

# Pre-Early Career Workshop Assignments

This workshop will have an interactive format with opportunities for dialogue and feedback with mentors and fellow participants. Please come prepared to make the most of this experience. The following three assignments are estimated to take approximately *2-3 hours* total.

## Activity 1: The Elevator Pitch

Whether you are a job seeker and want to explain your dissertation/research agenda, or tenure-track and want to articulate succinctly the focus of your research agenda, the elevator speech can be an extremely useful way to present yourself and your ideas quickly and effectively. An elevator pitch is a **clear, brief, one-minute statement about you and your research**. It is a concise summary of your interests and experience to be shared *informally* and *orally* in various professional contexts.

Please prepare an elevator speech about your dissertation research (for job seekers) or research (for tenure-track) to be presented in a small, mentor-led group as a means of introduction.

If you need more detailed instructions or help, please refer to the file “Elevator Pitch Basics” in the [Early Career Workshop Google drive](#).

## Activity 2: The Five-Year Research, Writing, and Publication Career Development Plan

*Instructions: Prepare a 5-year strategic plan focusing on your research, writing, and publication goals that will enable you to achieve your career objectives. This might include plans to establish new research (post-dissertation, or post-tenure), grant proposals, fieldwork, conference presentations, specific publication outlets/products, and integration of academic publishing into other goals such as teaching or service, among others.*

*Think about your research identity/brand and the requirements of your (target) institution:*

- *What are the productivity expectations for tenure and promotion at your (target) institution?*
- *How do you want to be known as a researcher, and how will your writing plan help you to accomplish that?*
- *What concrete products will you publish and in what outlets?*
- *What kinds of publications do you envision coming out of the dissertation (PhD. Students)?*
- *What steps will you take to a post-dissertation or post-tenure research agenda?*
- *What is your specific plan for accomplishing these objectives?*

*Below are general instructions, examples, and optional templates you may choose to use. However, you are free to develop the plan in any format you prefer. Please submit your 5-year plans to [raceethnicityplace@gmail.com](mailto:raceethnicityplace@gmail.com) by **noon, Friday, October 19th** so that we may distribute them to your designated mentors. The subject of your email should be **[last name] 5-year plan**. Also, please bring hard copies of your plan to share with your mentors and peer group members for feedback.*

- I. Read the chapter “Tenure and Time Management” from Kerry Rockquemore and Tracey A. Laszloffy’s book, *The Black Academic’s Guide to Winning Tenure- Without Losing Your Soul*.
- II. Develop a Strategic 5-Year Writing Plan (Steps A, B and C below)
  - A. Identify your 5-year research, writing, and publishing goals:  
*What are your research, writing, and publishing goals and where do you want to be in five years? Goals should be clear, realistic, and specific. For example, “Transform dissertation into publishable book,” not “Write a book”<sup>1</sup>.*

Goal 1:

Goal 2:

---

<sup>1</sup> Some things that are often included in 5-year plans: 1) Specific writing projects with deadlines for completion, submission, and revision; 2) Graduate program deadlines for dissertation chapter drafts and defense; 3) Major conferences with deadlines for submission of abstracts and proposals; 4) Manuscript, special issue, book proposal deadlines; 5) Major funding deadlines, including both small grants to support short research trips, and large grants to fund fieldwork; 6) Networking goals, including reminders to get in touch with certain individuals related to emerging new research or writing projects; 7) Submission dates for awards and honors.

Goal 3:

Goal 4:

Goal 5:

- B. Outline the projects and tasks necessary to achieve at least one of your goals (you can do just one or as many as you wish).

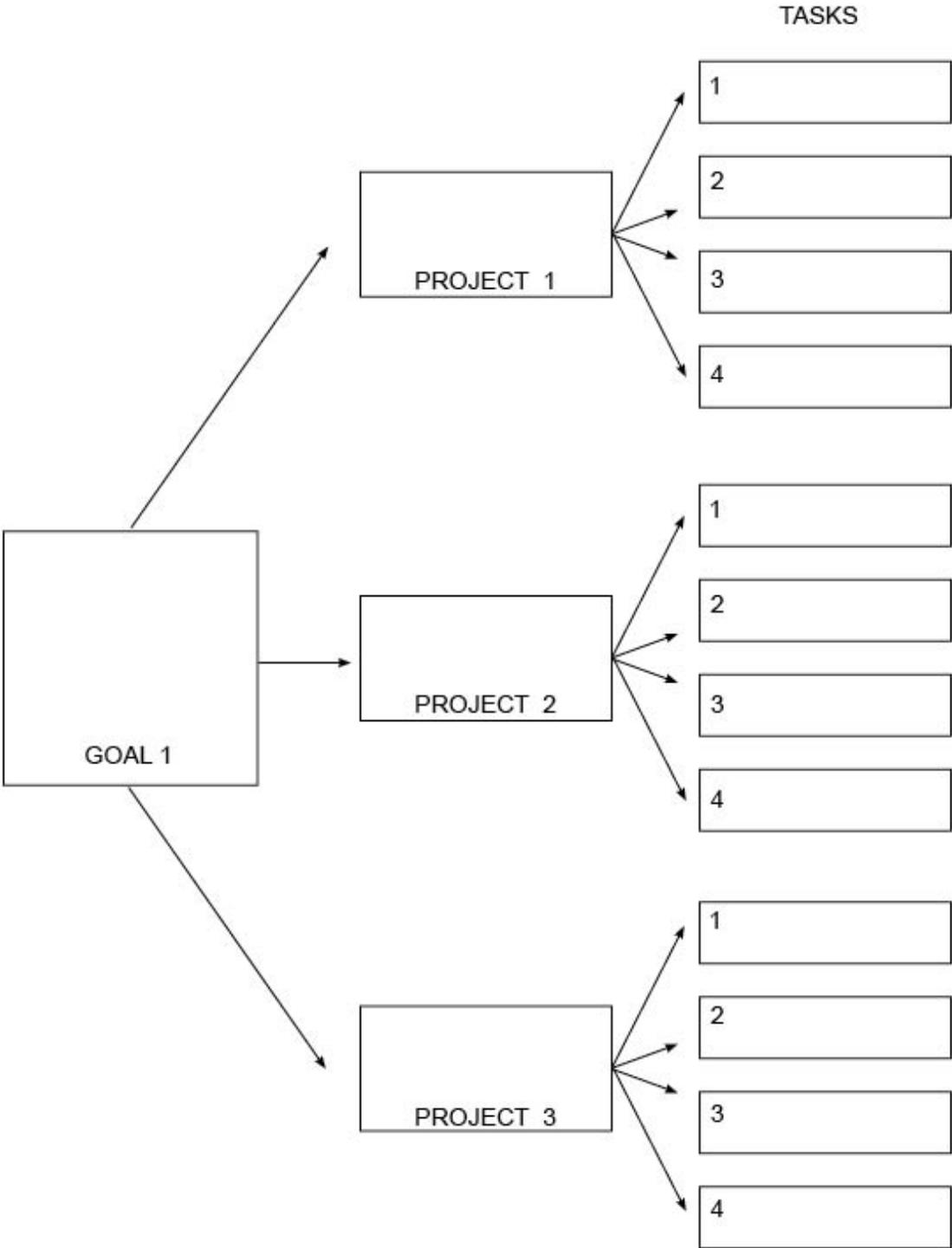
*As an example, **choose 1 of your goals from Step A.** Identify specific **projects** and tasks that will culminate in the achievement of that goal. The goal should have a minimum of 3 projects associated with it. For example, the goal of writing a book manuscript might include projects such as, “Write a draft book proposal,” or “Complete additional reading and research required for revision.”*

*Next, step deeper by determining what specific **tasks** are associated with each of the projects. The number of tasks will vary based on the project. An example of a task could be, “Read a book on proposal writing,” or “Ask colleagues for samples of successful proposals.”*

*You may wish to use this flow chart to outline the projects and tasks associated with your example goal (optional). If you were creating a complete and detailed 5-year plan you would do this for each goal. You would then estimate the time for each task, create a semester plan, and each week schedule tasks into your weekly/daily calendars (see assigned chapter and resources from the National Center for Faculty Development and Diversity website:*

*<http://www.facultydiversity.org/home>). The objective is to ensure that important tasks such as writing, which often do not have hard deadlines, are integrated into your schedule on a daily/weekly basis.*

**Moving from Goals to Specific Tasks Chart**



C. Map your projects onto time

*The next step is to map the projects associated with your research/writing/publishing goals onto a five-year timeline. While we only ask you to detail one goal as an example (see above chart), try to lay out the major projects (or steps) associated with your goals. Below are two examples of 5-year plans, as well as two optional templates you may wish to use.*

## Example #1 of a 5-Year Plan

\*\*\*\*\*  
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:
  - 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):
  - 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

Aimee Dietz PhD, CCC-SLP, College of Allied Health, Dept. of Communication Sciences & Disorders, University of Cincinnati]

# THE 5-YEAR PLAN

XXXXX's Plan 2003-'07

	Jan	Feb	March	April	May	June	July	August	Sep	Oct	Nov	Dec
'03				Beginning AAA proposal				Beginning AAS proposal	22 Conf T. Grant		1 Wen- Gen 1 JPNF 3 SSRC 29 AAA	31 JPN Genders 1st
'04	1 NSF Grant	29 Conf T. Grant	4-7 AAS 8 Diss: T. Grant	1 AAA proposal	15 Best'er 17 Prelim 31 Prelim	1 SHA 14 Prelim 29 JPN: Genders 2nd	9 Prelim 12-8/10 Res in J. (15-29?)	6 AAS proposal 10 Oral 22 Move 31 Book Ch Final	Conf T. Grant		15 AALW/ 17-21 AAA SFO	Beginning IDPH Fellowship 10 SSRC (Sexuality)
'05		1 Guggenheim	31-4/3 AAS Chicago Conf. T. grant	Beginning -Diss: Comp. Fellowship -AAA proposal				Beginning AAS proposal	JPN: Genders Publication		30-12/4 AAA DC	
'06				Beginning AAA proposal 6-9 AAS SFO				Beginning AAS proposal				
'07			22-25 AAS Boston	Beginning AAA proposal		Dis: Defensel		Beginning AAS proposal				

Source: [www.theprofessorisin.com](http://www.theprofessorisin.com)

**Optional Template #1 for 5-Year Plan**

Year 1	Year 2	Year 3	Year 4	Year 5
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

**Optional Template #2 for 5-Year Plan**

Yr.	Conference Proposals	Deadlines	Manuscripts	Deadlines	Fieldwork/ Data Analysis	Deadlines	Grant Writing/ Fellowships/Funding	Deadlines	Mentoring/ Networking/Accountability	Dea
1										
2										
3										
4										
5										

Source: "Launching a Successful Research Program: What Every Junior Faculty Member Needs to Know," Aimee Dietz PhD, CCC-SLP, College of Allied Health, Dept. of Communication Sciences & Disorders, University of Cincinnati

### **Activity 3: Questions for Breakout Session**

Please prepare 3-5 questions on concerns you might have regarding the job market, tenure and promotion, or any other interests relevant to succeeding and thriving in the academy. You may wish to further explore topics raised in the roundtable panel in a smaller group, i.e. Navigating Institutional Politics; Work-Life Balance; Race, Gender and Ability in the Academy; and Academic Identity or how these topics intersect with research/publishing, teaching/pedagogy and service, networking, mentoring, etc.

Note: these questions are for discussion in the afternoon small group breakout session with mentors and other participants. Feel free to raise issues of importance to you that were not covered in earlier sessions.

Please bring these questions on the day of the workshop.

- 1.
  
  
  
  
  
  
  
  
  
  
- 2.
  
  
  
  
  
  
  
  
  
  
- 3.
  
  
  
  
  
  
  
  
  
  
- 4.
  
  
  
  
  
  
  
  
  
  
- 5.