

RESEARCH MENTORING BRIEF

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This mentoring brief is guided by the Bland Model (2005), highlighting factors that affect faculty productivity. Given these factors and their descriptions, this brief expands on the model by advising how faculty of color might navigate toward success. Recommended readings to gather further understanding are listed below.

| Individual characteristics that facilitate research productivity | Description | How Faculty of Color Might Navigate Toward Success |
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| Socialization | Faculty should understand the values, norms, expectations, and sanctions affecting established faculty (e.g., beneficence, academic freedom). | Isolation is found to be the biggest hindrance to success. Having a sense of belonging is essential to building opportunities in higher education. Connect with your university's Faculty of Color Caucus through the Faculty Association. This connection will also lead to other connections throughout the MinnState System. |
| Motivation | Driven to explore, understand, and follow one's ideas and to advance and contribute to society through innovation, discovery, and creative work. | Embrace your social/cultural capital. Locate organizations that might embrace your intellectual contributions and assist them with workshops, lectures, and research. |

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| Content Knowledge | Familiarity with one's research area— all major published works, projects being conducted, differing theories, key researchers, and predominant funding sources. | Attend conferences and use professional development funds to purchase books. Order complimentary copies from book dealers. Go to websites to locate funding opportunities. A short list is provided below to get you started. https://www.grants.gov/ https://us.fulbrightonline.org Faculty Research Grant |
| Basic and Advanced Research Skills | Comfortable with statistics, study design, data collection methods, and advanced methods commonly used in one's area. | Staying current on research skills is essential to faculty research productivity. Faculty who developed good research skills are more likely to publish. Use your professional development funds to attend workshops. You may also apply for the Faculty Improvement Grants to support this continuing education effort. Another idea is to audit a course at any one of our universities. |
| Simultaneous Projects | Engage in multiple concurrent projects to buffer against disillusionment if one project stalls or fails. | Plan and organize various components of each study. While collecting data for one study, you can revise another after it has been peer-reviewed. You might also decide to prepare an IRB application while preparing an article for another study. This approach requires the faculty to prioritize, communicate with co-authors, maintain a work-life balance, and manage time well. Additionally, when working with co-authors, remember to work diligently and be dependable. |
| Orientation | Committed to both external activities (e.g., regional and national meetings, collaborating with colleagues) and activities within one's organization (e.g., curriculum planning, institutional governance) | Attend professional/academic conferences. Consider stepping outside your discipline to explore how you might make connections with research ideas. In other words, explore interdisciplinary research projects. Through the Faculty Association Caucuses, faculty can be introduced to faculty who are from other disciplines. This is a good source of learning about other disciplines informally (as well as your own) and allows the opportunity to explore networks for research projects. |

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| Autonomy and Commitment | One has academic freedom, plans one's own time, and sets one's own goals, but one is also committed to and plays a meaningful role within the larger organization. | Connect with the Faculty Association/ Inter-Faculty Organization to see how you can contribute to the university and systemwide initiatives. |
| Work Habits | Has established productive scholarly habits early on in one's career. | <p>The University of Southern California provided good guidance on scholarly productivity.</p> <ul style="list-style-type: none"> • Set a consistent day and time for writing. • Stick to your start and end times. • Set manageable goals and tasks. • Be accountable to others. • Be patient and prepare to adjust. |

Recommended Readings

Davies, B., Gush, J., Hendy, S. C., Jaffe, A. B. (2022). Research funding and collaboration, *Research Policy*, 51 (2), 104421. <https://doi.org/10.1016/j.respol.2021.104421>.

Bland, C. J., Center, B. A., Finstad, D. A., Risbey, K. R., & Staples, J. G. (2005). A theoretical, practical, predictive model of faculty and department research productivity. *Academic Medicine: Journal of the Association of American Medical Colleges*, 80(3), 225–237.

University of Southern California (2024). *Developing sustainable writing habits*. University of Southern California Website. <https://sites.usc.edu/graduate-writing-coach/developing-sustainable-writing-habits-from-people-who-write-about-and-for-academic-writers/>

Truesdale-Moore, S. (2023). Faculty of color in the academy: A perspective on cross-cultural mentoring. *Journal of Advancing Education Practices*, 4 (2), 5. <https://openriver.winona.edu/jaep/vol4/iss2/5/>