Making the Right Moves
A Practical Guide to Scientific Management for Postdocs and New Faculty

Burroughs Wellcome Fund
Howard Hughes Medical Institute

Second Edition
Index

A

absences, prolonged, 65
abstracts
  for grant applications, 165
  for research papers, 179, 180
academic health center, 28–29
accommodating, in managing conflicts, 70
accomplishment, measures of, 100
active assessments, for large lectures, 223, 242–244
active learning
  in the classroom, 216–220
  defining, 216
  in the lab, 220–221, 233
  at a medical school, 221–222
  principles of, 215–221
  reviewing with teaching assistants, 231
  setting the stage for, 220
  in small and large settings, 216
  tools of, 216
activities, in project management, 129, 131
activities plan, 131, 141
administrative budget supplement, 169
administrative structure, of medical school, 29
administrators, getting acquainted with, 30
admissions committees, 36
advance preparation, for job interviews, 11–12
advertising for staff, 79
adviser
  versus mentor, 99–100
  relationship with, 11
American Association of University Professors (AAUP), 17, 20
American Chemical Society, salary survey, 20
analysis questions, 245
animal studies, requirements for, 32
application questions, 245
archival software, for storing data, 152
archiving data, 148, 150, 152
assertiveness, in managing conflict, 70
assessments
  by the instructor, 216
  of student learning, 223–225
Association of American Medical Colleges, salary survey, 20
assumptions, of a statement of work, 128
“at will” appointments, 18
audience, for a project, 128–129
authority, delegating, 56–57
authorship, 9. See also journals; papers
  and collaborations, 206–207
  first, 179–180
  guidelines for, 65
  and postdoc qualifications, 82
  setting expectations for, 65
  avoiding, managing conflicts, 70
B

Bayh-Dole Act, 33, 187
behavior
  modifying for leadership development, 51
  rules for, 63–67
benchwork, planning, 131–132
benefits, employee, 20
best practices, in consulting agreements, 197–198
billable hours, for physician-scientists, 21
Blackboard, course management systems from, 229
Blanchard and Hersey model, 55–56
bloodborne pathogens, requirements for using, 32
Bloom’s Taxonomy, 224, 225, 245–246
board of trustees, 26
bottlenecks, identifying in project management, 132
budgeting, 32, 168–170

C

Career Awards in Biomedical Sciences (CABS), 19
career development, for junior faculty, 213
career summary, for job interview, 9
career trajectory, for tenure-track physician-scientists, 45
case-based learning, 222
case-based problems, 218–219
Center for Scientific Review (CSR), 154
chalk talk, 15
championing a project, 134
chancellor, university, 26
chemicals, requirements for using, 32
chief executive officers, of academic health centers, 29
childcare arrangements, 122–123
choices, time management, 115
citation index, 176
classroom, active learning in, 216–220
classroom clickers. See clickers
classroom time, “buying out” of, 21
coaching behavior, 56
collaborating, in managing conflicts, 70–71
collaborations, 201–210
  agreements, 204–205
  assessing opportunities for, 202–203
  failure of, 209
  ingredients of successful, 205–207
  international, 208–209
  resources, 210
  setting up, 2, 203–205
  special challenges for beginning investigator, 207–208
  and sponsored research agreements, 196
  and technology transfer issues, 205–207
  and tenure issues, 203, 207
  varieties of, 201
collaborator, personal qualities of a good, 207
Index

colleagues, meeting potential, 15
college laboratory. See laboratory
college-level responsibility, within university structure, 27–28
comments, soliciting from trainees, 40
commercialization
   of research results, 187
   as step in technology transfer, 188
   university record on, 192
committees, 30–31
   accepting responsibilities for, 42
   and gender equity issues, 109, 120
   strategy for joining, 36–37
committee work, 35–37. See also service and time management, 120
communication
   between collaborators, 203–205
   family, 121–122
   within the lab, 57–60
communication formats, in journals, 175–176
community service, of tenure-track physician-scientists, 45
competing
   budget supplements, 169
   as a conflict-handling mode, 70
comprehension questions, 245
compromising, in managing conflicts, 71
concept maps, in active assessment, 243
confidentiality, in mentoring, 98
confirmation letters, for grant applications, 170
conflict of commitment, 198
conflict of interest (COI)
   and consulting agreements, 198
   and multiple collaborations, 208
   with technology transfer, 198–199
conflict resolution, 107
conflicts
   management of, 69
   resolving, 71–72
   styles of handling, 69–72
constraints section, of a statement of work, 128
consulting, 37–38
   agreements, 197–198
   when making a decision, 63
contingency plans, for projects, 135
contracts office, 32–33
contractual requirements, 144
cooperative learning, 216
cooperativeness, in managing conflicts, 70
copyright, 191
core concepts, within course themes, 228
core facilities, university, 31
costs, direct versus indirect, 168
cost sharing, and equipment, 170
The Council of Graduate Schools, 99
couples, two-academic career, 9
course design, 226–230
course management systems (CMSs), 229
courses
   designing new, 227–230
   determining how to teach, 229–230
   determining if students are learning, 230
determining what to teach, 227–228
dividing into pieces, 230
goals for, 228
to improve leadership skills, 52
improving existing, 226–227
planning to teach, 215
structure of, 229
teaching several times, 234
themes of, 228
course syllabus, preparing, 230
cover letters
   grant application, 165
   job application, 8–9
   for publication submissions, 179, 180
creativity, encouragement of, 100–101
CRISP database (NIH), 164
cultural diversity, 86, 109. See also diversity cultural issues, in mentoring, 108–109
curricula, borrowing or adapting, 234
curriculum vitae (CV), 9
   compared to a teaching portfolio, 235
   as part of tenure dossier, 40
D
database programs, for lab protocol tracking, 150
databases, for data management, 151
data management, 2, 143–152
   resources, 144, 145, 152
data management system
   assigning responsibility for, 148
   developing, 147–148
   how long to keep information in, 148, 150
   selecting, 150–152
   what to store, 148, 150
data storage, 150–152
date of discovery, documentation of, 144
deans
   medical school, 29
   university, 27
decisions, making
   in complete isolation, 62
   consulting with other individuals, 63
   with the group, 63
   passing on to others, 63
   as the principal investigator, 62–63
   steps in making, 63
delegating responsibility, 56–57
departmental administrators, 30
departmental business manager, 30
departmental committees, 31
department chairs
   of medical school, 29
   receiving feedback from, 62
   role in review process, 40, 43
   at a university, 28
design patents, 189
development office, 33
direct costs, versus indirect, 168
directive behavior, 55–56
directive questions, for interviewing, 83
disclosure, invention, 189, 190
disconnecting, in time management, 115
discrimination
avoiding, 78
employment, 78
and gender and minority issues, 108–109
discussion, in technology transfer, 188
dissimilars, staff, 91–94, 104
diversity. See also cultural diversity
and science, 212
division chiefs, of medical school, 29
documentation. See also laboratory notebooks; record
keeping
and dismissal proceedings, 93–94
laboratory, 101
document-naming protocols, 148–149
dossier, tenure, 40–41
dress code, for job interview, 12
drivers, of a project, 129

E
editorial guidelines, 179
editors, journal, 129, 176
electronic document file names, 149
electronic keypads. See clickers
electronic laboratory notebooks (ELNs), 145
electronic records, 145, 148
electronic submission of papers, 180–181
e-mail
managing, 115
to potential collaborators, 203–204
employee benefits, 20
employees, versus students, 77–78
employment discrimination, 78
employment termination, 93–94, 104
environmental health and safety office, 32
equipment
and grant applications, 170
maintenance, 150
 equity income, 192
errors, documentation of, 146
essay questions, 224–225
ethics. See research ethics
evaluation, in technology transfer, 188
evaluation questions, 246
events, in project management, 129–131
examination questions, developing, 224–225
examinations, types of, 225
examples, real-world
in active learning, 219
in project management, 137
exercises, in-class, 218–219
expectations
communicating to lab members, 57–58, 61
examples of, 63–67

F
facilitator, teacher as, 216, 222
faculty
career development for, 213
getting acquainted with, 30
meeting with, 15
professional responsibilities of, 25
recruitment, and technology transfer, 192
faculty appointments, 18, 23
at medical centers, 23
to more than one department, 18
obtaining details about, 18
partner-hire packages, 9
at will, 18
faculty facilitator. See facilitator
faculty governing bodies, 30–31
faculty handbook, 27
faculty mentor, 42
faculty position
interview for, 11–16
negotiating, 2, 16–23, 191, 197, 235
obtaining, 2, 191, 197
obtaining and negotiating, 5–23
faculty recruitment, technology transfer and, 192
faculty senate, 30
family responsibilities
and gender equity issues, 109
and time management, 121–123
Federal Advisory Committee Act, 157
feedback
about learning, 242
giving and receiving in the lab, 60–62
providing to teaching assistants, 231
staff performance, 75–76
on teaching, 214
figures, in research proposals, 10
FileMaker Pro, 151
filing decisions, as step in technology transfer, 188
financial support. See funding
five-year plan, for tenure, 41–45
focus, maintaining, 116
follow-up, to job interview, 16
Food and Drug Administration (FDA), data storage
 guidelines, 144, 145, 152
foreign applicants, 88, 91, 94
foreign patent rights, 190, 192
forms
materials request and transfer, 150
performance review, 75–76
telephone interview, 84, 96
fraud, avoiding, 144
front matter (publication format), 176
funding, 153–174. See also R01 grant
and collaboration agreements, 205
for international collaborations, 208–209
obtaining, 2
resources, 170, 172, 173–174
and staff recruitment, 80
university, 26, 32

G
Gantt chart, in project management, 131, 142
gender issues, in mentoring, 108–109
genomics, record-keeping methods for, 144
feedback, in the lab, 60–61
goals
of accomplishment, for lab members, 100
of a course, 215
for course content, 228
defining, 113–114
Index

in a lab mission statement, 54
for leadership development, 51
governing board
role in review process, 40
university, 26
governing bodies, faculty, 30–31
grading, by teaching assistants, 232
graduate students. See also students; teaching assistants (TAs)
assisting with collaborations, 208
gaining access to, 36
lab status of, 77–78
mentoring, 80–81, 103–104
protecting the rights of, 197
recruiting, 80–81
screening applicants, 82–83
staffing needs for, 78–79
grants, 42. See also R01 grant
modular, 168
proposals, 101–102
record keeping associated with, 144
support of, 38–39
grants and contracts office, 32–33

H
halo effect, during interviewing, 89
harassment, 108–109
hard money, versus soft money, 20
health and safety guidelines, 32
human resources (HR) office, 33, 77, 81
human subjects research, 32, 37

e
image files, manuscript submission of, 181
immigration law, 88, 91
impact factors, journal, 175–176
in-class exercises, 218–219
income sharing, university, 192
indicators, for a project, 135
industry, material transfers between academia and, 195
informal group activities, in the lab, 60
information, tracking and storing, 147–150
information management systems, 150–152
inquiry-based labs, 220–221
inquiry-based learning, 216
Institutional Review Boards (IRBs), 27, 32, 36, 37
instrument logs, 150
Integrated Review Groups (IRGs), 156
intellectual property, 187. See also technology transfer joint
unpatented licensing of, 190–191
intermediate-term goals, in time management, 113–114
international collaborations, 208–209
interviews, job, 11–16. See also staff interviews
inventions, 188
disclosure of, 188–190
documentation for, 144
licensing of, 188–189, 193 (See also patents)

J
job application, 8–11
job descriptions, 79
job flexibility, and staff recruitment, 80
job interviews, 11–16. See also staff interviews
job offers
evaluating and negotiating, 16–17
letters, 74
making, 91
for staff, 91
job search, 5–7
narrowing, 7
resources, 6, 19, 20, 24
job talk
delivering, 12, 13–14
preparing, 12–13
joint intellectual property, 206
journal club, 60, 233
journal editors, 176
journals. See also authorship; papers; publications
advertising for staff in, 79
choosing for publication, 177–178
communication formats in, 175–176
editorial guidelines, 179
impact factors, 175–176
paper review process, 181–183
presubmission inquiries to, 179
submitting papers to, 180–181
types of, 175

K
key events schedule, in project management, 131
knowledge questions, 245

L
laboratory
active learning in, 220–221
communication within, 57–60
creating a learning environment in, 233
designing and equipping, 44
interactions within, 37–58
managing conflicts in, 69
material transfers, 194–195
potential students for, 212
setup, 42, 44
laboratory information management systems, 150–152
laboratory leader, 50–54. See also leader and principal investigator
laboratory leadership, 49–76
resources for, 72, 73–76
laboratory management, teaching staff about, 102
laboratory meetings, 58–60
laboratory members
keeping motivated, 67–68
resolving conflicts between, 71–72
laboratory notebooks, 143–147. See also record keeping
electronic, 145
good practice for, 145–146
how long to keep, 147
where to keep, 147
witnesses for, 146
laboratory protocols, systems for tracking, 150
laboratory safety, 3, 32
laboratory team, building and sustaining, 57–72
laboratory technicians
mentoring, 105
recruiting, 80
screening applicants for, 82
staff development for, 100
staffing needs for, 78
status of, 77–78
leader
creating a vision, 53–54
versus managers, 51
role of, 50–53
leadership
definition of, 50–51
development, 51–52
involving a vision and relationships, 50
laboratory, 49–76
styles of, 55–56
leadership skills
developing, 51–52
improving, 52–53
resources, 52–53, 72
leadership style
developing in the lab, 55–57
getting feedback, 58–59
learning
environment in a laboratory, 233
levels or categories of, 224
lectures, assessments for large, 242–244
legal terms and agreements, in technology transfer, 189–195, 206–207
letters
confirmation, for grant applications, 170
cover (See cover letters)
to the editor (publication format), 175
job offer, 91
rebuttal, for grant applications, 182
of recommendation, 10–11
soliciting from experts during tenure review, 40–41
termination, 94
Liaison Committee on Medical Education, 225
liberal arts college, active learning at, 216
licensing, 32, 33, 193
agreements, 193, 194
and sponsored research agreements, 196
technology, 187–189 (See also patents)
of unpatented intellectual property, 190–191
loading chart, in project management, 142
logbooks, instrument, 150
long-term goals, in time management, 113–114
loyalties, as a university-based scientist, 37–38

M
manager checklist, on performance feedback, 76
managerial responsibilities, delegating, 102
managers, versus leaders, 51
marketing, in technology transfer, 188
Massachusetts Institute of Technology, courses from, 234
material transfer agreement (MTA), 150, 194–195
maternity leave, 65, 88, 191
maximizing returns, in time management, 115
media technology, 219
medical center career tracks, 23
medical school
active learning at, 221–222
administrative structure of, 29
meetings
collaboration, 205
employee dismissal, 94
with faculty members, 15
guidelines for effective, 58
of journal club, 60
one-on-one, 58
with postdoctoral students, 15
with potential colleagues, 15
of research group, 58
with residents, 15
small-group, 59
with students, 15
study section, 156–157
taking staff to, 102
with teaching assistants (TAs), 231
with trainees, 15
mentor
versus adviser, 99–100
changing, 107
defining role as, 99
finding your own, 2, 52, 106–107
responsibilities of, 98–100
traits of, 98
mentoring, 2, 97–112
choosing candidates for, 98–99
commitment to staff, 80
confidentiality in, 98
cultural issues in, 108–109
definition of, 97–98
different needs for, 103–105
effective, 100–103
gender issues in, 108–109
graduate students, 80–81, 103–104
how to receive, 107
individuals outside your lab, 105–106
lab technicians, 105
physician-scientists, 105
postdoctoral fellows, 104
resources, 99, 109, 110–111
and staff recruitment, 80
strategies for, 100–103
undergraduate students, 103
Microsoft Project, for project management, 132–133
milestone events, in project management, 129
minorities, mentoring, 108
mission statements, creating for the lab, 53–54
modular grants, 168
monitoring, projects, 135
Moodle, 229
moral support, for staff, 103
motivation, of lab members, 67–68
multiple-choice questions, 224–225
multiple offers, handling, 23
multitasking, 115–116
Myers-Briggs Type Indicator (MBTI), 52, 73–74

N
names, learning students’, 220
National Center for Case Study Teaching in Science, 219
National Institutes of Health (NIH), 42
auditing of records by, 144
common abbreviations, 156
CRISP database, 164
funding plans, 159–160
funding process, 154–160 (See also R01 grant)
institutes and centers, 154, 164
National Advisory Councils/Boards, 158–159
National Science Foundation (NSF), 42, 172
negotiating tips, 22
nervousness, techniques to control, 13–14
networking
and gender and minority issues, 108
providing staff with opportunities, 102
new laboratory, designing and equipping, 44
NIH R01 grant. See R01 grant
non-tenure-track positions, 7

O
objectives
of course units or lessons, 228
defining for a project, 126
evaluating a project against, 135
in a statement of work, 128
objectivity, when evaluating job applicants, 89
observers
enlisting outside, to improve teaching, 214
in project management, 129
offer letters, to job applicants, 22, 28, 91
Office Action, in patent application, 192
Office of Extramural Research, 170
one-minute papers, 243
one-on-one meetings, 58
online discussion/bulletin board, 219
OpenCourseWare Initiative, 234
open-ended questions, for interviewing, 83, 84
open-source systems, for teaching, 229
option agreements, in technology transfer, 194
organizational culture
and mentoring, 100
and staff recruitment, 80
“original” record, for patent purposes, 144
overhead, versus direct costs, 168
ownership, and material transfer issues, 195

P
paired activities, in class exercises, 218
papers. See also authorship; journals; publications
resubmission of, 183
submission of, 180–181
writing, 179–183
partner hire packages, 9
passive statements, versus active learning approach, 220
pass-through royalties, in technology transfer, 193
patentability, 190–191
patent attorneys, 191
Patent Cooperation Treaty application, 190
patents, 187, 189–193. See also licensing:
technology transfer
application for, 191
and collaborations, 206–207
costs of, 191
defending, documentation for, 144, 146
and disclosure rules, 190, 192
documentation for, 144, 146
provisional, 192–193
types of, 189
paternity leave, 65, 88
patient care, by tenure-track physician-scientists, 46
peer review, to improve teaching, 214
percentiling, for R01 grants, 156
performance feedback, checklist for managers, 76
performance reviews
forms, 75–76
for lab communication, 58–59
personal rhythms, knowing, 234
PERT chart, in project management, 131
PHS 398 Grant Application Kit, 166
physician-scientists
increasing visibility and security, 46
mentoring, 105
negotiating a position, 21
plotting out a career trajectory, 45
research and patient care, 46
time management issues for, 121
planning
projects, 126
research and publication, 178
postdoctoral fellows. See also graduate students;
teaching assistants (TAs)
assisting with collaborations, 208
discharging, 92, 104
foreign applicants, 88
interviewing, 83
job-hunting goals, 100, 104
meeting with, 15
mentoring, 104
presentations by, 84
publications by, 82, 100, 177
recruiting, 79–80, 81
screening applicants, 82
staffing needs for, 79
status of, 77–78
predict-observe-explain activities, 243
pregnancy, 65, 88
pre/posttests, in teaching assessment, 242
presentations
  encouraging staff, 102
  for job applications, 84
  by postdoc applicants, 84
president, university, 26, 40
presubmission inquiries to journals, 179
primary appointments, 29
principal investigator (PI)
  as both leader and manager, 51
  developing leadership skills, 51–52
  improving leadership skills, 52–53
  making decisions, 62–63
  responsibilities of, 50–53
  tasks of, 134–135
printed records, archives of, 148
priorities, setting, in time management, 117
priority scores, for R01 grants, 156, 158
procurement office, 33
professional considerations, of teaching, 234–236
professional societies, educating faculty, 213
professional standards
  briefing teaching assistants on, 232
  upholding, 101
professional training
  for becoming a better teacher, 213
  for teaching assistants, 231
Program Announcement (NIH), 154
program officers, NIH, 164–165, 169
progress, assessing for leadership development, 51–52
project management, 2, 125
  software, 132–133
  steps of, 125, 126
  as a training and communication tool, 133
project ownership, 66
projects
  controlling, 134–135
  expectations on leaving the lab, 66–67
  getting started on, 127–130
  planning, 126
  tracking, 131–132, 134–135
  tracking spending for, 133
project team, supporting, 134
prolonged absences, for members of the lab, 65
promotion. See also tenure
  planning for, 38–45
  review process, 40
proposed costs, in grant applications, 169
protected research time, negotiating, 21
provost, university, 26–27
publications, 175–186. See also authorship; journals; papers
  choosing journal for, 177–178
  integration of research and, 178
  involving staff in, 101–102
  on a job application, 9
  making pitch for, 179
  and material transfers issues, 195
  overview of, 175–176
  as part of tenure dossier, 41
  planning for, 177–179
by postdocs, 82, 100
  process of, 101–102
  promotion of, 183–184
  resources, 176, 185
  review process for, 181–183
  and sponsored research agreements, 196
  strategies for, 179–183
  timing of, 177
public education, participation in, 38
public relations office, 33
public service obligations, 38
publishers, contacting for review copies of textbooks, 229
purpose section, of a statement of work, 127–128
Q
questions
  in Bloom’s Taxonomy, 245–246
  developing for examinations, 224–225
  directive, 83
  encouraging from students, 218
  to get student response, 218
  handling during job talk, 14
  open-ended for interviewing, 83, 84
R
radiation safety requirements, 32
rating of R01 grants, 156, 158, 167
reading, to improve leadership skills, 52
reagents, tracking system for, 150
rebuttal letters, to publication reviews, 182
receiving feedback, in the lab, 62
recombinant DNA research, requirements for working with, 32
record keeping. See also documentation; laboratory notebooks
  assisting staff with, 101, 145–146
  day-to-day, 143–147
  and dismissal proceedings, 92
recruitment, staff, 79–81
reduction to practice, in technology transfer, 146, 188
references
  checking, for hiring staff, 83
  for dismissed employees, 94
  in research proposals, 9–10
reflective questions, for interviewing staff, 83
regulatory compliance, 32, 34
relationships, role in leadership, 50
reporting requirements, 28
  and material transfers issues, 195
  and sponsored research agreements, 196
reprints, in job applications, 10
Request for Applications (RFA), 154
Request for Materials forms, 150
research
  in clinical settings (see physician-scientists)
  commercialization of, 187
  costs of, 26
  as criteria for tenure, 38–39
  integration of publication and, 178
  protected time for, 21
resources
assigning for projects, 131–132
for becoming a better teacher, 213
collaborations, 210
data management, 144, 145, 152
funding for resources, 170
funding, obtaining grants, 172, 173–174
job search, 6, 19, 20, 24
laboratory leadership skills, 52–53, 73–76
mentoring, 109, 110–111
project management, 135–136
publications, 185
regulatory compliance, 34
R01 grants, 160, 164, 167–168
scientific ethics, 66
selecting for courses, 229
staffing, 79, 95
on submitting images, 181
teaching, 236–241
technology transfer, 190, 199
time management, 123
undergraduate biology, 236
university structure, 46–47
risks, defining, in project management, 127
role models, and gender and minority issues, 108
royalties, in technology transfer, 192
rules of behavior, setting and communicating, 63–67

S
Sakai Project, 229
salary
  evaluating, 19–20
  obtaining details about, 18–19
  staff, 91
  surveys, 19–20
salary cap summary, 170
scenarios, for projects, 134
schedules, for projects, 131–132
school-level responsibility, within university structure, 27–28
scientific literacy, 212
scientific ethics, 34, 66, 188, 195
scientific journals, editors of, 129
Scientific Review Group (SRG), 154. See also study section
scientific teaching, 231
screening job applicants, 81–83
search committee, university, 17
secondary appointments, 29
second job interview, 17
security, physician-scientists increasing, 46
self-pay, 160
self-knowledge, improving leadership skills, 52–53
self-promotion, 183–184
senate, faculty, 30
senior colleagues, as teachers, 214
service. See also committee work
  as criteria for tenure, 39
  description of in tenure dossier, 41
  public, 38
  responsibilities, 35–37
Shared Instrumentation Grant Program (S10), 170
short-answer questions, 224
short-term goals, in time management, 113–114
situational leadership, 55–56
Skillscope questionnaire, 52–53
small-group meetings, 59
Small Instrumentation Grants Program (S15), 170
software
  archival, 152
  project management, 132–133
sponsored research agreements, 196–198
staff
  collaboration among, 201–210
  competition among, 70
departure of, 147
development, 101–102
elseaing, 91–94, 104
job descriptions for, 79
morale of, 60
performance reviews, 75–76
record keeping by, 145–146
recruitment of, 79–81
resolving conflicts among, 71–72
salary ranges for, 91
setting examples for, 64
setting expectations for, 64–67
time management by, 101, 119
staffing, 2, 77–94
determining needs for, 78–79
resources, 79–80, 95
staff interviews, 83–88
questions for, 82–83
telephone, 83, 96
tips for conducting, 87–88
warning signs during, 90
staff job applicants
   evaluating, 89–90
   offer letters for, 91
   screening, 81–83
start-up package, 20
statement of work, in project management, 127–128, 137–138
statements
   avoiding subjective in the lab, 61
   explaining incorrect, 243
strategic thinking, encouragement of, 100–101
strategy
   planning, 113–115
   sessions, 59
streamlining, R01 grants, 158
strengths
   assessing as a teacher, 213
   recognizing to improve leadership skills, 52–53
   student learning, assessing, 223–225, 230
   students. See also graduate students; undergraduate students
   asking for feedback, 214
   dismissing from lab, 92
   versus employees, 77–78
   encouraging questions from, 218
   learning names of, 220
   meeting with, 15
study section, 156–159
   assignment of, 165
   chartered, 157
   meetings, 157, 164
   service on, 158
   summary statements by, 157, 169
sublicenses, in technology transfer, 193
summary statements, 157, 169
supporters, in project management, 129
support facilities and services, university, 31–34
supportive behavior, 55–56
syllabus, 230
synthesis questions, in Bloom’s Taxonomy, 246

tangible property, licensing of, 190
tasks
deflegating, 56–57
   role in leadership, 50–51
teacher, becoming an effective, 211, 212–214
teaching, 42
   controlling class-related hours, 120
   as criteria for tenure, 39
   enhancing with technology, 219
   feedback on, 214
   fostering scientific, 231
   others to teach, 231–233
   reasons for doing well, 211–212
   statement of, 10
   students and postdocs appropriate social behavior, 108
   technical skills, 102, 143
   and tenure review, 235
   and tenure-track physician-scientists, 45
teaching and learning centers, 213
teaching assistants (TAs). See also graduate students;
   postdoctoral fellows
   education group for, 232
   meetings with, 231
teaching, 231–232
   teaching load, negotiating a reduced, 235
   teaching mentor, selecting, 214
   teaching opportunities, providing to teaching assistants, 232
teaching portfolio
   developing, 235–236
   sample, 236
teaching responsibilities, 35–36
   balancing with research responsibilities, 36
   reducing, 35, 235
   statement about, 20–21
teaching skills, improving, 213
technical comments (publication format), 175
technical representatives, and material transfer issues, 196
technical skills, teaching, 102, 143
technology, enhancing teaching, 219
technology licensing, 187–189. See also patents
technology transfer, 2, 187–200
   and collaboration agreements, 205
   conflicts of commitment and interest with, 198–199
   and faculty recruitment, 192
   legal terms and agreements in, 189–195, 206–207
   process of, 188–189
   resources, 190, 199
   sponsorship and consultation issues, 196–198
Technology Transfer Office (TTO), 33, 187
telephone interviews, 83, 96
tenure
   addressing issues hindering, 44
   attaining, 42
   and collaborations, 203, 207
   criteria for, 18, 38–39
dossier, 40–41
   and funding, 160
   and multiple department appointments, 18
open versus closed process, 40
planning for, 2, 25–46, 38–45
process for obtaining, 18
publication as criteria for, 177–179
review, 40, 235
strong teaching record helping, 212
and study section service, 158
tenured faculty, vote for reappointment, 43
tenure track
positions, 7
progress along, 41–45
termination
employment, 93–94
mentoring relationship, 107
test questions, 224–225
textbooks, selecting, 229
themes, of courses, 228
think-pair-share approach, 218, 242–243
Thomas-Kilmann Conflict Model, 69–72
Thompson Scientific, impact factors, 176
time frame, for tenure track progress, 41–45
timelines
for leadership development, 51
planning for projects, 130
time management, 2, 113–124
assisting staff with, 101, 119
and collaborations, 207–208
committee service commitments, 120
day-to-day, 115–119
efficient, 117–118
and family responsibilities, 121–123
grid for, 117
making choices, 115
resources, 123
rotating tasks, 116
strategies for, 113–115
and teaching, 234–235
time off, avoiding misunderstandings, 64
titles of papers, 180
trainees, meeting with, 15
true/false questions, in teaching, 224
trustees, board of, 26

University of Minnesota, Center for Teaching and Learning Services, 218
university policy
on income sharing, 192
on outside activities, 37–38, 170
university structure, 25–46
people to know within, 29–30
resources, 46–47
university-wide responsibilities, 26–27
U.S. Patent and Trademark Office (USPTO), 189
utility patents, 189

V
vacation, 65
values, 66
maintaining in the lab, 57–58
as part of the lab mission statement, 54
vice presidents
academic health center, 28
university, 26–27
video collections, NIH site on historical, 233
visas, 88, 91, 94
visibility, increasing, 46, 175, 183–184
vision
creating as a leader, 53–54
keeping by motivating lab members, 67–68
role in leadership, 50
vote, by tenured faculty, 40, 43

W
warnings, for employee misbehavior, 93
weaknesses
assessing as a teacher, 213
recognizing to improve leadership skills, 52–53
Web site, for teaching a course, 229
witnesses, for laboratory notebooks, 146
work breakdown structure (WBS), in project management, 129–130, 139–140
work hours, 64–65
workload, negotiating, 227
work practices, establishing good, 143

Y
years, of tenure track, 41–45

U
undergraduate students. See also graduate students; students
interaction with, 36
lab status of, 77–78
mentoring, 103
recruiting, 81
staffing needs for, 79
United States Medical Licensing Examination (USMLE), 221
university
faculty handbook, 27
organization of, 26–28
service, 20
support facilities and services, 31–34
university commercialization record, 192
university committees. See committees
university governing board, 26