Managing your Research Career –
Basic Sciences

Learn about setting up a basic science lab, regulatory issues, staffing your research team, publishing your research, and balancing research with other academic demands (teaching and service).
Sunil Koliwad  *setting up a basic science lab, regulatory issues*

Tamara Alliston  *staffing your research team*

Sunita Ho  *publishing your research*

Sabrina Ronen  *balancing research with other academic demands (teaching and service)*

...addressing your questions and concerns
Staffing your Lab
How people in science see each other

- seen by undergraduate
- seen by PhD student
- seen by postdoc
- seen by PI / Professor
- seen by technician

Matushig Sotak.

created by @biomatushig
http://sotak.info/sci.jpg
How people in science see each other

Undergraduate

PhD student

Postdoc

PI / Professor

Technician

Others:
Med/Dental Students
Residents
Fellows
Volunteers
Summer Students
Lab Helper

Matushiq Sotak.
Match Needs to the Person you Hire

- Creativity vs. ‘work’
- Stage of project development
- Risk
- Intellectual leadership
- Project duration
- Funding opportunities
<table>
<thead>
<tr>
<th>Staffing Considerations for New Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capacity:</strong></td>
</tr>
<tr>
<td><strong>Access to Talent:</strong></td>
</tr>
<tr>
<td><strong>Time Investment:</strong></td>
</tr>
<tr>
<td><strong>Costs:</strong></td>
</tr>
<tr>
<td><strong>Flexibility:</strong></td>
</tr>
<tr>
<td><strong>Project Leadership:</strong></td>
</tr>
</tbody>
</table>
Hiring a Technician

Key Considerations: Service Provider vs. Project Ownership, Independence, Culture

Career Tech: Experienced, Seeks success in this role

‘2 Year Tech’: Recent graduate, aims to pursue advanced degree, etc.

<table>
<thead>
<tr>
<th>CAREER TECH</th>
<th>‘2 YEAR’ TECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRO</td>
<td>PRO</td>
</tr>
<tr>
<td>Technical Expertise</td>
<td>Motivated</td>
</tr>
<tr>
<td>‘In the system’</td>
<td>Training Required</td>
</tr>
<tr>
<td>Maturity</td>
<td>Education</td>
</tr>
<tr>
<td>Managed Experience</td>
<td>Maturity</td>
</tr>
<tr>
<td>Managerial Experience</td>
<td>Open-minded</td>
</tr>
<tr>
<td>Stability</td>
<td>Short-term</td>
</tr>
<tr>
<td></td>
<td>Turnover</td>
</tr>
</tbody>
</table>
Balancing research with other academic demands (teaching and service)

Balance will depend on series (outstanding in all or some categories)
Balance will evolve over time with rank and step
Balance will (initially) depend on Department (CAP at step 3)

Discuss and take advice from
- Chair
- UCSF mentor
- outside mentors
- colleagues
Balancing research with other academic demands (teaching and service)

During the early steps of the Assistant rank consider whether the contribution to teaching and service can be slightly more limited while the major focus is on establishing a solid well funded research program.

Consider

**Time commitment (remember prep time)**

**Benefits**

Examples: a few lectures in class; recruiting new students

CME accredited courses; build reputation

organizing dep. seminars; exposure to new research

review seed grants; exposure to research and review
Starting up Your Lab: Keep Things Simple, Be Logical, and Stay Ahead of The Curve

- **Regulatory Issues:**
  - A. Meet the Liaisons Personally. Get to know them.
  - B. Don’t be daunted by the system for protocol submission.
  - C. Get Templates for anything/everything.
  - D. Do it yourself the first time. Then delegate.
  - E. Put Regulatory Issue work into your monthly calendar.

- **Involvement:** Keep your hands and your presence in the lab. Be the anchor that forces focus within the lab. Go hard for the first paper. Get that first one out!

- **Hiring:** Don’t hire too quickly. Take the hiring process very slow and give these steps a lot of thought. It is best to build personnel up AFTER extramural funding comes in, rather than having existing personnel be the reason to aggressively seek extramural funding.

- **Workflow/Rules/Tools:** Set your lab’s physical workflow up right from the start. Plan out your first set of grants early. Get to know your pre-awards liaison personally early on. Website, Bearbuy... Learn how they work and then delegate. Set limits on spending and on amounts that require your OK prior to purchase. Always get what you can for free, or share with other labs. Make sure that you only buy equipment that is absolutely necessary or that will undergo heavy use. Otherwise, save the cash. Always establish GROUND RULES for every person you bring into the lab right from the start.

- Set your one year and 5 year goals. Be very focused on achieving your 1-year goals.
RIO – Research Information Online Online

Animal research, Biosafety, Controlled Substances, General Lab Safety, etc

https://rio.ucsf.edu/RIO/Home.aspx
# CHR-Iris – Human Subjects

![CHR-Iris Interface](https://iris.ucsf.edu/)

<table>
<thead>
<tr>
<th>Study Status</th>
<th>Study Number</th>
<th>IRB Expiration</th>
<th>Principal Investigator</th>
<th>Study Title/Study Alias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pending - Submitted for Initial Review</td>
<td>14-14637</td>
<td></td>
<td>Alliston, Tamara N</td>
<td>Investigation of the diseases affecting the tibial platelet function</td>
</tr>
<tr>
<td>Active</td>
<td>14-13894</td>
<td>08/11/2015</td>
<td>Alliston, Tamara N</td>
<td>Periocular Remodeling in Osteoradionecrosis</td>
</tr>
<tr>
<td>Active</td>
<td>11-08194</td>
<td>01/31/2016</td>
<td>Lotz, Jeffrey C</td>
<td>Investigation of the diseases affecting the femoral head</td>
</tr>
<tr>
<td>Active</td>
<td>10-03631</td>
<td></td>
<td>Alliston, Tamara N</td>
<td>Human Stem Cells for Cartilage Repair</td>
</tr>
<tr>
<td>Active</td>
<td>14-13246</td>
<td>07/21/2017</td>
<td>Lotz, Jeffrey C</td>
<td>Pathogenesis of Modic Changes in the Vertebral Body</td>
</tr>
</tbody>
</table>

[https://iris.ucsf.edu/](https://iris.ucsf.edu/)
Sunil Koliwad *setting up a basic science lab, regulatory issues*

Tamara Alliston *staffing your research team*

Sunita Ho *publishing your research*

Sabrina Ronen *balancing research with other academic demands (teaching and service)*

...addressing your questions and concerns