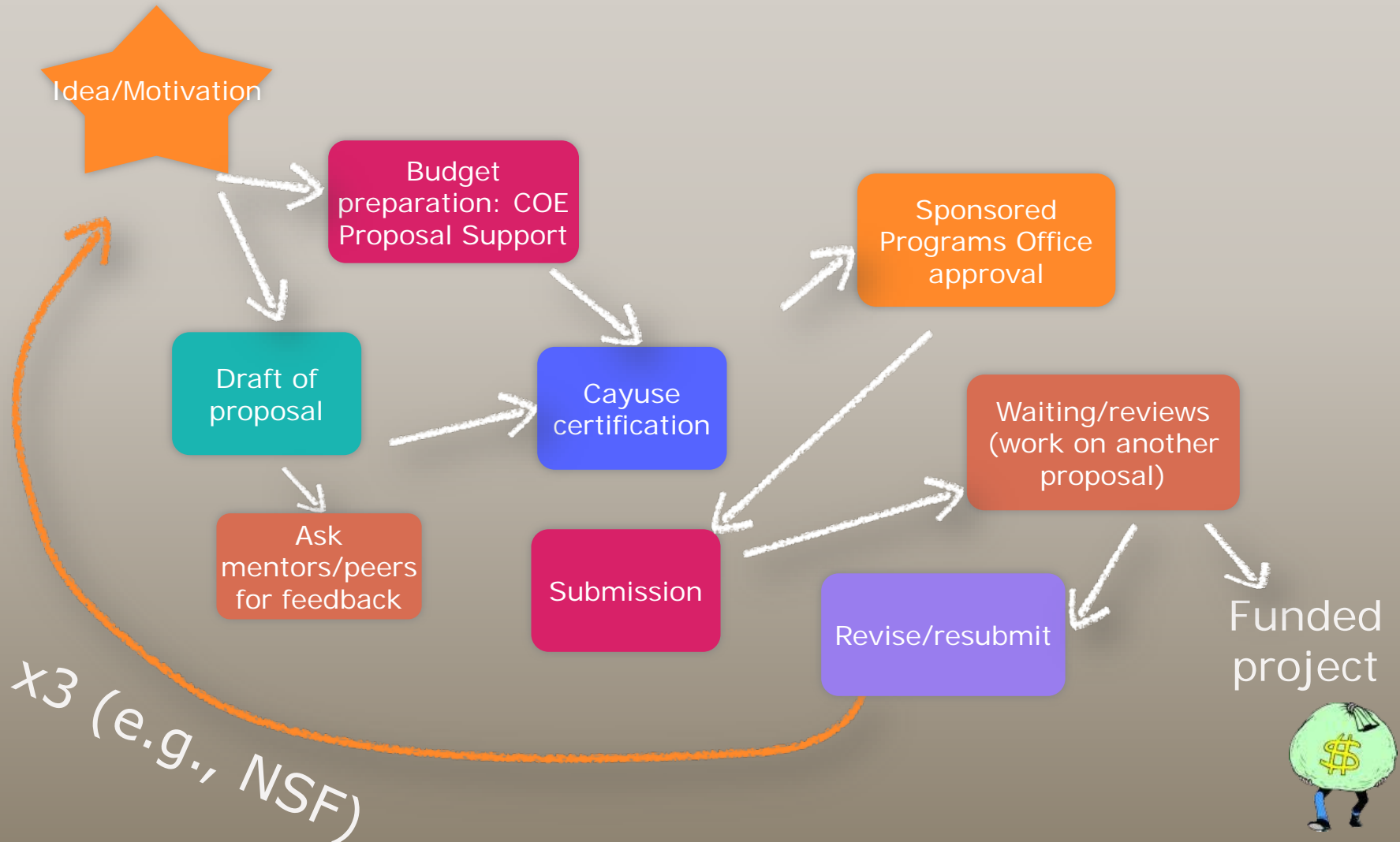
Think of it as running your own company:

- Take full responsibility for all aspects
- Be entrepreneurial
- Be very organized
- Be resilient
- Have fun with it!

Research Mechanics



Research Mechanics



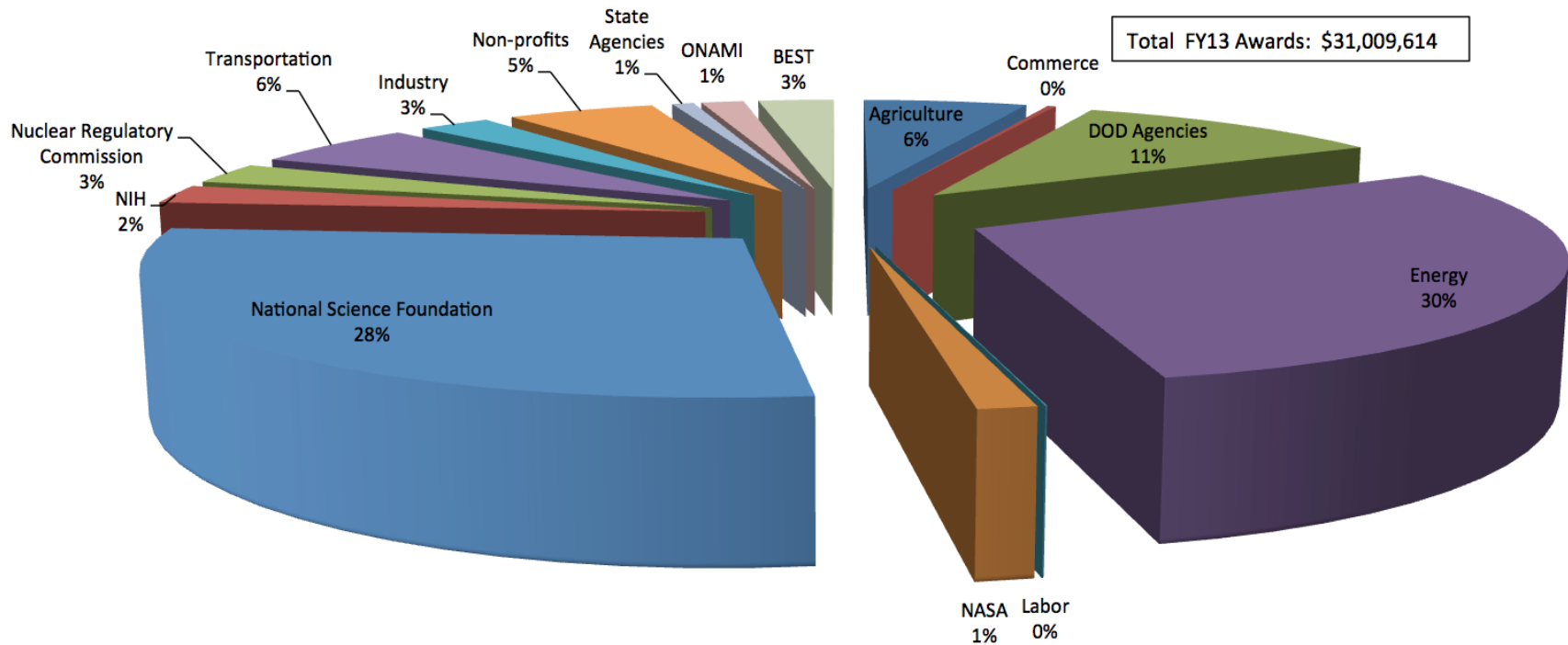
Guidance: Applying for Funding

You can't win if you don't play...

- Proposal submissions
 - Submit multiple proposals throughout the year
 - Quality more important than quantity
 - Consider different applications for same general ideas
 - Work on small and large proposals to increase odds of funding
 - Plan your proposals, think in terms of phases
 - Set aside time for writing!
- Cast a wide net
 - Federal/state agencies
 - Industry opportunities
 - Private foundations

CoE Funding Sources

FY 13 Awards - College of Engineering



Guidance: Monitoring Opportunities

- Sign up for:
 - ORD ListServ at the OSU Research Development Office
 - Grants.gov, FedBizOpps.gov, NIST, NSF, DOE, NASA, etc. weekly newsletters
- Get to know your individual programs and submission windows
- Regularly visit NSF, etc. websites to find out about new/unique solicitations
- Discuss your research with senior faculty and peers to look for collaboration opportunities on large grants

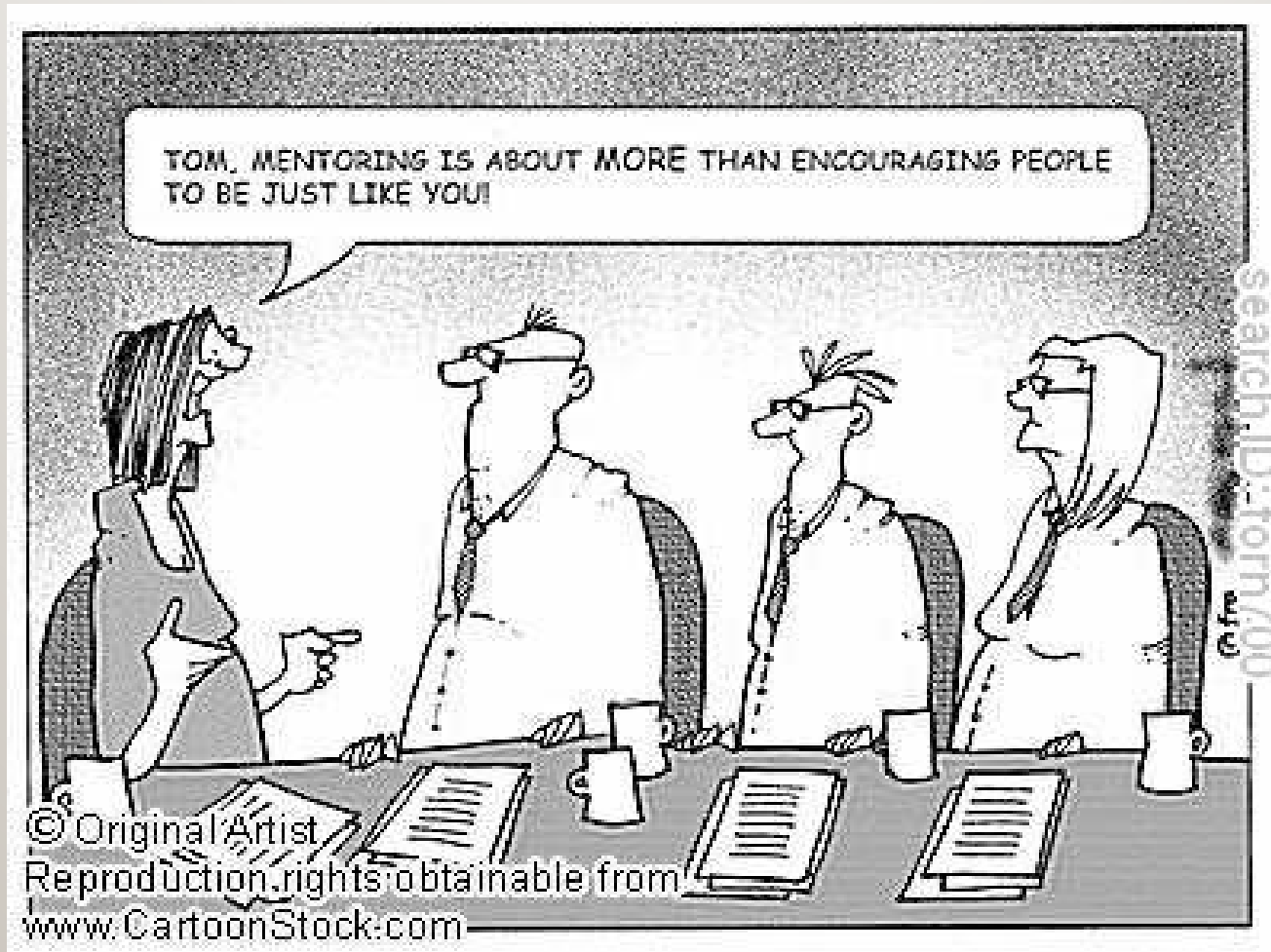
Guidance: Publishing

- Publish with your students
- Have multiple papers out for review at any time
- You need some results & data for proposals—publishing and proposals go together
- Review papers for the journals to which you submit ... editors do keep track of this
- Write constructive reviews...but manage time spent on reviews !
- Should review 2 papers for every one you submit
- On the flip side, it's OK to say "No" when you feel overwhelmed; recommend a colleague

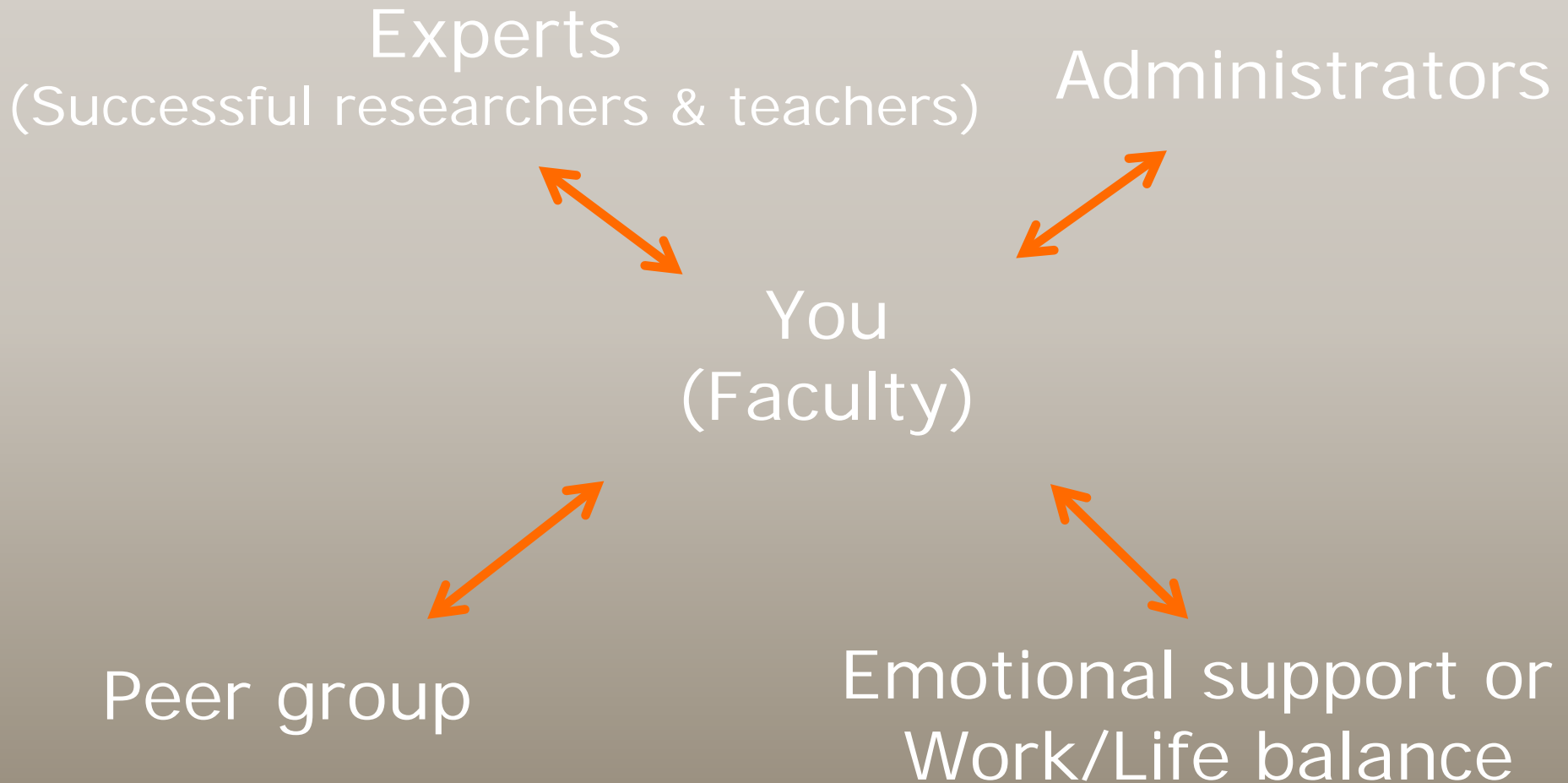
Guidance: Resilience

- You will have rejections, but learn from them, revise and resubmit (proposals AND papers)
- Ask your colleagues to review everything
 - Seek mentors and peers
 - But you're not limited to one mentor – use anyone who has the necessary expertise
- Accept constructive feedback (from head, mentors, review committees) – we really want you to succeed

Guidance: Forming Your Mentoring Network



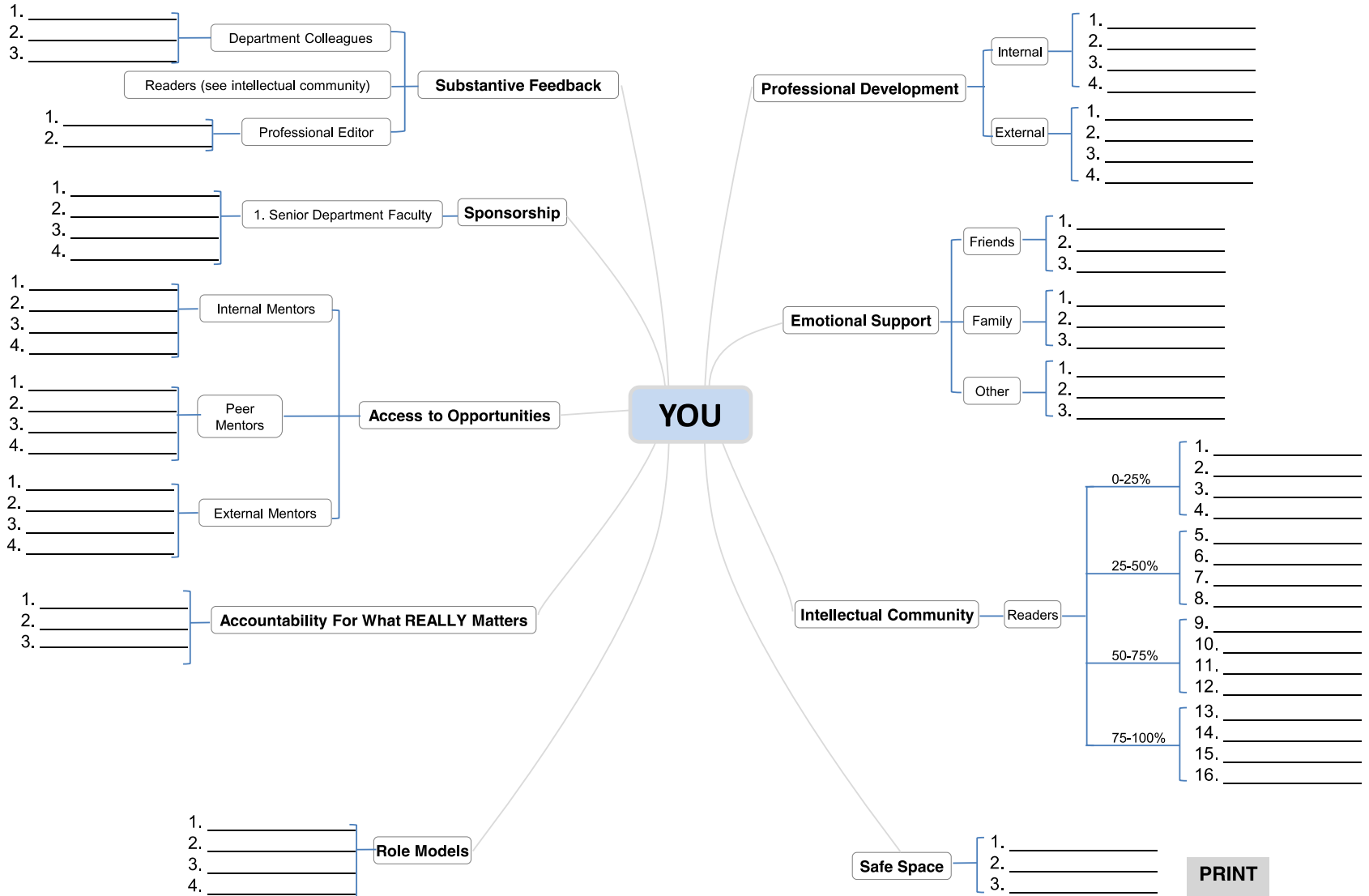
Mentoring Network Model



Mentoring Network: What's the Point?

- Connect you with mentors and key personnel in across your unit and COE in order to set you up for success
- Start a handbook of resources to support you
- Use faculty development workshops to develop your network with peers and senior faculty!
- Look for overlap between your professional and personal networks to cultivate positive relationships and advocates!

NCFDD MENTORING MAP



PRINT

Guidance: Path to Success

- Research:
 - Request mentors
 - Look for collaboration opportunities
 - Balance collaborations with single PI proposals (CAREER!)
 - Seek feedback often!
 - Get to know your program manager (serve on panels!)
 - Visit industry & national labs (summer fellowships!)
 - Develop a work plan to review every year with your Head
 - Write write write! (Form writing groups?)

Guidance: Path to Success

- Teaching & advising:
 - Work with your area leads to pick the right courses
 - Seek advice/help for teaching effectiveness
 - Ask for your colleagues' lecture notes/slides
 - Ask for peer evaluations on a yearly basis
 - Complete the graduate faculty training for mentoring
 - Take on graduate students/PhDs preferably, but also good to have MS (and Undergrad research assistants)
 - Manage time spent on teaching (built-in accountability!)

Guidance: Path to Success

- Service:
 - Balance internal vs. external service load
 - Pick service assignments that
 - increases your visibility
 - builds your network
 - Say no often, without guilt and with clarity!

Guidance: Path to Success

- Plan and clarify your career goals (work plan)
- Cultivate relationships (coaches vs. sponsors!)
- Beware of perfectionism holding you back
- Understand P&T criteria & priorities
 - Create built-in accountability for all aspects
 - Don't **overfunction** on service & teaching!
 - Align priorities with time
- Invest time in training your students and becoming a good mentor/advisor
- Don't neglect your personal life and health

Enjoy the best job in the world!

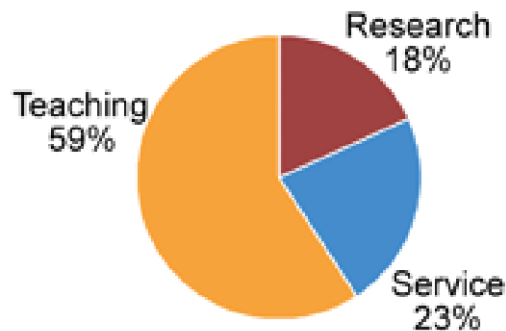
What's in a Position Description?

Piled Higher and Deeper by *Jorge Cham*

www.phdcomics.com

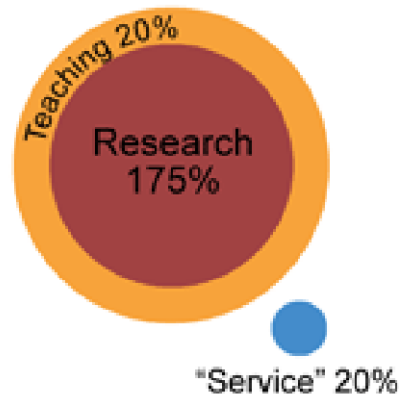
HOW PROFESSORS SPEND THEIR TIME

How they actually spend their time:



Source: Higher Education Research Institute Survey (1999)

How departments expect them to spend their time:



How Professors would *like* to spend their time:

Don't tell me what to do

JORGE CHAM © 2008

WWW.PHDCOMICS.COM

title: "How Professors spend their time" - originally published 8/25/2008

NCFDD: National Center for Faculty Diversity & Development

- *Institutional membership:* SIGN UP using your OSU email!
- Core Faculty Success Curriculum webinars and slides:
 - Developing a work plan
 - Aligning your time with your priorities
 - Developing a regular writing practice
 - Mastering time management
 - Saying 'NO'
 - Cultivating your network of mentors & sponsors
 - Overcoming academic perfectionism
 - Dealing with stress and rejection
 - How to win an NIH grant
 - Everything you need to know about grant writing
 - How to prepare for stress free teaching
 - How to seek and get foundation funding

Faculty Development Workshops

- Faculty Advancement: Building Momentum
- Bootcamp (today)
- NSF Proposal writing best practices
- Federal agencies success strategies; Industry Contracting
- Budget Management
- NSF CAREER Proposal writing workshop
- Teaching Effectiveness in the Classroom
- Mentoring of GTAs and GRAs

Position Descriptions

- Three sections:
 - Teaching, Advising, and Student Success (50%)
 - Research and Scholarship (40%)
 - Service (10%)

From the OSU P&T Guidelines:

Reviewers base their recommendations on carefully prepared dossiers that document and evaluate the accomplishments of each candidate measured relative to the duties of each individual as enumerated in their position description.

Promotion and Tenure

Promotion to the rank of Associate Professor is based upon evidence of the candidate's:

- demonstrated effectiveness in teaching, advising, service, and other assigned duties;
- achievement in scholarship and creative activity that establishes the individual as a significant contributor to the field or profession, with potential for distinction;
- appropriate balance of institutional and professional service.

Promotion and Tenure

Tenure will usually accompany a promotion, but the decision on tenure is made independently of the decision on promotion:

- Tenure will be granted to faculty members whose character, achievements, and potential for effective long-term performance warrant the institution's reciprocal long-term commitment.
- In judging the suitability of a candidate for indefinite tenure, it is appropriate to consider collegiality, professional integrity, and willingness to accept and cooperate in assignments.

Promotion and Tenure

Every faculty member must be able to tell their story
...articulate their best, most accurate, forward looking plan,
and their best, most accurate, forward looking
representation of their professional self

- Questions to answer for each purpose:
 - What is your mission?
 - What goals must be met in order to accomplish your mission?
 - What steps do you need to take in order to meet each goal?
 - How might you integrate inclusive, equitable, and just practices along the way?

Plans and Candidate's Statements

- A **Plan** includes answers to those questions, with required steps associated with meeting your goals mapped out on a timeline or calendar.
- A **Candidate's Statement** is similar to a Plan in the sense that it includes answers to the same questions. But instead of communicating a timeline of action items, the Candidate's Statement is a narrative including the achievement (evidence) that demonstrates you are meeting goals toward your mission.

Guidance: Position Descriptions

- Three main sections:
 - Teaching, Advising, and Student Success (50%)
 - Research and Scholarship (40%)
 - Service (10%)
- Articulating your goals and plans for each section in your candidate statements

Guidance: Developing a Work Plan

- Step 1: What is your mission?
 - Think Big!
- Step 2: Goals to accomplish your mission?
 - Think in terms of milestones
 - Frame each as a goal that is:
 - Specific
 - Measurable
 - Attractive
 - Realistic
 - Time-Framed
- Step 3: How will you secure what you need?
 - Map out steps needed to meet each goal

Guidance: Developing a Work Plan

- Sidebar:
 - Integrating inclusive, equitable, and just practices in one or all sections
- Why do we care?
 - Creating a culture that values all perspectives
 - Positioning you for uniquely differentiating BROADER IMPACT items for your NSF (and other) proposals
 - Making you aware of resources for outreach such as the SESEY, ASE, SMILE programs to have lasting impact
- Activity:
 - Discuss ideas to be included in the three sections of PD
- Longterm:
 - Part of what will be reviewed in your P&T dossier
 - The college leadership will compile and share a list with all

Guidance: Developing a Work Plan

- Step 4: Making a 1-year plan
- Sequencing and timing for each milestone:
 - Prioritization
 - Estimate of time commitments
 - Alignment with your plan
- Build in accountability into your plan
 - Meet regularly with each other and trusted peers
 - Meet with your mentors and school heads periodically to discuss work plan

Conclusion

- Next steps:
 - Meet with your mentors and school heads to finalize your draft plan (started today)
 - Turn into a draft candidate statement for annual review
 - Make a commitment to review and revise as needed during annual performance reviews
 - Build your mentoring network (see network plan) and discuss with mentors and school head
- Longer term:
 - Relate 1-year plan to a multi-year plan
 - Represent that plan in your candidate statement
 - Use for annual reviews and P&T evaluation