Building a Research Program for Successful Promotion and Tenure

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New Faculty Orientation
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The *professional you* in six years or so...
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- Sustained record of scholarly productivity
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  - Variety of outlets for your work, multiple audiences and “stakeholders”
  - *High-impact* outcomes
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- Sustained record of scholarly productivity
- Clear substantive trajectory to your research program; an easy-to-understand storyline for the scholarly choices that you made
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- National – if not international – recognition within your field
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- Sustained record of scholarly productivity
- Clear substantive trajectory to your research program; an easy-to-understand storyline for the scholarly choices that you made
- National – if not international – recognition within your field
- Effective grant-seeking and/or external engagement
What went right?
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What happened in those first couple years to put you on this course?
a. You kept your academic networks alive and expanded on them
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- Information and Opportunities
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  - Who is working in a similar area and might wish to collaborate – or at least exchange papers?
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  – Who is working in a similar area and might wish to collaborate – or at least exchange papers?

Some of these contacts – or their colleagues – later contributed letters of support to your successful P&T file!
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• Information and Opportunities
  – Who is working in a similar area and might wish to collaborate – or at least exchange papers?
  – What new funding lines or fellowships are becoming available next year?
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- Information and Opportunities
  - Who is working in a similar area and might wish to collaborate – or at least exchange papers?
  - What new funding lines or fellowships are becoming available next year?
  - Where should I send this manuscript for publication? How should I respond to this pesky anonymous peer reviewer, who is probably a first-year graduate student or a crazy person?
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• Solidarity and Professional Identity
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  – Contacts remind you that your work is meaningful
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- Solidarity and Professional Identity
  - Contacts remind you that your work is meaningful
  - Roll with the punches: enterprising risk-takers have to expect to be knocked down once in a while
b. You figured out quickly what the norms are in your department or unit
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- Are departmental leaders hands-on or hands-off? Who takes their mentoring seriously?
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- Are departmental leaders hands-on or hands-off? Who takes their mentoring seriously?
- What are the major lines of conflict, and how are conflicts managed?
c. You found that sweet spot between holding onto work until it is perfect, and sending out something for review that still needs another round of analysis or editing
d. You took advantage of internal seed grants and cost-sharing, release time from teaching, student research assistants, and other resources that the university offers to pre-tenured colleagues.
e. You were aware of policies to extend the P&T clock if necessary.
f. You integrated teaching with your research program as much as possible
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- Students often became research assistants and collaborators
- Novel hypotheses or research designs came up in classroom lectures
- Students sometimes served as pilot subjects
g. You figured out when and how to punch out, and when to say no.
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Welcome to Purdue!