Research and Engagement Academy

“Building a Scholarly Life” Workshop 1
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Institutional Overview

- UNH Strategic Plan; UNH in 2020
- Engaged Scholars Academy
- Research and Engagement Academy
- Academy Evaluation

http://facultylearningcommunities.unh.edu/Survey/ResearchAndEngagement
Faculty Development Programs offered by the Offices of the Senior Vice Provost Engagement and Academic Outreach & Senior Vice Provost for Research

“Advancing Scholarship – Catalyzing Partnerships”

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Research and Engagement Academy: Overview

Components

• Workshops
• Coaching through the grant writing process
• Interacting with faculty colleagues about successful strategies with federal agencies and foundations
• Resources to visit agencies; do a pilot study to strengthen proposal quality

As Academy participants, faculty members will **commit to submit a competitive grant proposal.**
Workshop Elements

- Guiding questions exploring a funding topic
- Mini-lectures and faculty experts discussing their experience with funding
- Scholarly dialogue among faculty and experts
- Homework exercises to guide scholars’ proposal development
Scholars’ Responsibilities

- Actively participating in all Academy workshops and scholarly coaches meetings
- Uploading Academy assignments to the faculty learning community database for review by scholarly coaches
- Submitting a competitive proposal to a funding program’s request for proposals (RFP)
Scholarly Coaches’ Roles

- Coach 2 faculty members in the Academy through the grant submission process
- Attend the Induction Ceremony and Luncheon on January 23rd and Graduation May 1st
- Meet with each scholar 2 hours per month (Feb, March, April)
- Review their RFP, timeline, project checklist and outline of their proposal
- Provide feedback, lend your expertise and review (not edit or write) proposals
- Serve (1.5 hours) on a panel to discuss a topic related to your knowledge about external funding
The secret to success is to be ready when your opportunity comes.

- Benjamin Disraeli
Let’s Start
Overview of Today’s Workshop

• Quick review of the workshop topics and homework
• Introduction into Faculty Vitality
• Conversation with Faculty Panel about Building a Scholarly Life
• Scholarly Roadmap Exercise
• Homework
Research and Engagement Workshop Topics for Scholars

**Workshop 1:** Building a Scholarly Life

**Workshop 2:** Preparation for and Selection of a Funding Opportunity and Promoting Your Idea for Scholarship

**Workshop 3:** Proposal Development and Support for Research at UNH

**Workshop 4:** Understanding the Panel Review Process

**Workshop 5:** Engagement and Principles of Partnership

**Workshop 6:** Developing an “Excellent” Proposal

**Workshop 7:** Life after Submission and the Academy Workshops
Scholars’ Homework Commitments

**Workshop 1:** Map scholarly life for next 3-5 years

**Workshop 2:** Find an external funding program, write a one-page narrative of proposed project, and develop a list of questions to ask program officer, meet with scholarly coach

**Workshop 3:** Read a mock proposal and write a review on whether to fund or decline the proposal

**Workshop 4:** Refine the one-page narrative and create a time-line of needed activities to submit a proposal by deadline

**Workshop 5:** Sign up for appropriate roundtables to enhance the proposal quality and meet with your coaches

**Workshop 6:** Meet with scholarly coaches to discuss proposal progress
Factors that Affect Faculty Vitality

• Support for research and teaching
• Community and collegiality
• Balancing home/work life
• Clarity of tenure and advancement requirements

http://isites.harvard.edu/icb/icb.do?keyword=coac he&pageId=icb.page307142
Building a Scholarly Life

Faculty vitality can be sustained and enhanced when a faculty member has a strong research agenda, has good collegial interaction, and the resulting work is valued by the university.

When faculty members are satisfied with their scholarship, teaching is enhanced and there is less movement by faculty to other institutions.
Building a Scholarly Life

Scholarship is to be created not by compulsion, but by awakening a pure interest in knowledge.

- Ralph Waldo Emerson
The Career of a Scholar

• Early Career
The Career of a Scholar

• Early Career Faculty
  - Are often energetic and productive;
  - Can experience overload and stress from trying to balance teaching, research and service, along with a home life, as they work towards tenure;
  - May often feel isolated from other colleagues and students;
  - May be unaware of the institutional processes that can support or hinder projects.
Mid Career Faculty
Are seasoned with experience and knowledge about their field and the institution. Want to pursue avenues of scholarship considered “riskier.”

Post-tenure or more experienced faculty are often recruited for committees and leadership roles that can side-track scholarship.
The Career of a Scholar

- Late Career Faculty
  Expert scholars are often looking for new avenues of scholarship through mentoring younger scholars, engaging in interdisciplinary research or administering larger projects.

  Experienced faculty can find it difficult to locate those opportunities.
Common Challenges in All Phases

- Faculty working in isolation
- If you identify like-minded colleagues, there is a struggle to find time to work together
- Difficult to find opportunities to learn how to support your scholarship and those of other faculty
- Low success rate in finding and receiving funding from federal and foundation agencies
Funding

Our doubts are traitors,
And make us lose the good we oft might win
By fearing to attempt.

William Shakespeare,
*Measure for Measure*, 1.4.77-79
Whatever course you decide upon, there is always someone to tell you that you are wrong. There are always difficulties arising which tempt you to believe your critics are right. To map out a course of action and follow it to an end requires courage.

- Ralph Waldo Emerson
Questions to Frame Faculty Panel Discussion

- Briefly (1 minute), what is the nature of your scholarship?
- How do I want my scholarship to evolve in the future?
- How does your scholarship fit into your overall career goals?
- Do you involve other people (researchers, students, non-academic stakeholders) in your scholarship?
- How do you support your scholarship?
- How do you support your scholarship in the face of competing demands of teaching and service and also life changes?
Mapping Your Scholarship

■ State in a few sentences the goals and questions of your scholarship.

■ This is *not* the goal or question for an individual research project but for your scholarly agenda.

■ Sketch a road map showing steps to be taken over the next 3-5 years to advance your scholarly agenda.
Example

Goal/Question

Preliminary/Past Data

Small Grant

Partners: internal and external to UNH

Partners: more involved

Large Grant

Large Grant

Even Larger Grant

Even Larger Grant
Example – Brad Kinsey

Engage with industry to address technical concerns, both fundamental and applied

Past NSF GOALI grants
Past NH IRC grants
Partners: internal and external to UNH

I/UCRC proposal
AMTech FIBERS grant
UNH CAMMI

Korkolis grants
Knezevic grants
Other research grants

Other national/international efforts

UNH Institute

Tsukrov/Gross grants
Lashmore grants
Other research grants

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How are rural and indigenous middle-school students motivated to learn science?

Past NSF Success on Inquiry in Classrooms

Research Leveraging Grant

Traditional Ecological Knowledge Workshop

NSF AISL Grant

SPIRALS Project

Small NSF Grants for International Workshops and Pilot Studies: Taiwan, New Zealand, Altai, Russia, Hawaii, New England

Past NSF Success on Inquiry in Classrooms

International Partners

Partners: Cooperative Extension University of Hawaii

Papers and book chapters

Editor of a Special Issue on indigenous learners

First author of the Handbook Chapter on indigenous learners in Science Education Research
How are rural and indigenous middle-school students motivated to learn science?

- NSF AISL (SPIRALS PROJECT)
- Cooperative Extension, Gedakina, Inc.
- Papers and Book Chapters
  - Book on how learners view sustainability and/or how to motivate rural and indigenous learners to learn science
- NSF DRK-12 Grant
- International Partners into SPIRALS
- International Funding (NSF OISE or DOE)
  - Expand to include University of the South Pacific
  - Workshop on Indigenous and Rural Learners in STEM
Primary Research Question:

How have various strands of Christian theology informed ideas about race?

First 6 years (the tenure clock!)

Book Project: Becoming Christian: Race, Reformation, and Early Modern English Romance
(a revision of Ph.D. dissertation)

How did the Reformation in England, and especially the Church of England's theology of baptism, affect the theological understanding of non-Christian (namely Jews and Muslims) to Christian conversion, contributed to the racialization of Jews and Muslims, and influence representations of conversion in English Renaissance literature?

- Graduate School Summer Faculty Fellowship (2 months)—travel to Huntington Library to work with Parker Society Publications & Ralegh’s Discovery of Guiana
- Use research to write article on Ralegh’s Discovery and submit to journal
- Write, write, write

- Center for the Humanities Faculty Fellowship (1 semester)—return to Huntington to work with Parker Society Publications, return to the literary texts
- Write article on Othello and submit to journal

- Write book proposal
- Write, write, write: complete rough draft of the book

- NEH fellowship at Folger Shakespeare Library (1 year)—finish work on English theology of baptism; finish the literary analysis.
- FINISH WRITING THE BOOK!!! and send it to publishers.
Example – Dennis Britton

Second Book Project

- Spend the year reading new scholarship I find interesting
- Think about what’s next, share ideas with other scholars
- Work on side project (edited collection) on Shakespeare and Source Study

- **Solidify second book topic: Race and the Politics of Pity in Early Modern English Literature and Theology**
- Finish defining specific research questions for project
- Work on edited collection, send to publishers

- Apply for short-term fellowships and internal funding
  - Internal: Center for the Humanities; Faculty Scholars
  - External: short-term fellowships at Huntington, Folger, NEH Summer stipend
- Finish edited collection
- Summer: trips to Huntington and/or Folger, talk with program officers, investigate their holdings

- Apply for short-term fellowships and internal funding
- Focus on writing 1 article from the book to send for publication in a journal

- Apply for external funding (long-term fellowships)
  - NEH, ACLS, Folger, Huntington, Humanities Centers (NHC, Radcliffe, Madison, Stanford)
  - Continue to write: if essay not accepted, continue revising and resubmit

- Hopefully be on a fellowship, if not, apply again for long-term fellowships
- Write, write, write!
- **Send out a second article from book project**

- **Finish book and send to publishers!!!**
Debrief and Homework

- Finish your scholarly roadmap if you are not already done.

- Prioritize your activities developed from the workshop exercise: “Mapping Your Scholarship” and select the one you would like to focus on for the rest of the academy.

- Outline a one-page description of that activity and how it fits into the larger picture of your scholarship.
Debrief and Homework

The one-page outline should address the following questions (but not all may apply to your scholarship):

- What is your scholarship goal or question and why is it important?
- Why should you be the person to conduct this scholarship?
- What funding agencies and specific programs would support this scholarship?
- What level and kind of funding would you need to be successful?
Debrief and Homework

- What tasks or steps are necessary for this scholarship?
- What partners (if applicable) are necessary for the success of this scholarship?
- What resources (at UNH and elsewhere, e.g., small grants) are available to assist with and initiate this scholarship?
- What are the impacts of the scholarship on public audiences or communities?
Example – Brad Kinsey

- **What is your scholarship goal or question and why is it important?**
  Goal: Engage with industry to address technical concerns, both fundamental and applied

- **Why should you be the person to conduct this scholarship?**
  Connections with industry and at funding agencies, past success in securing funding

- **What funding agencies and specific programs would support this scholarship?**
  NSF I/UCRC, NIST AMTech, DOD ManTech, NNMI, NH IRC, DOE ARPA-E, etc.

- **What level and kind of funding would you need to be successful?**
  The goal for CAMMI is to be a $1-1.5M enterprise. This would include funding for research engineers, administrative support, equipment, etc. For a given project, $100k/year to support RA graduate student, equipment, faculty summer salary, etc.
Example – Brad Kinsey

- **What tasks or steps are necessary for this scholarship?**
  To advance from single project funding to have more sustained funding with larger grants over several years. To get other faculty members to participate in this vision.

- **What partners (if applicable) are necessary for the success of this scholarship?**
  Local/national/international industries, NH MEP, NH community colleges, collaborators at other universities, federal and state agencies, UNH entities.

- **What resources (at UNH and elsewhere, e.g., small grants) are available to assist with and initiate this scholarship?**
  NH IRC, NH MEP, state EPSCoR committee, faculty members, etc.

- **What are the impacts of the scholarship on public audiences/communities?**
  Engaging with industry will have several benefits for US manufacturing and the nation (economic prosperity, jobs creation, and national security), for students at UNH, etc.
Example – Eleanor Abrams

What is your scholarship goal or question and why is it important?
Question: How are rural and indigenous students motivated to learn science?

Why should you be the person to conduct this scholarship?
Knowledge of indigenous students learning of science internationally and past NSF success. Partners have expertise and connections in rural and indigenous communities and schools.

What funding agencies and specific programs would support this scholarship?
NSF DRK-12 grant, $1M

What level and kind of funding would you need to be successful?
A pilot of 3-4 schools (100-200 students) could be accomplished for 40-50K. This would include part-time graduate assistant, salary for partners as necessary, professional development funds, some equipment of teachers.
Example – Eleanor Abrams

What tasks or steps are necessary for this scholarship?
1. Successfully complete the SPIRALS project including starting to publish data
2. Work with some existing SPIRALS school teachers and partners to modify SPIRALS for classroom
3. Pilot the modified SPIRALS curriculum and research in 2-3 classrooms

What partners (if applicable) are necessary for the success of this scholarship?
School partners/teachers, Cooperative Extension and Gedakina, Inc.

What resources (at UNH and elsewhere, e.g., small grants) are available to assist with and initiate this scholarship?
State EPSCoR committee, faculty development grants

What are the broader impacts of the scholarship?
To enhance scientific literacy in students from under-represented groups
What is your scholarship goal or question and why is it important?

Question: How have various strands of Christian theology informed ideas about race?

Why answering this question is important: Race and religion are aspects of identity that have been—and continue to be—fundamental to community/national formation. It is important to understand how religion (and especially Christianity because of its legacy in the “West”) has informed ideas about race because of the numerous political and social tensions that both race and religion have inspired.

Why should you be the person to conduct this scholarship?

I have expertise in early modern English theology and literature, which has been established by my various publications and grant funding.
Example – Dennis Britton

• What funding agencies and specific programs would support this scholarship?
  NEH (Summer Stipend; Fellowships); ACLS (Burckhardt Fellowship for Recently Tenured Scholars)

• What level and kind of funding would you need to be successful?
  1. 2 or 3 small grants ($3000-$4000) to fund summer travel to rare book libraries.
  2. Larger grant for 1-year salary replacement to provide uninterrupted time to complete book manuscript.

• What tasks or steps are necessary for this scholarship?
  1. Lots and lots of reading! Identifying uses of the word “pity” in early modern texts about relations between Christians, Muslims, and Jews; and identifying moments when authors attempt to elicit pity from readers.
  2. Travel to rare book libraries
What partners (if applicable) are necessary for the success of this scholarship?
Senior scholars who will endorse the book project by writing letters of recommendation

What resources (at UNH and elsewhere, e.g., small grants) are available to assist with and initiate this scholarship?
At UNH: COLA Summer Faculty Fellowship; Center for the Humanities Faculty Fellowship; Faculty Scholars Program. Outside UNH: short-term and long-term fellowships at rare book libraries and humanities centers

What are the impacts of the scholarship on public audiences/communities?
A better understanding of how Christian theology and its seemingly non-religious mutations within “secular” politics have influenced the racialization (e.g. in literature and popular culture) of others, especially Jews and Muslims.
Homework

• Finish scholarly roadmap exercise and your outline of your project.

• Post the map and your description to the faculty learning communities’ database at http://www.facultylearningcommunities.unh.edu. Bring 1 copy of your map and your one-page description to the next workshop (on Feb 6th) to share with your colleagues.

• Schedule your first meeting with your scholarly coach if you have not already done so. Review the scholarly coach/scholar working agreement at first meeting.