



# Faculty Success at KSU II. Research-Based Strategies for QuickStarters

**Dr. Michele DiPietro**

[mdipietr@kennesaw.edu](mailto:mdipietr@kennesaw.edu)



# QUICKSTARTERS

What are QuickStarters?

New faculty who get off on the right foot and quickly adapt to the context and expectations of the university, setting themselves up for long term success, as judged by:

- their colleagues
- their students
- themselves

Less than 10% of new faculty turn out to be QuickStarters!

(Boice 1991)



# OBJECTIVES

By the end of this workshop, you should be able to:

1. Define QuickStarters
2. Discuss characteristics that impede quick starts
3. Discuss strategies that QuickStarters employ
4. Contribute additional advice to your colleagues







# Impediments to quick starts

# IMPEDIMENTS TO QUICK STARTS

- Defensiveness
- Externalization
- Overpreparation
- Inability to decenter themselves
- Inability to contain tasks

(Adapted from Boice 1991)







# Strategies for quick starts















# QUICKSTARTERS RULES

Rule	Teaching	Research	Service
1. Wait	✓	✓	✓
2. Begin Early, before feeling ready	✓	✓	✓
3. Work in brief, regular sessions	✓	✓	
4. Stop in timely fashion	✓	✓	
5. Moderate attachment to content and overreaction to criticism	✓		

(Boice 2000)



# QUICKSTARTERS RULES

Rule	Teaching	Research	Service
1. Wait	✓	✓	✓
2. Begin Early, before feeling ready	✓	✓	✓
3. Work in brief, regular sessions	✓	✓	
4. Stop in timely fashion	✓	✓	
5. Moderate attachment to content and overreaction to criticism	✓		
6. Moderate negative thinking	✓	✓	

(Boice 2000)

# QUICKSTARTERS RULES

Rule	Teaching	Research	Service
1. Wait	✓	✓	✓
2. Begin Early, before feeling ready	✓	✓	✓
3. Work in brief, regular sessions	✓	✓	
4. Stop in timely fashion	✓	✓	
5. Moderate attachment to content and overreaction to criticism	✓		
6. Moderate negative thinking	✓	✓	
7. Moderate emotions	✓	✓	

(Boice 2000)



# QUICKSTARTERS RULES

Rule	Teaching	Research	Service
1. Wait	✓	✓	✓
2. Begin Early, before feeling ready	✓	✓	✓
3. Work in brief, regular sessions	✓	✓	
4. Stop in timely fashion	✓	✓	
5. Moderate attachment to content and overreaction to criticism	✓		
6. Moderate negative thinking	✓	✓	
7. Moderate emotions	✓	✓	
8. Moderate attachments and reactions		✓	

(Boice 2000)

# QUICKSTARTERS RULES

Rule	Teaching	Research	Service
1. Wait	✓	✓	✓
2. Begin Early, before feeling ready	✓	✓	✓
3. Work in brief, regular sessions	✓	✓	
4. Stop in timely fashion	✓	✓	
5. Moderate attachment to content and overreaction to criticism	✓		
6. Moderate negative thinking	✓	✓	
7. Moderate emotions	✓	✓	
8. Moderate attachments and reactions		✓	
9. Let others do some of the work	✓	✓	✓

(Boice 2000)



# QUICKSTARTERS RULES

Rule	Teaching	Research	Service
1. Wait	✓	✓	✓
2. Begin Early, before feeling ready	✓	✓	✓
3. Work in brief, regular sessions	✓	✓	
4. Stop in timely fashion	✓	✓	
5. Moderate attachment to content and overreaction to criticism	✓		
6. Moderate negative thinking	✓	✓	
7. Moderate emotions	✓	✓	
8. Moderate attachments and reactions		✓	
9. Let others do some of the work	✓	✓	✓
10. Moderate wasted effort		✓	

(Boice 2000)

# QUICKSTARTERS RULES

Rule	Teaching	Research	Service
1. Wait	✓	✓	✓
2. Begin Early, before feeling ready	✓	✓	✓
3. Work in brief, regular sessions	✓	✓	
4. Stop in timely fashion	✓	✓	
5. Moderate attachment to content and overreaction to criticism	✓		
6. Moderate negative thinking	✓	✓	
7. Moderate emotions	✓	✓	
8. Moderate attachments and reactions		✓	
9. Let others do some of the work	✓	✓	✓
10. Moderate wasted effort		✓	
11. Work with balance		✓	

(Boice 2000)

# QUICKSTARTERS RULES

Rule	Teaching	Research	Service
1. Wait	✓	✓	✓
2. Begin Early, before feeling ready	✓	✓	✓
3. Work in brief, regular sessions	✓	✓	
4. Stop in timely fashion	✓	✓	
5. Moderate attachment to content and overreaction to criticism	✓		
6. Moderate negative thinking	✓	✓	
7. Moderate emotions	✓	✓	
8. Moderate attachments and reactions		✓	
9. Let others do some of the work	✓	✓	✓
10. Moderate wasted effort		✓	
11. Work with balance		✓	
12. Get struggling peers to accept some of your help			✓

(Boice 2000)

## MICHELE'S ADVICE

- Don't assume your work will speak for itself; tell your story!
- Learn to say no
- Understand the bar in each of your performance areas
- If you need them, plan for external letters
- Look for the unspoken rules in your context





## IDEAS SO FAR

- What additional strategies/advice would you offer your peers?
- Jot it down here:  
[bit.ly/nfoquickstarters](https://bit.ly/nfoquickstarters)
- (Or scan this QR code)







## REFERENCES

- Boice, R. (2000) *Advice for New Faculty Members: Nihil Nimus*. Allyn & Bacon.
- Boice, R. (1991) Quick Starters: New Faculty Who Succeed. *New Directions In Teaching And Learning*, 48, 111-121.

