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
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 24th and Graduation May 2nd
- 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
Workshop 1

The secret to success is to be ready when your opportunity comes.

- Benjamin Disraeli
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
- Mapping 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:** Developing an “Excellent” Proposal

**Workshop 6:** Engagement and Principles of Partnership

**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 timeline 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=coache&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.
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

- You are not the only claimant to the tenured post. We hired four other assistant professors.
- The dragons are impressive, but you'll need more outside funding to really impress the committee.
- We are all that stands between civilized society... and college students.
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 sidetrack 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.
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 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
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

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

Partners: Cooperative Extension Gedakina, Inc.
How are rural and indigenous middle-school students motivated to learn science?

- NSF AISL (SPIRALS PROJECT)
- NSF DRK-12 Grant
- International Funding (NSF OISE or DOE)

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
- Workshop on Indigenous and Rural Learners in STEM

Expand to include University of the South Pacific
Example – Dennis Britton

1st book on Reformation theologies of race and early modern English literature

NEH Fellowship

2nd book on pity in EM English literature

Year-long NEH, ACLS, NHC grants

MLA panel on Shaks’s Spain

NEH Collaborative Research Grant w/ Wall-Randell

Sponsor conference and collection of essays

How does Reformation Theology and Literature create categories of Similarity and Difference
Debrief and Homework

- Finish your scholarship road map 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 broader impacts of the scholarship?
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:* What is the role of pity in early modern theological, political, and literary discourse? Does pity function similarly or differently in these discursive fields? Does pity structure group—racial, political, religious—belonging and exclusion?

*Why answering these questions is important:* Who/what is deemed pitiable is socially and historically constructed; e.g., people of color, religious minorities, animals, the planet have not always been—and not always are—deemed as deserving human pity. Examining pity thus provides an avenue for understanding how emotions shape relations between people, as well as between people and things.

Why should you be the person to conduct this scholarship?

I have expertise in early modern English theology and literature. This project builds upon work done in my first book, which examines how theology and literature cooperate in the formation of racial identities, and then concludes considering the political consequences of this cooperation.
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?**
  2 or 3 small grants ($3000-$4000) to fund summer travel to rare book libraries.
  1 larger grant for 1-year salary replacement to provided 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, and moments when authors attempt to elicit pity from readers.
  2. Travel to rare book libraries
Example – Dennis Britton

- **What partners (if applicable) are necessary for the success of this scholarship?**
  Senior scholars who will endorse the 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?**
  COLA Summer Faculty Fellowship; short-term fellowships at rare book libraries

- **What are the broader impacts of the scholarship?**
  A better understanding of how past public discourses—religious, political, literary—have shaped who and what is deemed worthy of pity, and thus who/what is worthy of being treated humanely.
Homework

- Finish mapping exercise
- 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 Jan. 31) to share with your colleagues.
- Read Chapter 1 in the Art of Funding book that can be found in the back of your notebook.
- 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.