



National Organization of Research Development Professionals

# Building a 21st Century Workforce: Graduate Students Working in RD

Jason Charland, University of Maine

Michael Thompson, University of New Hampshire

# Hiring Process

- Competitive selection
- Intensive interviews
- Skills assessment
- Questionnaire
- Reference checks
- Academic program

**Part 1: Please rank the following projects based on your interests (1 being the highest and 10 being the lowest).**

\_\_1\_\_ Assisting with a grant writing workshop

\_\_6\_\_ Collecting data for the VPR annual report

\_\_7\_\_ Creating PowerPoint slides for VPR presentations

\_\_9\_\_ Proofreading a grant proposal

\_\_5\_\_ Creating supplementary documents for a grant proposal

\_\_4\_\_ Assisting with surveying the grant development needs of Colleges/Departments

\_\_10\_\_ Taking minutes at grant development meetings

# Required Skills

## Professional Skills:

- Communications
- Writing
- Research
- Data collection
- Data analysis

## Soft Skills

- Myers-Briggs "J"
- Organized
- Deadline-driven
- Communicator



# Training & Responsibilities (UM)

- LEAN training
- Understanding the University's primary research areas
- Pivot and funding data base training
- Familiar with government funding agencies
- Office skills
- Survey administration & analysis

## Grant Development GA's Orientation Schedule

### Week 1:

5/11: 8am – 12pm – Welcome, meet and greet, appointment letters, office orientation

5/12: Aging Seed grant awardee information compilation for VPR website (Fiona)

5/13: 8am – 12pm – Overview of projects and summer planning (both)

- 8a – 9:30am – Ocean & Marine Engineering Colloquium (both)

- 10:30 - noon - 48 Stodder - PIVOT overview and meet with Megan Tardif

5/14: 8am – 4pm: Clinical Geriatrics Colloquium (both)

5/15: College of Engineering Research Action Plan (both)

- 10am – 1pm: Howland Forest Tour with Wireless Sensing Workgroup
- Survey analysis of the 4 PIVOT workshops conducted during AY 2014-2015



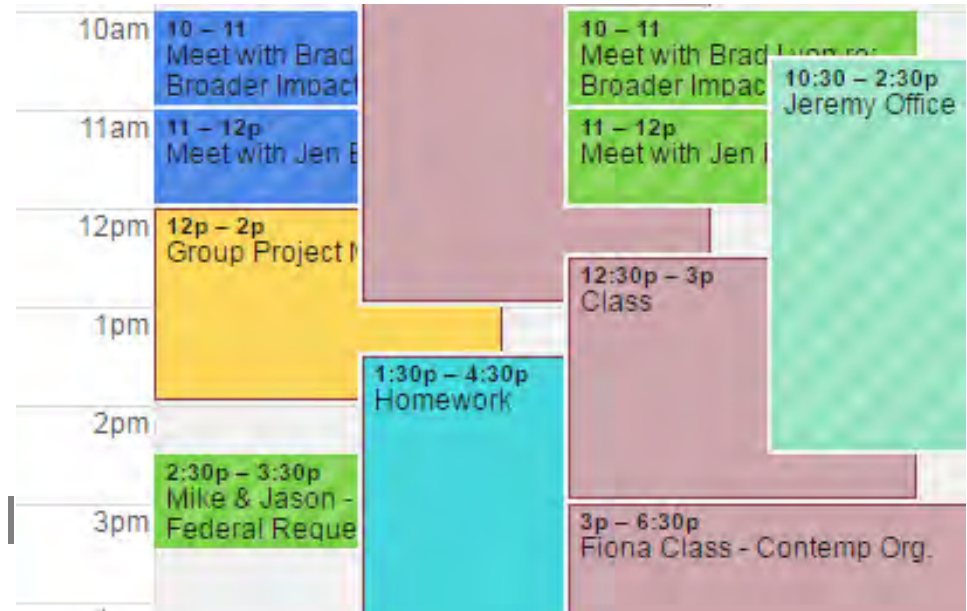
# Training & Responsibilities (UNH)

- Start with understanding of NSF & NIH
- Help other grad students applying to NSF GRFP
- NIH deadlines in fall
- Spectrum of editing
- Team meetings weekly
- Quarterly trainings focused on specific agencies



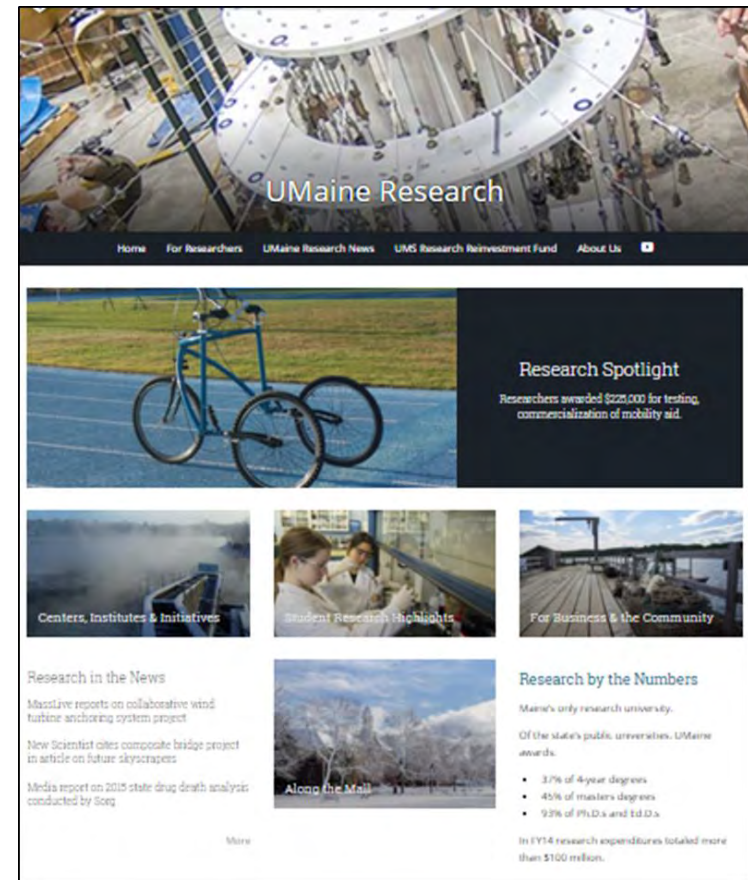
# Obstacles

- Lack of RD work experience
- Short time frame
- Balancing work and school schedules
- Fledgling professional skills



# Graduate Assistant Contributions (UM)

- Finding research opportunities
- Attending and supporting events
- Managing the research website
- Providing administrative assistance
- Editing proposals and presentations





# Graduate Assistant Contributions (UNH)

- Editing grant proposals
- Writing communications pieces
- Attending and supporting events
- Providing RFA breakdowns/ outlines
- Side work editing faculty papers

frequently co-occurs with other conditions that purportedly affect children (e.g., single parenthood, a family member with a disability or serious illness, exposure to teratogens, and other potentially hazardous environmental conditions).<sup>61</sup> It is difficult to disentangle SES from such cofactors when evidence shows they may exacerbate the effects of SES (i.e., they function as moderators). In sum, for a given child from a low SES family, the cause of a poorer developmental outcome could be one connected to family SES, a particular SES cofactor (e.g., single parenthood, minority status), a combination of these, or a third variable connected to both (e.g., family conflict). Even in childhood, the meaning and significance of particular cofactors can change. For preschoolers, living in a deteriorated neighborhood may lower access to stimulating resources and recreational facilities. For adolescents, the same neighborhood may increase likelihood of affiliations with deviant peers.

**4.4. Targeting health risk behaviors and chronic diseases suitable for monitoring in childhood.** Chronic diseases are ongoing, generally incurable illnesses or conditions, such as heart disease, asthma, cancer, and diabetes, which are among the most common, costly, and preventable of health problems.<sup>62</sup> Recent evidence suggests that chronic diseases often have their roots in fetal and early childhood development.<sup>63</sup> Moreover, these diseases do not await adulthood to manifest, but may appear as chronic disorders in childhood and adolescence.<sup>64</sup> Three chronic diseases in which health disparities are particularly notable between low and higher income households are obesity, depression and suicide ideation, and asthma and respiratory illness.<sup>65,66</sup> Such conditions are suitable for monitoring and identifying change over a relatively short time period of two years across a wide developmental spectrum during childhood.

**Obesity:** Childhood obesity has more than doubled in children and quadrupled in adolescents in the United States in the past 30 years; among children ages 6-11 the rate of obesity increased from 7% in 1980 to almost 18% in 2012 and for adolescents ages 12-19, the rate increased from 5% to almost 21% in the same time period.<sup>66,67</sup> Obesity is clearly a health risk that can present early in life. Based on a systematic review of research published between 2002 and 2010, evidence demonstrates that overweight and obesity in childhood and adolescence have adverse consequences on premature mortality and physical morbidity in adulthood.<sup>68</sup>

**Depression:** Major depressive disorder is one of the three most commonly diagnosed mood disorders in children and adolescents.<sup>69</sup> A clinical diagnosis of depression occurs in between 4-7% of youth under the age of 18.<sup>10,100</sup> Population studies indicate that at any point, between 10-15% of children and adolescents have at least some depressive symptoms.<sup>71</sup> Depression has been identified as a particularly powerful contributor to declines in physical health and increased chronic illness.<sup>71,72</sup> Depression also substantially increases the risk for suicide<sup>72,73</sup> which is the third leading cause of death among adolescents in the U.S.<sup>74</sup> Depression can lead to social problems and poor academic performance,<sup>75</sup> poorer self-perceived general health<sup>76</sup> and an increased rate of smoking,<sup>77</sup> substance misuse,<sup>78</sup> and obesity.<sup>79</sup>

**Asthma and respiratory infections:** According to the National Health Interview Survey more than 10 million U.S. children under the age of 18 (14%) have been diagnosed with asthma.<sup>80</sup> Asthma is related to increased risk for chronic obstructive pulmonary disease (COPD): a group of diseases that cause airflow blockage and breathing-related problems including emphysema and chronic bronchitis.<sup>81</sup> Respiratory infections during childhood, when the lungs are still developing, may cause permanent damage that predisposes to COPD later in life.<sup>82</sup> Chronic lower respiratory disease (primarily COPD) was the third leading cause of death in the U.S. in 2011. COPD is linked to socio-economic status, measured by income and education level, in terms of prevalence and mortality.<sup>83</sup>

**Health-related quality of life:** Self-perceived quality of life is a broad multidimensional concept that typically includes subjective evaluations of positive and negative aspects of life.<sup>84</sup> Health-related quality of life (HRQOL) covers those aspects of quality of life that affect physical and mental health.<sup>84</sup> Such questions have become an important component of health surveillance and are generally considered valid indicators of service needs and intervention outcomes.<sup>85</sup> In a meta-analysis, the single item HRQOL was found to maintain a strong association with mortality even after taking into account related constructs such as depression, functional status, and co-morbidity.<sup>86</sup>

There are four critical health risk behaviors that contribute to the above chronic diseases and also vary substantially by SES: lack of exercise or physical activity, poor nutrition, tobacco use, and drinking too much alcohol.<sup>87,88</sup> Decreased physical activity plays a critical role in the increase in childhood obesity yet between the ages of 9 and 15 there is a marked decrease in the amount of moderate-to-vigorous physical activity (MVPA) engaged in by youth.<sup>89</sup> In 2012, 24.6% of U.S. youth aged 12-15 years engaged in MVPA for at least 60 minutes daily.<sup>89</sup> Amount of physical activity continue to decline with age; among adolescents physical activity patterns generally decreased most from ages 15 to 18 with a continuous decline from ages 12 to 21.<sup>90</sup> Many

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# Efficient Management

- Maximizing GA / Intern time
- Playing to students' strengths
- Creating buy-in to decision making
- Fostering collaboration

## RESEARCH AREA DESIGNATION

### Grant Development G.A.s

#### Fiona – Signature Areas

- Forestry
- STEM
- Engineering

#### Jeremy – Signature Areas

- Marine Science
- Climate Science
- Advanced Materials
- Honors College

# Best Practices

- Work – school balance
- Education enhancement
- Professional training
- Providing support
- Mentorship
- Making connections



# Best Practices

- Intern program creates a “train the trainer” model
- GA/ Intern involvement in NORDP
- Coaching for interviews after graduation





# Results

## Office benefits:

- Time savings
- Financial savings
- Work load improvement
- Enhanced project staffing

## Student benefits:

- Work experience
- Resume builder
- Networking with faculty/staff
- Improved communications skills

Graduate Assistant Resume		
University of Maine, Stodder Hall 207-581-3230		
EDUCATION		
UNIVERSITY OF MAINE, Orono, Maine		January 2015 - Present
Major: MBA, Concentration: Management		4.0
WORK EXPERIENCE		
OFFICE OF THE VICE PRESIDENT FOR RESEARCH, University of Maine		January 2015 - Present
Grant Development & Communication	<ul style="list-style-type: none"> <li>• Research and interpret funding opportunities; match opportunities with appropriate faculty</li> <li>• Coordinate faculty grant planning meetings and facilitate inter-collegiate collaboration</li> </ul>	
Graduate Assistant	<ul style="list-style-type: none"> <li>• Support public outreach for the Vice President of Research and the graduate school</li> <li>• Conduct institutional surveys and data analysis for annual reports and tracking</li> <li>• Answer data requests from legislators and journalists; keep University of Maine R&amp;D information consistent and relevant</li> </ul>	
HIMSS MEDIA, Portland, Maine		January 2014 - January 2015
Senior Associate	<ul style="list-style-type: none"> <li>• Manage database of over one million contacts; assist in database growth and development</li> </ul>	
Performance Marketing & Data Management	<ul style="list-style-type: none"> <li>• Fulfill lead generation programs utilizing online advertising, social media and email campaigns</li> <li>• Oversee creation of print, html and on-line advertising material for in-house and sponsored programs</li> <li>• Create and manage telemarketing programs for client and event lead optimization</li> <li>• Develop lists for email marketing programs to maximize open and click rates</li> </ul>	
HIMSS MEDIA, New Gloucester, Maine		March 2013 - January 2014
Editorial Assistant	<ul style="list-style-type: none"> <li>• Review and edit out-going newsletters across all brands for grammar, content, and readability</li> <li>• Stay informed on industry updates, post relevant press releases, and assist in website operations</li> <li>• Assist in copy editing of print editions of <i>Healthcare IT News</i> and <i>Healthcare Finance News</i></li> <li>• Develop content for regular columns including, <i>On the Move</i>, <i>New Products</i>, and <i>Busted</i></li> <li>• Research story topics, check facts, and develop creative original content</li> </ul>	

# Results

- Former Interns working in Higher Ed Admin
  - Harvard
  - Franklin Pierce
- Others working as print or online journalism editors and writers
- Attracting internal graduate assistantship grant funding
- Facilitated full time enrollment



# Presenters' contact information:

Jason C. Charland

Director of Grant Development

Office of the Vice President for Research

University of Maine

15 Stodder Hall / 207-581-2461 / [jason.charland@maine.edu](mailto:jason.charland@maine.edu)



Michael Thompson

Research Development

Office of the Senior Vice Provost for Research

University of New Hampshire

Thompson Hall 107 / (603) 862-5255 / [michael.thompson@unh.edu](mailto:michael.thompson@unh.edu)

