



**Preliminary Recommendations Report for
The P³: A Collaboratory for Pedagogy, Professional Development
and Publicly-engaged Scholarship**

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EXECUTIVE SUMMARY

Upon the recommendation of the New Professoriate Action Group and the Chancellor and her leadership team, this document provides recommendations for the implementation of a comprehensive development center, The P³: A Collaboratory for Pedagogy, Professional Development and Publicly-engaged Scholarship, to serve the needs of the existing and emerging professoriate while supporting the mission of the University.

Subcommittees each worked on one of the three content areas of Pedagogy, Professional Development and Publicly-engaged Scholarship to investigate what other institutions of higher education were doing in these areas, benchmark programs, and make recommendations for the P³ Collaboratory.

The pages below provide background and context, the primary recommendations¹ from each area, and the staffing space needs of the program. Below are the recommended implementation activities over three time periods: immediate (this academic year), intermediate (7/17 through completion of the Dana Library renovations around 12/18), and full implementation upon the occupation of the renovated space.

Phase 1 (July 1, 2016 - June 30, 2017)

Preparation and planning for the following activities:

- (1) Implement Chancellor's Conference on the New Professoriate
- (2) Implement ACUE teaching certificate program
- (3) Implement Gateways to Success program
- (4) Continue to administer Chancellor's Seed Grant program
- (5) Host P-ES seminars x 2 (including the Seed Grant Scholarship Day)
- (6) Revitalize existing and create additional P-ES awards
- (7) Plan for Phase 2 activities

Phase 2 (July 1, 2017 - December 31, 2018)

Preparation and planning for the following activities:

- (1) Implement Intergroup Dialogues and Facilitation seminars
- (2) Implement Academic Leadership Development program
- (3) Solicit for Chancellor/Provost's Leadership Fellow program
- (4) Implement new faculty retention plan and activities (including writing groups, affinity groups, mentoring)
- (5) Create graduate student and faculty teaching fellows program
- (6) Implement wellness and career success activities
- (7) Review Phase 1 activities and revise as necessary; plan for Phase 3 and move to new location

¹ Full recommendation reports from each subcommittee are included in the appendices. These contain many more items than this document. These additional recommendations will be considered as we move forward. The documents also include the benchmarks.

Phase 3 (January 1, 2019 - ongoing)

Preparation and planning for the following activities:

- (1) Review Phase 1 and 2 activities and revise as necessary
- (2) Implement all remaining recommendations

INTRODUCTION

Upon the recommendation of the New Professoriate Action Group and the Chancellor and her leadership team, this document provides recommendations for the implementation of a comprehensive development center, The P³: A Collaboratory for Pedagogy, Professional Development and Publicly-engaged Scholarship, to serve the needs of the existing and emerging professoriate while supporting the mission of the University.

Higher Education Context

If you want to know what American higher education will look like in 20 years, all you have to do is look at RU-N's student body that so richly reflects the complex intersectional landscape of heritage, language, race and ethnicity, class, sexuality, faith traditions, and more. We know that the professoriate of the future will also be more diverse, and in every way possible; ethnically and racially, in their scholarship, and in their faculty lives. The current and future professoriate is made richer from increasing opportunities for people who historically have not sought or been hired for faculty positions. We expect that new members of the professoriate will come from many different kinds of communities, both geographic and intentional, that they will increasingly engage in scholarship with members of those communities and will be better prepared to teach a richly diverse student population. We also expect it to continue to be comprised of non-tenure track faculty (NTTs), part-time lecturers (PTLs) and professors of practice—a diverse faculty of dedicated instructors who often connect the institutional learning experience to the lived work experience outside academia. We expect a growing interest in publicly-engaged scholarship (as institutions across the nation are seeing and embracing) as our many publics continue to ask higher education to contribute high impact scholarship to meet the needs of a challenged world. Those challenges are messy and will require collaboration across disciplines to tackle questions of significant impact. The New Professoriate's teachers and scholars, therefore, are a bridge to more experiences, fuller meanings and new possibilities.

As we grow toward our aspirant selves, it is clear that we need to attend to increasing our excellence through consciously and intentionally diversifying our faculty and graduate students and providing our faculty and students with the supports needed for successful careers in teaching, scholarship and public engagement.

The New Professoriate Action Group and Alignment with the RU-N Strategic Plan

The Rutgers University Newark Strategic Plan² is not so much a detailed set of actionable items, but a call to action guided by a strong commitment to the role of a public university in public life: to be a source of innovation for the public good and to be an engine of social mobility to the residents of the communities in which we are embedded. Generated through a bottom up process of engagement with members of the Rutgers University Newark community, the plan is organized around eight strategic priorities that will produce the change we envision, including:

- Invest in collaboration in academic and research programs

² Rutgers University Newark: Where Opportunity Meets Excellence. Strategic Plan 2014. http://www.newark.rutgers.edu/files/rutgers_strategic_plan.pdf

- Invest in our students
- Invest in our faculty, and graduate/professional students
- Value our professional and support staff
- Invest in places and spaces
- Invest in anchor institution collaboration
- Leverage our diversity and build civic dialogue
- Tell the RU-N story more effectively

Many of our signature initiatives, including this one, meet many of our core priorities. In fact, with the possible exceptions of valuing staff and telling our story, every other priority is reflected in this plan. Keeping in mind the mission of our university - student success and high impact scholarship - providing comprehensive supports to faculty and students around teaching, leadership, collaborative publicly engaged scholarship, and personal/career success are an absolute must.

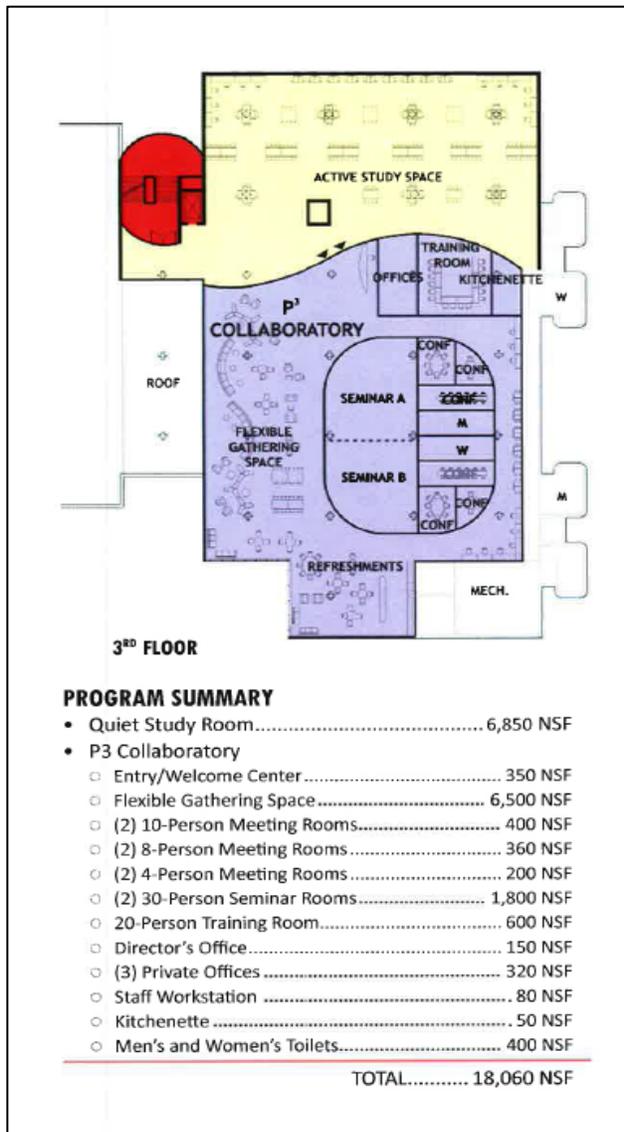
In May 2015, the members of the New Professoriate Action Group submitted a preliminary recommendations report³ to the Chancellor and her leadership team. Among other recommendations, several apply directly to this proposed initiative; thus forming the basis and rationale for the need for a broad-based faculty center, including recommendations for: (1) a mentoring structure to support junior and new faculty (#4); (2) a Faculty Development Office (FDO) to increase research productivity, especially publicly engaged scholarship, leadership skills, and work-life balance across the faculty life cycle (#4); (3) strategies to continue to diversify the faculty and increase leadership roles for faculty of color (#5); (4) a Center for Teaching Excellence and Innovation (#7); and (5) a Graduate Office of Career Training to support graduate students' exploration of career paths and successful career advancement (#8).

To support the emerging new professoriate as a whole and its needs, this center, The P³ Collaboratory, will engage in the life of the professoriate from preparation of graduate students for diverse career trajectories, through identification and recruitment of promising scholars, providing the best supports for a successful career from hiring to retirement and beyond. Under a general rubric of faculty and student development, the P³ Collaboratory will provide supports to increase excellence in teaching, scholarship (particularly publicly engaged scholarship), leadership, and career success. The P³ Collaboratory is a place for scholars to come together across disciplinary, rank and professional boundaries to engage in critical challenges facing our community and society; to be a part of teaching, scholarship and leadership learning communities; and to join in discussions that are of utmost importance to us as a university community-all in a dynamic, flexible and creative space.

³ First Report and Preliminary Recommendations of The New Professoriate Study Group Rutgers University-Newark. May 2015. http://newark.rutgers.edu/files/newprof_report_spring_15_final.pdf

SPACE AND RENOVATIONS

The P³ Collaboratory is proposed to occupy Dana Library’s 3rd floor. This approximately 18,000 square foot shell space has been undeveloped for 17 years. Under the Master Facilities Plan, the Dana Library, including the 3rd floor, will undergo substantial renovations in the near future to fully realize the potential of the Dana Library to become the “integrative learning environment where students and faculty of all disciplines and the community at large have facilities and technologies to foster connections and exchange ideas.”⁴



At the heart of the University, Dana Library is the perfect place for the P³ Collaboratory. Centrally located and a resource to all of the University community, the P³ will be neutral convening space allowing for scholarly collaboration across sectors, including:

- Faculty/students
- Community/university
- Across departments and schools/colleges.

It will also be common ground for discussions of broad university-focused programs and topics (e.g., the role of publicly engaged scholarship in faculty research, teaching and service; increasing the diversity of the faculty; preparing graduate students for their future careers; and developing retention strategies for junior faculty). The P³ Collaboratory will offer space and opportunity for faculty, graduate students and community members to grapple with today’s most challenging issues beyond the narrow scope of particular disciplines, while deeply engaging the nuances of those same disciplinary conversations.

The P³ Collaboratory covers just over 11,000 square feet, in which new, emerging, early career and seasoned faculty will have

opportunities to work alone or with others in various spaces, including open flex space, a large 20-person training room, six meeting rooms accommodating four to 10 persons, and two 30-person seminar rooms. Sharing the 3rd floor is a large, nearly 7,000 square foot area for student quiet study that will also enhance faculty-student interactions of many kinds.

⁴ Vision Document: Dana Library Renovation. Figure above also from the Vision Document.

TEAM MEMBERS AND PROCESS

The P³ Implementation Team, co-chaired by Bonita Veysey, Vice Chancellor for Planning and Implementation, and Consuella Askew, Director of the Dana Library, is comprised of faculty, staff and students across disciplines and schools/colleges.

Name	Affiliation
Consuella Askew (co-chair)	Dana Library
Jason Bird	FAS-N Social Work
Kevin Dowlin	Technology and Learning
Omanjana Goswami	FAS-N Earth & Environmental Sciences (PhD student)
Taja-Nia Henderson	Law
Diane Jammula	FAS-N Physics
Elena Lahr-Vivaz	FAS-N Spanish/Portuguese
Bil Leipold	Human Resources
Lindsey McDougle	SPAA
Arturo Osorio	RBS
Andres Rengifo	SCJ
Shana Russell	FAS-N American Studies (post doc)
Corlisse Thomas	Student Affairs
Bonita Veysey (co-chair)	Office of the Chancellor
Krista White	Dana Library

In creating a program plan for the P³ Collaboratory, the Implementation Team was encouraged to think expansively without regard to cost or potential implementation barriers. To begin the work, the Implementation Team was divided into three subgroups:

1. Pedagogy: Teaching Innovation and Excellence
2. Professional Development: Career Excellence and Sustainability
3. Publicly-engaged Scholarship: Excellence in Collaborative Scholarship

Beginning in January 2016, the team met every week for an hour and a half. The group met as a whole every two weeks and as subgroups on off weeks. Each workgroup investigated successful existing programs from other colleges and universities to serve as examples of program elements and as benchmarks. The recommendations in this report reflect thoughtful discussions of what we learned and how existing programs might be adopted or adapted for use at Rutgers University-Newark.⁵

LEVERAGING RESOURCES AND COORDINATING WITH RU-N OFFICES

Nothing that is so expansive as this initiative can be successful without active partnering with existing RU-N offices and resources. In terms of the primary activities, the Graduate School, the Office of University and Community Partnerships, the Cornwall Center, the Office of Research

⁵ This report contains highlights of the subcommittees' work. Full subcommittee reports are attached as Appendices.

and Sponsored Programs, the Office of Human Resources, the Office of Student Life and the Honors Living Learning Community are key partners. Throughout the recommendations presented below, there are references to graduate students, community partnerships, and professional development activities, among others. Many of the recommendations *require* co-sponsorship and we look forward to building the infrastructure with our partners to bring these ideas to reality.

Further, many smaller initiatives dovetail with proposed P³ Collaboratory activities, including several seed grants (e.g., The Collaboratory, Boot Camps for Graduate Student Success). Finally, Rutgers University as a whole offers other resources, such as on-line Blackboard courses, that can be used.

We will begin to develop and strengthen relationships and collaborations with these offices and resources over the early months of the P³ Collaboratory. We expect that many opportunities to co-sponsor events and trainings will emerge as we move forward.

PROGRAM COMPONENT RECOMMENDATIONS

I. Pedagogy: Teaching Innovation and Excellence

As institutions of higher education are increasingly called upon to produce an educated citizenry prepared to take on the challenges of a new workforce in a global community, we, at Rutgers University-Newark, are reflecting deeply on the meaning of student success. As an R1 institution, faculty members of all ranks face the tension that exists between the need to produce high quality research and scholarship and the challenge to improve student outcomes through excellence in teaching and pedagogical innovation. Further, as we prepare our graduate students, the next generation of faculty, we must be cognizant of the fact that most who seek jobs in academia will find their place in teaching colleges. We have a responsibility to prepare those students for the various employment paths they might pursue, including teaching them how to teach.

The sub-committee recommends three general resources to increase teaching effectiveness across our university:

- manualized instructional courses and workshops,
- additional specialty workshops, conferences and institutes, and
- intensive teaching mentoring and technical assistance.

The Pedagogy program is designed to provide a robust and innovative selection of targeted instruction and activities that will inspire, inform, and enhance the educational experience for both students and faculty at RU-N. The anticipated immediate outcomes of this program are students who are wholly engaged in the classroom, who achieve the learning goals of their courses, and who successfully complete their courses.

Manualized Instructional Courses and Workshops

Three programs that have the potential for great impact have been identified, including the Association for College and University Educators' (ACUE) Teaching Excellence for Student Success, a 25 module on-line teaching program with active learning communities for each cohort of faculty and graduate students; the John N. Gardner Institute's Gateways to Completion to improve student success in gateway courses; and an adaptation of the University of Michigan's Intergroup Dialogue training (with facilitation training) that will go hand in hand with a student training.

ACUE's Teaching Excellence for Student Success

From September to December 2015, a small group (n=37) of Rutgers University-Newark faculty participated in a pilot of ACUE's curriculum. In terms of teaching experience, 27% had more than five years, 55% had one to five years, and 18% had not taught before. Overall, faculty participants were very satisfied with the program, particularly in regard to reflecting on and implementing new techniques. Additionally, 94% of the faculty found it valuable to review techniques they already knew; 88% reported feeling more confident in the classroom and 82% stated that they would recommend this course to a colleague. As a result of our participation in the pilot, we believe our faculty would enjoy and benefit from this opportunity.

The curriculum has 25 modules (27 total with a choice among several for the end total of 25) covering five content areas, including: designing an effective course and class, establishing a productive classroom environment, using active learning techniques, promoting higher order thinking, and assessing to inform instruction and promote learning. The typical ACUE course involves cohorts of faculty (and graduate students) who independently view the online module(s) for the week, try out one or more new techniques, and then meet with other members of their cohort to discuss their experience and refine their techniques. At the end of the course, all participants receive a teaching certificate that would be acknowledged nationally (n.b., ACUE's curriculum has been endorsed by the American Council on Education) and could serve as a clear marker of commitment to teaching excellence beyond the traditional student evaluations.

We expect to offer this course to 100 participants during the first year with approximately 175 participants per year for the following four years. All tenure-track/tenured faculty, NTTs, PTLs and teaching graduate students would be eligible to participate.

John N. Gardner Institute's Gateways to Completion⁶

Gateways to Completion (G2C) is a comprehensive process that mobilizes institutions to substantially improve gateway courses. Specifically, the G2C process is designed to help institutions, and/or the systems of which they are a part, collect and analyze data to craft and implement a plan for enhancing student learning and success in high-enrollment courses that have historically resulted in high rates of Ds, Fs, Withdrawals, and Incompletes (high DFWI rates). Lack of success in these courses is correlated with altered higher education goals

⁶ Text is excerpted from the John N. Gardner Institute for Excellence in Undergraduate Education, 2015.

including, for many students, the failure to complete a degree or certificate. These unrealized aspirations can limit social mobility and create increased debt – debt which students may never be able to repay.

The Gardner Institute believes that a pragmatic approach is the best approach for institutions working to improve student performance in high-enrollment, high-risk courses. Pragmatic approaches place context at the forefront. For this reason, the Gateways to Completion (G2C) process does **not** use a rigid definition of gateway courses that ignores context. Rather, for purposes of the G2C effort, the Gardner Institute defines gateway courses as courses that are:

- 1) **Foundational** in nature – foundational courses may be non-credit bearing developmental education courses and/or college credit-bearing courses;
- 2) **High-risk** – as measured by the rates at which D, F, W (for withdrawals) and I (for incomplete) grades are earned across sections of the course(s) considered for the G2C work; and,
- 3) **High-Enrollment** – as measured by the number of students enrolled across sections of the course(s) considered for the G2C work.

The three major components of the G2C process include: 1) Analytics facilitated via the Gateway Course Success Analytics Inventory, a Predictive Analytics model, and an Analytics Process Collaborative; 2) Active Learning / Engaging Pedagogies facilitated through a Teaching and Learning Academy; and 3) a Self-Study process that helps faculty apply evidence to action.

Throughout the process, the Gardner Institute provides:

- Support from a senior Institute advisor
- General support from other staff on elements such as the Student Learning Gains survey and the G2C technology platform
- Access and enhancements to the G2C on-line technology platform and tools
- Process webinars and meetings such as the G2C Community of Practice Annual Meetings and the Annual Gateway Course Experience Conference
- A predictive analytics process collaborative
- A teaching & learning academy
- Feedback sessions
- Research opportunities and opportunities to disseminate findings

Intergroup Dialogue and Facilitation (adapted short course)⁷

The Program on Intergroup Relations (IGR) is a social justice education program. IGR blends theory and experiential learning to facilitate students learning about social group identity, social inequality, and intergroup relations. The program prepares students to live and work in a diverse world and educates them in making choices that advance equity, justice, and peace.

Intergroup Dialogues are three-credit courses carefully structured to explore social group identity, conflict, community, and social justice. Each dialogue involves identity groups defined

⁷ University of Michigan- <https://igr.umich.edu/article/about-program-intergroup-relations>

by race, ethnicity, religion, socioeconomic class, gender, sexual orientation, (dis)ability status, or national origin. Each identity group is represented in the dialogue by a balanced number of student participants, usually five to seven participants from each group. We also offer dialogues where only participants from the same identity groups are placed in the dialogues. These are called intragroup dialogues.

Trained student facilitators—one from each represented identity group—encourage dialogue rather than debate. Students examine and discuss reading materials that address issues and experiences relevant to the groups in the dialogue, in relation to both the University setting and general society.

All of our dialogue courses focus on power imbalances within and between social identity groups. Facilitators and participants explore similarities and differences among and across groups, and strive toward building a multicultural and democratic community.

Past dialogues have included:

- Multiracial
- Gender
- Race & Ethnicity
- Socioeconomic Class
- White Racial Identity
- Religion
- Arab/Jewish
- International/US
- Sexual Orientation
- (Dis)ability Status
- Students of Color Intragroup

After a four-person team from Rutgers University-Newark attended the National Institute on Intergroup Dialogue (IGD) in June 2016, we believe that IGD is worthwhile pursuing for our students. While IGD was developed for engaging students, we recommend developing a parallel path for faculty. The student version is a semester long, 3-credit course, followed by opportunities for students to take two additional courses in facilitation and a practicum (i.e., co-leading a group under supervision). After consulting with an Institute member, Mark Chesler, it seems both feasible and advisable to offer a two-part short seminar on the basics of IGD content and IGD facilitation; and, thus, beginning to truly leverage our student diversity while helping faculty to understand the many ways that privilege plays out, to develop skills to manage difficult conversations, and to create greater equity of voice in the classroom.

Additional Specialty Workshops, Conferences and Institutes

In addition to the workshops, we also propose to offer workshops not included in the ACUE curriculum, and more intensive focused programs, institutes and conferences to enable faculty to delve deeply into particular content areas. These events will offer faculty an opportunity to learn from their peers, establish and sustain a community of practice, as well as advance the ethos of interdisciplinary collaboration across the university.

Additional Workshops

Not all of faculty teaching development needs can be addressed through the offerings noted above. Rutgers University-Newark's context and resources generate their own special interests. Examples of additional workshops include:

- *Copyright or Copywrong?:* A one-day institute designed to think about how to reduce dependency on expensive textbooks and course materials through the use of open educational resources (OER), how to find them, and how to adapt and use them productively. The course will help faculty craft activities and assessments to align these materials to existing course learning outcomes.
- *Hands on Learning: Tapping into the Library's Material Resources:* This workshop will offer a forum for faculty, graduate students, and librarian faculty and staff to share pedagogical models that integrate RUL's rich library collections into classroom work and discussion. It will also discuss the value of incorporating instruction on research methods into literature courses at any level.
- *Using Theater Techniques to Enhance Learning:* Participants will learn theater techniques to improve their use of nonverbal communication in the classroom and strategies to improve how they project confidence through the use of their voice.

Integrating Technology and Gadget Garage

Maximizing the use of existing Rutgers University courses, such as the six Blackboard trainings and the on-line course development training, other examples of offerings include:

- *Mobile Learning Institute:* Multi-day event that explores strategies for integrating mobile devices in instruction.
- *Gadget Garage:* Technology lending service for teaching faculty only. The Garage will provide an incentive for faculty to try out devices, thus serving as a sandbox while providing access to technologies that can be integrated into classroom activities.

Pedagogicon

An annual all day conference with RU-N faculty and invited guests, the Pedagogicon will examine and highlight high-impact educational practices that promote scholarly and creative teaching in highly effective instruction.

Intensive Teaching Exploration/Mentoring and Consultation Opportunities

Learning Communities and Teaching Fellows

In addition to the ACUE learning cohorts, we recommend a cohort-based Teaching Fellows program for full-time faculty and Ph.D. students (separate groups) to continue to demonstrate University support for teaching excellence and to grow a community of strong teachers. The RU-N Teaching Fellows program (about six to eight fellows per year) will be open to all those who are interested in learning and introducing innovative new strategies into their classrooms and

who are interested in sharing insights and ideas with a cohort of teacher-scholars as well as the larger RU-N community.

Graduate Student Teaching Fellows will work in an interdisciplinary fashion to teach/facilitate students in the Honors Living Learning Community core courses; specifically, the core course, Local Citizenship in a Global World recitation sessions, and facilitation of Navigating Places, Spaces and Identities (HLLC 301) and Voice, Citizenship, and Community Engagement at RU-N (HLLC 302) in partnership with HLLC or Student Life staff. All fellows will meet weekly to debrief and prepare for the following week. This will give graduate students the opportunity to work under close supervision in the classroom with constant feedback.

Recruited at the beginning of the Fall semester, Faculty Teaching Fellows will propose an innovative teaching or learning strategy that they would then implement in a course in the following Spring semester. Since we expect faculty to teach courses on load in their departments, we would like to make this a competitive process with a small stipend attached for the additional workload (e.g., \$3,500 – \$5,000). Fellows will work to design a course using innovative and effective pedagogical methods. During the developmental stage and during the semester the course is offered, Fellows will meet to discuss their projects at a monthly “Lunch-and-Learn” session. To maximize excitement and visibility, the Fellows will blog about their experiences over the course of the year (both during the development process and as they teach the course). The blog will be posted on the P³ website. The Fellows will also be featured presenters/panelists at major events sponsored by P³ (e.g., Pedagogicon). Finally, we expect the Teaching Fellows to serve as liaisons to their schools/departments to share the knowledge gained from the program with their colleagues.

Mentoring and 1-on-1 Consultations

Mentoring is a key component of teaching excellence, and can be valuable to those at all stages of their careers. First-time teachers will benefit from mentoring as they learn to navigate the terrain of the classroom, but so too will those with substantial teaching experience here at RU-N as well as those who come to us from other institutions who must learn to adapt their pedagogy to best meet the needs of RU-N students. This is also true for those who wish to incorporate new technologies or techniques into their teaching. The following are suggestions to encourage and facilitate mentoring at RU-N at all levels.

Effective teaching should be a priority for graduate students, in part because they are often required to serve as instructors for RU-N undergraduate courses. The university should ensure that excellence in teaching is consistent across the campus, which means being committed to mentoring graduate students who serve as teaching assistants and part-time lecturers. Many of these graduate students are first-time teachers, standing in front of the classroom for the first time. In addition to the ACUE teaching (certificate) curriculum with its learning cohorts, we recommend that the P³ Collaboratory provides additional supports, including facilitator-led peer mentoring, 1-on-1 consultation and observation.

For faculty members not in the Fellows program, we recommend developing a capacity to provide 1-on-1 consultation to address issues specific to the faculty member and his or her

classroom context. For example, some senior faculty members have expressed discomfort in handling difficult topics when they arise unexpectedly in the classroom and have stated that they would like to have someone to help them be better prepared for these events.

II. Professional Development: Career Excellence and Sustainability

In this area, we seek to develop a robust curriculum targeting skill development and knowledge sharing across multiple areas of faculty professional development. In conceiving of programmatic priorities for the P³ Collaboratory, our recommendations focus on institutional interventions that support faculty development over the lifecycle of an academic career. To that end, we have identified core competencies that the university can develop and promote among all faculty as well as advanced graduate students, and the specific competencies for faculty at various points in their careers.

There are numerous core competencies that ought to be present in each member of our teaching and research staff, whether a graduate student, adjunct, non-tenure track, tenure-track, or tenured faculty. Our model of career excellence presumes that these competencies are based upon a conscious acquisition and development of skills, not simply the possession of “talent” (i.e., specialized knowledge or intellectual promise). Our model also presumes an institutional commitment to faculty retention and advancement. Accordingly, these core competencies include a focus on scholarship, teaching, and service, the three core competencies evaluated for tenure and promotion, but are not limited to these areas of excellence. In order for faculty at all stages of their careers to be successful in their scholarship, teaching, and service roles, other skills and supports are critical. Therefore, we have also incorporated career sustainability, personal wellness, and leadership development into our core competencies.

While understanding that the career stage is important (i.e., some needs of various cohorts differ), other competency and skills development are the same and require only small adjustments in focus. Where there is a substantial difference as is often the case between graduate students and faculty, the cohorts will be discussed separately. The recommendations presented below reflect the areas of scholarship and research skill development; career sustainability; building capacity for academic administration; and wellness.

Scholarship and Research Skill Development

Writing Groups and Spaces

The primary focus for advanced graduate student scholarship/research must be a rigorous and fruitful dissertation. We recommend that the university offer regular multi-session workshops on varying research methodologies, dissertation formats, IRB processes, and tech tools that will assist in streamlining the research and writing process. Additionally, dissertation writing boot camps (also called “write-ins” or “write-on-site”) or regularly scheduled meetings will allow students to create community outside of their departments or cohorts thereby encouraging collaborative research, information-sharing, and interdisciplinary scholarship, while holding themselves and other cohort members accountable for productivity. Secondly, we recommend a

dedicated space for graduate students to work. We believe such a space could foster both co-working and writing.

It is important that early-career faculty view themselves as important contributors to the field. The first few years are a high stakes time, where junior faculty either establish a productive research and teaching regimen or do not, putting their future tenure at risk. We recommend that the University build infrastructure that both provides dedicated space and time for new faculty to write and conduct research, in addition to providing guidance regarding grant writing and the publishing process. Like graduate students, junior faculty would benefit from a dedicated faculty writing lounge (not necessarily different from the dedicated graduate student space), writing groups and retreats, and faculty workshops on topics, such as grant writing, preparing a manuscript, communicating with publishers, and turning the dissertation into a book. It is critical that junior faculty members are both able to conduct research and write and are given supportive feedback.

Not only might junior faculty benefit from writing groups, but tenured faculty also could benefit from participating in self-selected groups that regularly write together, particularly around topical areas (i.e., public health, HIV prevention, racial disparities, re-entry issues) or methodologies. These groups would be able to provide feedback on grants, manuscripts, and/or writing ideas that can help to propel projects forward.

Workshops and Panel Discussions

Workshops and panel presentations can be important sources of information for faculty as well as provide opportunities to network with editors, publishers, and others who can provide direct assistance and advice. Workshops on issues related to productivity could be useful in helping faculty (including graduate students) overcome short-term and long-term challenges to research and writing. Examples of workshop topics include: time and workflow management, using tech tools to increase writing efficiency, learning advanced quantitative/qualitative research methods, and managing the co-author relationship. Similarly, panel discussions with experts on publishing and grantsmanship, including successful grant writers, journal editors, publishers, and funders, might be a valuable resource to increase research productivity over the faculty career. For example, topics include how to find a “good fit” journal, understanding impact factors and other measures of audience impact, working effectively with libraries and librarians, how to write an op-ed piece, and understanding the book publication process.

Career Sustainability

Across the faculty career, there are very specific potential transition points: from graduate student to faculty member, from pre-tenure to tenured, from active faculty to retirement. Each transition point creates substantial stress and, for many, the knowledge of how to negotiate these transitions is limited. We recommend stage specific workshops to help individuals in their various processes. For example:

- Preparing advanced graduate students for the academic tenure-track market (including interview skills, teaching portfolio resources, negotiating your first academic job contract, etc.)
- Preparing for promotion/tenure (the “nuts and bolts”, including Form 1(A), outside reviewers, timelines, etc.)
- Negotiating the politics of departments/units
- Navigating leave (including coaching on how to request leave and how to prepare for re-entry)
- Preparing for retirement

Building Capacity for Academic Administration

As in other areas of development, such as teaching, faculty members learn academic administration skills on the job. This means that academic administrators are not uniformly prepared for their new roles nor do they necessarily have all of the skills to manage an academic unit. For this university to function at its best, everyone must have the knowledge, skills and supports they need to succeed. Further, as the demographics of the new professoriate change, we need to pay particular attention to the academic leadership development of faculty of color and of other underrepresented groups. Four activities/programs are proposed below.

Academic Leadership Development Program

The Academic Leadership Development Program will target tenured faculty (i.e., Associate and Full Professors) and current academic unit leaders, including chairs and deans, with heavy attention to faculty of color and of other underrepresented groups. Built on a cohort model, this is a competitive initiative that would engage six to eight faculty per year to:

- Enhance knowledge of leadership strategies, skills, and practices
- Prepare faculty for possible formal and informal leadership roles
- Develop skills to expand career opportunities⁸

The program will consist of a set of workshops, conversations with senior leaders at RU-N to build institutional knowledge, the development of individual projects, and a shadowing experience with a senior leader on campus. The program will kick off with an intensive three-day summer retreat Workshops to cover the topics of career mapping, leadership tools, communication skills and peer-coaching (with applications time), as well as building institutional knowledge (e.g., understanding RU-N Responsibility Center Management, basics of Human Resources). Participants will also propose a leadership project during the retreat. Monthly meetings over the course of the year will give participants opportunities to revise and implement their leadership projects, as well as provide further workshops. During the Spring semester, participants will shadow a senior leader on a regular basis (at a time convenient to both individuals) to observe and explore how units are led and managed.

⁸ Adapted from Rider University’s Academic Leadership Development Program. <http://www.rider.edu/offices-services/teaching-and-learning-center/programs-services/academic-leadership-development-program>

We further suggest that RU-N continue to support faculty in external leadership training programs, such as the ACE Fellows and HERS Institute programs. These external programs expose emerging RU-N leaders to others from many different types of colleges and universities and builds strong networks. Together, these programs will develop a cadre of strong leaders who will be able and willing to assume formal or informal leadership roles.

Workshops for New Deans and Chairs

Using many of the workshops developed for the Academic Leadership Development Program, we believe that new deans and chairs would be able to increase their skill sets and improve confidence and effectiveness.

Chancellor/Provost's Leadership Fellow Program

The need for succession planning for RU-N leadership is great. Building on the Academic Leadership Development Program where faculty participants shadow senior administrators for a brief time, we recommend a year-long experience in the Chancellor/Provost's Office to give the next generation of leaders an opportunity to do a deep dive into senior administration. One person per year would be able to take on a project for a year under the mentorship of one of the members of the senior leadership team. This project would be co-designed by the partners. At the end of the year, the Fellow would be in a position to think about assuming a greater leadership role either here at RU-N or elsewhere. Our preparation of the next generation of leaders, thus, will contribute to the greater diversity of higher education administrators.

Expand LeadershipNewark

RU-N is committed to funding fellows for LeadershipNewark for staff members. We recommend that the LeadershipNewark opportunity be extended to include one or two RU-N faculty. By doing so, this leadership program will inform faculty about Newark's greatest challenges and opportunities and create possibilities for faculty to engage in Newark-based service and P-ES.

Wellness

Depending on the career stage, the needs for wellness supports vary. Graduate students and early stage faculty often are managing many life changes (e.g., marriage, separations, birth of children), moving to a new and unfamiliar area, and other major life events, while older faculty who are more established may be more concerned with future financial security and managing chronic health challenges. At every stage, the stress associated with the need for continuous productivity requires its own supports.

The kinds of wellness supports fall into two categories: workshops/webinars and affinity groups. Examples of workshops are:

- Work-life balance

- Financial planning (short- and long-term, with a focus on planning for life changes / events, incl. retirement)
- Finding community and support
- Managing stress (incl. the stress of relocating, promotion/tenure, academic rejection/frustration)
- Managing your time to match priorities
- Managing personal identity and diversity in the academic workplace

Some of these could be delivered in-person, while it may make sense for other topics to be covered through webinars (or some other confidential platform).

Affinity Groups

In addition to managing common stressors, a number of our graduate students and faculty also deal with navigating certain dimensions of difference and diversity. Women, people of color, and LGBTQ-identified academics would benefit greatly from safe, supportive, and affirming spaces within which they can begin to address the specifics of their particular experiences in the context of the academy. We recommend that we create spaces and places in the P³ Collaboratory to build community through support of various affinity groups.

III. Publicly-engaged Scholarship: Excellence in Collaborative Scholarship

As an anchor institution, Rutgers University–Newark is committed to addressing in collaboration with community partners the complex needs of the city in which we are imbedded and, to the degree that these needs represent global issues, far beyond the borders of Newark and New Jersey. Responsive to our dual mission of innovation and student access and success, this means engaging in high impact collaborative scholarship (i.e., P-ES) and creating and reinforcing structures that are ever more inclusive.

To support Rutgers University-Newark’s goals in these areas, recommendations fall into two primary areas: the valuing of publicly-engaged scholarship (P-ES) and increasing opportunities for collaborative, high-impact scholarship.

Valuing Publicly-engaged Scholarship (P-ES)

Engaging and Supporting P-ES and Other Academic Conversations in the Faculties

The New Professoriate (NP) Report not only proposed concrete steps that could be taken immediately to enhance publicly-engaged scholarship (P-ES), but also recommended that further information was needed from the schools and colleges and from peer institutions to engage in robust conversations about:

- Definitions, examples and assessment of P-ES
- Diversifying the faculty
- Innovations in promotion and tenure review (including P-ES and flexibility in the tenure clock)

- Better integration and valuing of NTTs and PTLs
- Graduate and post-graduate student training

We propose that the P³ Collaboratory be a resource center for hosting conversations through ongoing seminars with RU-N faculty panels of scholars and invited guests and providing material to support critical discussions about the role of P-ES and other issues as they affect departments and individual faculty members. These conversations will begin with the Chancellor's Conference on the New Professoriate to be held on October 28-29, 2016.

Hiring, Retention and Promotion Decisions

Similar to the recommendation of the P³ Collaboratory as a resource center for faculty conversations, it can also serve as a resource center to provide assistance in identifying exemplars and language that can be adapted for use at RU-N. Not only can the P³ Collaboratory provide help around P-ES, but also around strategies to recruit and retain faculty of color. Clearly, this recommendation must be developed in collaboration with the Provost and the Commission on Diversity and Transformation.

Incentives and Rewards for Publicly-engaged Scholarship

Consistent with Rutgers University-Newark's mission, reinforcing and further encouraging scholars across all levels and disciplines to concentrate on the complex questions and problems facing our world today and to engage in high impact, collaborative research are central. In addition to providing concrete methodological tools and resources and institutional commitment to scholars, incentivizing and rewarding P-ES will encourage more people to engage in this type of scholarship. In this area, it is particularly important to build collaborations: across disciplines, between the academy and the community, between emerging scholars (Undergrad, Masters and PhD students) and established faculty. The following provides a set of reward structures that can be implemented with few additional resources beyond what currently exists.

(a) Encourage P-ES through the Chancellor's Seed Grant Program

The Chancellor is committed to providing up to \$2 million in funds annually to support the Seed Grant Program. With requirements of interdisciplinarity and high impact, this is the single largest incentive to change how scholars engage with their work. Leveraging these seed grants for the greatest university and community impact requires us to be thoughtful about celebrating and publicizing the work of publicly-engaged scholars, as well as understanding what is working and what is not. We believe that this is best accomplished through:

- Conducting annual reviews and tracking performance outcomes and impact of individual seed grants
- Sponsoring an annual research day
- Continuously publicizing individual grants on RU-N media and social media outlets

(b) Reward P-ES through (multiple) annual awards

Partnering with the Provost, awarding P-ES through the P³ Collaboratory will demonstrate RU-N's commitment to encourage and support P-ES, and the actual awards at the institutional level will also help scholars who conduct P-ES to present stronger evidence of excellence for their tenure and promotion reviews. One set of related awards exists, administered through the Office of University and Community Partnerships. One to two others with small monetary awards would reinforce the value of P-ES. Again, sponsoring an annual celebration event and publicizing the awardees and their accomplishments serves as a way to keep P-ES front and center.

(c) Support P-ES through discretionary funds for P-ES related travel, conferences, etc. (particularly NTTs and grad students) scholars

Today's faculty needs generous funding, not only to gather valuable data and explore innovative research ideas, but also to participate in national and international scholarly networking events and conferences. We must give particular attention to those with less access to funding resources, including graduate students, NTTs, faculty who are at the early stage of their career, and those in the arts and humanities, who need stable financial support to be able to carry on bold research aspirations. We recommend that a small pool of funds be available to support graduate students and faculty above and beyond what currently exists.

Increasing Opportunities for Collaborative, High-impact Scholarship (P-ES)

Increase P-ES Engagement through Visiting Faculty/Post Doc Position(s)

This incentive may serve two purposes: (1) supporting innovative partnerships and training opportunities, and (2) creating a potential pipeline to the faculty to continue to reinforce the value of scholars who do collaborative P-ES.

Create Opportunities for Graduate Students to Become Involved in Collaborative and Publicly-Engaged Scholarship

Graduate Students are a valuable resource of RU-N. In partnership with the Graduate School and in order to develop a stronger and more diverse graduate student body, we recommend the creation of collaborative opportunities, including: developing partnerships with other schools, both domestic and international, that allow exchange programs and students from all disciplines to experience the excellent research facility that RU-N has to offer. We also recommend creating visiting fellows and a summer fellows programs.

There are numerous advantages to these, including building pipelines to develop faculty and student collaborations with peers from other institutions, creating incentives in attracting undergraduate and Master's students to pursue their Ph.D. degrees at Rutgers University-Newark, and developing the academic and research community through these partnerships.

Rapid Response Research (R3)

To strengthen RU-N engagement in emerging local and global issues that demand immediate actionable knowledge—social emergencies, natural disasters, and other critical events—we propose to develop an infrastructure anchored in the P³ that would map out and align RU-N people and resources to document these problems and offer short and long-term responses; bridge these RU-N based efforts to similar initiatives by partners in community, government and education; and integrate this form of scholarship with the RU-N strategic investments in publicly-engaged Scholarship and other cross-cutting themes of the RU-N Strategic Plan.

This proposal advances the creation of multidisciplinary groups, Rapid Response Research Teams (R3 Teams), trained to work together and to be deployed at short notice to respond to an emerging or existing crisis. The ability to respond quickly to these types of events provides faculty, students and community members with unique research opportunities within exceptional environments.

Examples of recent issues that might fall under the R3 Team initiative include:

- Hurricanes Sandy and Katrina
- Occupy Wall Street
- Black Lives Matter, Castile and Sterling police shootings
- Orlando massacre
- Flint lead crisis
- Zika virus

The rapid response research concept is not foreign to academic research. In the area of natural science, for example, natural disasters such as wild fires, hurricanes, or oil spills, are of research interest and have developed corresponding methodologies to study these events as they take place or shortly after. These projects seek to study the impact of these events and, when appropriate, to provide recommendations to prevent or ameliorate similar events. Similarly, in the field of medicine there has also been an emergence of research in the context of disease outbreaks. Research projects in these areas are undertaken as action research projects where the goal is to first contain and eradicate the outbreak, and later to prevent future emergencies. Working as forensic teams, schools of engineering have conducted research shortly after disasters occur, including natural disasters and technology failures. The goals of these projects have been to assess the efficacy of technology adequacy and resilience. Similarly, researchers in the area of supply chain management, manufacturing, and transportation have mostly focused on the aftermath of large disruptive events. These projects have looked into resilience and continuity of operations of the transportation infrastructure, supply chains, and manufacturing. More recently, the fields of disaster management, crisis management, and emergency management have gain popularity as they focus on the management of resources and responsibilities for dealing with the humanitarian aspects of disasters.

Instituting the R3 will require identifying existing faculty across various disciplines who are interested in participating, anticipating the types of events and building teams prior to an event, and expediting some procedures, such as IRB review and securing funding. It also worth noting,

that developing a capacity for broad-based commentary (e.g., coordinated op-ed pieces) after an event, such as the Orlando massacre, should be a primary focus of an institution such as ours.

VETTING THE PROGRAM

In order for the P³ Collaboratory to be a successfully integrated center in the life of Rutgers University-Newark community and in particular, faculty and graduate students, the proposal put forth here will need to be thoroughly vetted. Further, the P³ Collaboratory Implementation Team, while broad-based and inclusive doing the hard work of identifying promising program elements, still reflects the perspective of only a handful of people. In addition to the vetting process, we are interested in gleaning from conversations with key stakeholders what program elements and space design are: (1) exciting, (2) not necessary or redundant, and (3) missing from our plans.

To that end, the P³ Collaboratory Implementation Team plans a series of activities to insure that feedback from students (particularly Ph.D. students) and faculty (including PTLs, NTTs and tenure track/tenured faculty), as well as from the Chancellor, Provost, and senior leadership (including Deans) will be integrated into the final set of work activities.

The Implementation Team puts forth the following timeline for vetting and information gathering activities for the P³ Collaboratory proposal:

June 30	Submit draft preliminary recommendations report
July 31	Receive comments by Chancellor, Provost and leadership team
August 30	Complete revisions based on comments
September 5	Post revised preliminary recommendations report to web site with blast to faculty and graduate students
Sept 5-Oct 15	Schedule and conduct presentations/discussions with the Newark Faculty Council, Graduate Student Governing Association, Ph.D. Program Directors, and a series of “focus groups” of faculty and students (concurrent with distribution of recommendations report)
October 30	Submit final draft to Chancellor, Provost and leadership team based on faculty and graduate student comments

In addition, many of the program elements overlap or can leverage existing resources at RU-N. Over the summer months, we hope to engage with various RU-N units (e.g., GS-N, OUCP) and seed grants (e.g., Collaboratory, Graduate Student Boot Camps) to discuss how to best implement aspects of the P³ Collaboratory.

Once the final proposal has been approved by RU-N leadership, announcements about the P³ Collaboratory and its programming may be made. We believe that the Chancellors Conference on the New Professoriate (October 28-29) will provide a great opportunity to announce this initiative and officially kick off the P³.

ORGANIZATIONAL STRUCTURE

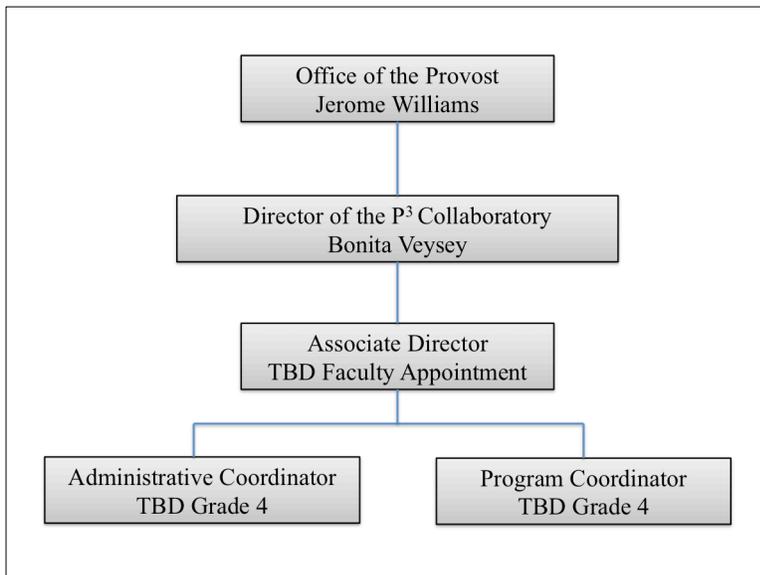
P³ Collaboratory Advisory Committee

- Representatives from each School/College (including tenure/tenure track, NTT, PTL and graduate student representatives)
- Additional representatives from:
 - Office of Research/Research Advisory Council
 - Human Resources, Rutgers University-Newark
 - Newark Faculty Council
 - Graduate Student Governing Association

P³ Collaboratory Staffing

The staffing structure below represents the personnel needed when the P³ Collaboratory is fully implemented. The staffing for Phase I consists of the Director, the Associate Director, and the Administrative Coordinator. The Program Coordinator is expected to be hired in Year 2.

Proposed Organizational Structure (Fall 2016-Fall 2019)



Benchmarked staffing grade levels, costs and responsibilities are as follows:

- (1) Director (Faculty member appointment at 49% of the individual position)
 - Full Professor (B. Veysey, Inaugural Director)
 - Report to the Provost
 - Provide strategic leadership for the P³ Collaboratory
 - Grant writing and seeking other funding mechanisms
 - Chair of the P³ Collaboratory Advisory Committee

- (2) Associate Director (Faculty member appointment at 49% of the individual position)
 - NTT or tenured faculty member
 - Responsible for the day to day administration
 - Chief budget/HR administrator
 - Continual needs assessment
 - Assessment and learning outcomes
 - Supervision of staff

- (3) Program Coordinator (proposed grade 4 URA-AFT)
 - Grade 4 min-\$45,854 mid-\$57,059 max-\$68,265
 - Scheduling of programs
 - Marketing and communication plan
 - Support for the P³ Collaboratory Advisory Committee

- (4) Administrative Coordinator (proposed grade 4 URA-AFT)
 - Grade 4 min-\$45,854 mid-\$57,059 max-\$68,265
 - Preparer for various systems (budget, purchasing, HR, etc.)
 - Scheduling of rooms
 - Support for P³ Collaboratory staff

TECHNOLOGY AND OTHER RESOURCES

TO BE COMPLETED

ASSESSING PERFORMANCE

TO BE COMPLETED

PHASED IMPLEMENTATION PLAN

Phase 1 (July 1, 2016 - June 30, 2017)

Preparation and planning for the following activities:

- (1) Implement Chancellor's Conference on the New Professoriate
- (2) Implement ACUE teaching certificate program
- (3) Implement Gateways to Success program
- (4) Continue to administer Chancellor's Seed Grant program
- (5) Host P-ES seminars x 2 (including the Seed Grant Scholarship Day)
- (6) Revitalize existing and create additional P-ES awards
- (7) Plan for Phase 2 activities

Phase 2 (July 1, 2017 - December 31, 2018)

Preparation and planning for the following activities:

- (1) Implement Intergroup Dialogues and Facilitation seminars
- (2) Implement Chancellor's Leadership Fellow program
- (3) Implement new faculty retention plan and activities (including writing groups, affinity groups, mentoring)
- (4) Create graduate student and faculty Teaching Fellows program
- (5) Implement cohort-based leadership training program
- (6) Implement wellness and career success activities
- (7) Review Phase 1 activities and revise as necessary; plan for Phase 3 and move to new location

Phase 3 (January 1, 2019 - ongoing)

Preparation and planning for the following activities:

- (1) Review Phase 1 and 2 activities and revise as necessary
- (2) Implement all remaining recommendations

APPENDIX A
Teaching Innovation and Excellence

Group Members: Consuella Askew, Kevin Dowlin, Elena Lahr-Vivaz, Lindsey McDougale

The following is organized to address three major areas that might comprise the Teaching Innovation and Excellence (TIE) Program: instructional workshops, faculty incentives, and mentoring. The program is designed to provide a robust and innovative selection of targeted instruction and activities that will inspire, inform, and enhance the educational processes at RU-N. The anticipated immediate outcome of this program will result in students who are wholly engaged in the classroom. This curriculum targets two major groups: faculty and graduate students (the latter including TAs and post docs).

WORKSHOPS

The following workshops are presented with the basic classroom skills for junior level faculty such as classroom management, creating a syllabus, etc., appearing first. The next two levels of workshops targets more experienced teaching faculty and includes sessions focused on topics such as flipping the classroom and integrating technology in instruction. The workshops represented on this list reflect a combination of RU-N workshops, as well as selected sessions from the curriculum of a number of teaching and learning centers at institutions such as Cornell, Boise State, and the University of Pennsylvania.

	Jr Faculty	Sr faculty	GS/TAs
Classroom Basics			
Establishing Ground Rules: Establishing ground rules, or a code of conduct, for the classroom helps foster community by balancing the learning needs of the individual with the learning needs of the group. https://www.cte.cornell.edu/index.html			
Icebreakers: Icebreakers are fun activities designed to help people get to know one another. They can also be designed to get students acquainted with course content and expectations. https://www.cte.cornell.edu/index.html			
Working with Difficult Students: In this workshop we will develop methods for working with difficult students: those who care too little, those who care too much, and those who present other challenges for you in (and out of) the classroom. We will discuss managing classroom dynamics, setting boundaries, and handling tensions that arise from grading. In addition to developing strategies for handling conflicts with students when they do arise, we will also discuss ways to prevent these problems in future courses. http://www.upenn.edu/ctl/			

	Jr Faculty	Sr faculty	GS/TAs
<p>Creating a Syllabus: Learn how to write a comprehensive syllabus that effectively communicates the learning outcomes for your course. An effective syllabus sets the tone for your course by clearly establishing the what, when, and how your student will learn along with the expectations for their responsibilities in their own learning. https://www.cte.cornell.edu/index.html</p>			
<p>Grading Essays: This workshop will offer graduate students an opportunity to discuss efficient and effective strategies for assessing students' written work—from line-by-line comments to a paragraph of overall feedback on the last page of an essay to in-person meetings and beyond. We will focus on the purpose(s) of grading and the difficulties associated with grading written work fairly. The workshop will also address the challenge of balancing quantitative with qualitative evaluation. http://www.upenn.edu/ctl/</p>			
<p>Giving Feedback to Students: What does it mean to provide students with useful written feedback? What are your teaching goals and how can you use them to inform the way that you comment on student work? This workshop will provide a forum for considering these questions and will focus on both the content of constructive feedback as well as the process of generating it. Participants will have an opportunity to explore their own grading styles and consider new strategies for using written feedback to enhance student learning. http://www.upenn.edu/ctl/</p>			
<p>Creating Effective Multiple Choice Exams: In many classes multiple choice exams can be efficient way to evaluate student learning. At the same time, however, it can be difficult and time-consuming to create effective multiple choice questions. This workshop offers various examples and strategies for writing effective multiple choice exams, considering such issues as: how to state a definite question/problem; how to write effective distractors; and how to assess higher level thinking via multiple choice questions. http://www.upenn.edu/ctl/</p>			
Intermediate			

	Jr Faculty	Sr faculty	GS/TAs
<p>The Classroom as a "Safe Space": This workshop will explore the idea of the classroom as a “safe space” through candid conversation about how to introduce and facilitate discussions of gender, race, class, violence, trauma, and other sensitive subject matter in the undergraduate classroom. It will also address how to handle sensitive issues in courses that do not take one or more of these issues as a primary focus. http://www.upenn.edu/ctl/</p>			
<p>Flipping your Classroom: In this workshop, you will develop a plan to flip a class in one of your courses, explore ways to make material available outside of class, brainstorm activities you can do during class time, and design processes to connect in- and out-of-class materials to ensure students are learning. https://www.cte.cornell.edu/index.html</p>			
<p>Developing Intercultural Competence: Harness your own experience; explore models of intercultural competence and develop your own; and explore an activity you can use in your classroom to increase cultural self-awareness, communication, empathy, curiosity, and openness. https://www.cte.cornell.edu/index.html</p>			
<p>Active Learning: This interactive workshop will explore quick and easy techniques that you can use to more actively to more actively engage students in your classroom improve their learning and encourage more productive interaction in the classroom. http://www.upenn.edu/ctl/</p>			
<p>Using Theater Techniques to Enhance Learning: Participants will learn theater techniques to improve their use of nonverbal communication in the classroom and strategies to improve how they project confidence through the use of their voice. http://www.upenn.edu/ctl/</p>			

	Jr Faculty	Sr faculty	GS/TAs
<p>Managing Group Dynamics (Strategies for Discussion Leaders): Learn strategies for creating lively and fruitful conversations that help students build critical thinking skills, understand the fundamental questions of the course, and enjoy class time. We will identify the thinking and argumentation skills your students should be practicing, learn common questions and prompts that build these skills, review various discussion activities, and discuss strategies for addressing common problems that arise in class discussions.</p> <p>http://www.upenn.edu/ctl/</p>			
<p>Hands on Learning: Tapping into the Library's Material Resources: This workshop will offer a forum for professors, graduate students, and librarians to share pedagogical models that integrate RUL's rich library collections into classroom work and discussion. It will also interrogate the value of incorporating instruction on research methods into literature courses at any level.</p> <p>http://www.upenn.edu/ctl/</p>			
<p>Designing Creative Assignments in STEM Classes: Since a primary focus of STEM education is to give students the tools they need to independently solve complex problems, well-written course assignments are crucial to STEM curricula. Despite this clear need, creating problems that motivate and engage students can also be a challenge. One possible solution is using creative, open-ended assignments in your course design. How can you connect teaching goals to available resources in a creative way? What types of creative assignments already exist? How do students respond to these assignments? In this workshop, we will discuss experiences and examples of creative assignments in STEM as a springboard towards designing our own creative and meaningful assignments.</p> <p>http://www.upenn.edu/ctl/</p>			
<p>Copyright or Copywrong?: This one-day institute is designed to figure out how to give expensive textbooks and course materials the boot. We'll talk about why open educational resources (OER) are important, how to find them, and how to adapt and use them productively. We'll craft activities and assessments that align these materials to your existing course learning outcomes. Join the faculty movement to free students from expensive publishers' materials!</p> <p>http://ctl.boisestate.edu/</p>			

	Jr Faculty	Sr faculty	GS/TAs
Teaching by Case Study: Case studies have found to be a powerful pedagogical technique for teaching science, but they can also be used to teach process skills and critical thinking. And since many of the best cases are based on contemporary, and often contentious, science problems that students encounter in the news, the use of cases in the classroom makes science relevant. Learn how to employ this method effectively in your classroom.			
Integrating Technology into Instruction			
Quality Online Course Initiative: This nine-week online course requires no on-campus meetings and will help you design an online course that meets select standards for the nationally recognized Quality Matters program. You will have the opportunity to collaborate with colleagues and instructional designers as you create an effective online course. http://blackboardinfo.newark.rutgers.edu/training2.html			
Getting Started with Blackboard: Reduce the administrative burden of distributing multiple copies of materials to students by learning how to upload your syllabus, PowerPoint presentations, and other class materials to Blackboard. This session is designed for those who are new to Blackboard. You'll learn the basics of setting-up your course for the first time in Blackboard. http://blackboardinfo.newark.rutgers.edu/training2.html			
Set up Your Grade Center in Blackboard: Still using Excel or paper & pencil to track grades? Learn how to use Blackboard's Grade Center to do all the calculations for you. It can even take care of weighted grades. Help students succeed by providing them with easy access to their grades and your feedback. http://blackboardinfo.newark.rutgers.edu/training2.html			
Blackboard Assignment Manager: Use Blackboard's Assignment Manager to eliminate the need to decipher handwritten assignments or hunt down papers and exams emailed to you. Learn how to use the inline grading feature to provide feedback without downloading a paper. You will love how it keeps everything organized and is integrated into the Grade Center! http://blackboardinfo.newark.rutgers.edu/training2.html			

	Jr Faculty	Sr faculty	GS/TAs
Create Video Create video or audio recordings for your flipped or online course: Learn how to create multimedia content for your courses so students can learn anywhere, anytime, and on any device. You and your students can use Kaltura in Blackboard to create media that is engaging and supports learning. http://blackboardinfo.newark.rutgers.edu/training2.html			
First steps with your Clickers: Get hands-on experience setting up your Turning Point Technologies clicker and adding polling questions to a PowerPoint presentation. See how you can increase student engagement in large or small classes using clickers. Please bring your clicker with you. http://blackboardinfo.newark.rutgers.edu/training2.html			
Introduction to Collaborate (formerly Elluminate): Explore Blackboard's built in desktop web conferencing tool for blended learning, lecture recording, as well as course cancellations and disruptions. http://blackboardinfo.newark.rutgers.edu/training2.html			

In addition to the workshops, we also propose to offer more intensive focused programs, institutes and conferences to enable faculty to delve deeply into particular content areas. These events will offer faculty an opportunity to learn from their peers, establish and sustain a community of practice, as well as advance the ethos of interdisciplinary collaboration across the university.

Institutes, Conferences & Immersion Programs
Course Design Immersion (CDI): During CDI, you will explore learner-centered design principles, research, and activities in a large group setting and then work on your individual course in a small, discipline-focused learning team. Opportunities for brainstorming, individualized feedback, and on-going support to (re)imagine your course and make it a truly significant learning experience for your students will be emphasized. http://www.upenn.edu/ctl/
Pedagogicon: All day intensive event that examines and highlights high-impact educational practices that promote scholarly and creative teaching in highly effective instruction. http://tlc.eku.edu/ http://studio.eku.edu/2016-pedagogicon
STEAM Teaching Fellows Program: Cohort based program to build and sustain a community of practice comprised of faculty who demonstrate innovative and enterprising teaching strategies that engage and enhance student learning in the science, technology, engineering, arts, and mathematics fields.
Mobile Learning Institute: Multi-day event that explores strategies for integrating mobile devices in instruction. <i>Incentive would be offering attendees mobile device to keep for duration of their employment at RU-N.</i>

<http://ctl.boisestate.edu/>

Gadget Garage: Technology lending service for teaching faculty only. Serve as a sandbox and provide access to technologies that can be integrated into classroom activities.

<http://ctl.boisestate.edu/>

INCENTIVES

We recognize that while faculty and graduate students are committed to providing high-quality instruction, they are also responsible for balancing their research and professional duties with their teaching. In addition to making clear that strong performance in the classroom is valued by potential employers (for graduate students), and in the R-N tenure and promotion process (for faculty), the following are suggestions to incentivize participation in the proposed TIE program.

Teaching Certificate Program

The RU-N Teaching Certificate Program would be designed for graduate students who are preparing to enter the classroom (and the job market), as well as for faculty members who wish to hone their skills and demonstrate their commitment to professional development. The RU-N Teaching Certificate Program would be open to all graduate students and faculty members (NTT/TT/part-time/full-time), and would not require prior approval of department chairs.

Teaching Fellows Program

The RU-N Teaching Fellows Program would be open to full-time faculty who are interested in introducing innovative new strategies into their classrooms, and who are interested in sharing insights and ideas with a cohort of teacher-scholars, as well as the larger RU-N community. The RU-N Teaching Fellows Program would be open to all full-time faculty, and would require prior approval of department chairs.

Further details on the Teaching Fellows Program include:

Incentives

--Teaching Fellows would be offered a course release or paid a stipend equivalent to one course (ranging from \$3,500 – \$5,000).

--Teaching Fellows would also be offered the opportunity to work with Instructional Design to design and implement effective strategies to achieve their stated goals for innovative teaching.

Applications

We envision an annual cohort of 8-10 fellows. Applications would be accepted, and Teaching Fellows selected, in the spring; Teaching Fellows would then work with Instructional Design to determine the schedule for the instructional design planning that they will undertake. (Teaching Fellows could work over summer to prepare a course for the fall; or over the fall to prepare a course for the spring.)

Applicants would be asked to propose an innovative teaching or learning strategy that they would implement in a course they are teaching in the following academic year; applicants would have to secure department chair's approval for the course to be offered the following fall or spring.

Requirements

Teaching Fellows would agree to blog about their experiences over the course of the year (both during development process and as they teach the course), incorporating innovative social media and technology. The blog would be housed on the Center for Innovative Teaching and Learning website. In addition, Teaching Fellows would agree to be interviewed (and to have their students interviewed) regarding the impact of their innovative teaching/learning strategies. These interviews could be posted on the Center for Innovative Teaching and Learning website.

Teaching Fellows would agree to present at a monthly “Lunch-and-Learn” session on their projects. (The “Lunch-and-Learn” sessions would follow the RBS model: as one example, a topic might be “how clickers were used in classroom”). The Fellows would also agree to attend and present on panel at major events sponsored by Center for Innovative Teaching and Learning (one per semester: Mobile Learning in fall, Pedagogicon in spring).

--Teaching Fellows would agree to serve as liaisons to their schools in order to share the knowledge gained from the program with their colleagues.

MENTORING

Mentoring is a key component of teaching excellence, and can be valuable to those at all stages of their careers. Hence first-time teachers will benefit from mentoring as they learn to navigate the terrain of the classroom, but so too will those with substantial teaching experience at other institutions who must learn to adapt their pedagogy to best meet the needs of RU-N students, or those who wish to incorporate new technologies or techniques into their teaching. The following are suggestions to encourage and facilitate mentoring at R-N at all levels.

Instead of the traditional one-to-one mentoring process we propose to establish cohort peer mentor groups with an “expert” faculty to provide guidance. The group would be able to call upon additional faculty with subject/topic expertise as needed for additional guidance.

The goals of the mentoring component will be to support junior faculty to:

- Become familiar with institutional expectations, networks, and practices that are relevant to productivity and advancement at RU-N
- Establish productive courses of scholarship, publication, and extramural funding
- Develop effective strategies in coordinating work and parenting
- Understand how to “navigate” RU-N culture, systems, and colleagues
- Communicate a few times each semester (1X per month)

Mentoring can take place in many forms. We see team teaching as an active means of mentoring junior faculty. Four to six faculty members would meet 2-3 hours before each class to plan. (See Darden as example.)

There are a number of existing initiatives in place across RU-N that we can either build upon or collaborate with, such as the Collaboratory, the Honors Living Learning Community, Chancellor’s Seed Grant Initiative to create a sustain a robust program of Teaching Innovation and Excellence. Leveraging these initiatives along with the TIE program, will enable RU-N to build a pedagogically engaged body of faculty who will inspire our students inside and outside the classroom.

APPENDIX B

Career Excellence & Sustainability

Group Members: Jason Bird, Assistant Professor, School of Social Work; Taja-Nia Henderson, Associate Professor, School of Law; Bil Leipold, Assistant Vice Chancellor of Human Resources at RU-N; and Shana Russell, Postdoctoral Fellow, Rutgers-Newark Graduate School, and PhD '15 (American Studies).

Introduction

We seek to develop a robust curriculum targeting skill-development and knowledge sharing across multiple areas of faculty professional development. In conceiving of research and programmatic priorities for the P³ Collaboratory, this team focused its efforts on institutional interventions that support faculty development over the lifecycle of an academic career. To that end, we have identified core competencies that the university can develop and promote among all faculty and advanced graduate students, as well as specific competencies for faculty at various points in their careers (the “cohorts”).

Core Competencies

There are numerous core competencies that ought to be available and accessible to each member of our teaching staff, whether a graduate student, adjunct, non-tenure track, tenure-track, or tenured faculty. Our model of career excellence presumes that these competencies reflect the acquisition and development of skills, not necessarily the possession of “talent” (as commonly understood). Our model also presumes an institutional commitment to faculty retention and advancement.

Accordingly, these core competencies include a focus on scholarship, teaching, and service (the three core competencies evaluated for retention and promotion purposes here at RU), but are not limited to these areas of excellence. We have also incorporated career sustainability, personal wellness, and leadership development into our core competencies.

The skills identified below can be delivered across multiple platforms, with varying levels of participant time investment:

- in-person training
- webinars
- large group conference calls (with participants “muted” until q&a)
- discipline-specific small group meetings (i.e., “Writing & Placing a STEM op-ed”)
- short articles / essays
- fact sheets / check lists (available on the Collaboratory website, and in print form in the Collaboratory space)

Those core competencies include:

Scholarship/Research Skill Development:

- Using tech tools to increase writing efficiency
- How to write a book / article / op-ed
- Understanding the book publication process (“How Do I Get a Book Contract?”), including negotiating publication deals and identifying the best publication outlets for your work (including how to research journals’ and publishers’ impact factors, reputation, etc.)
- Learning advanced quantitative/qualitative research methods
- Working effectively with libraries and librarians
- Managing co-authors
- Writing efficiently on a schedule
- Writing groups/Writing workshops (including “boot camp”-style one-week or two-week intensive writing workshops/retreats)

Teaching and Pedagogical Learning and Excellence

- Learning new teaching pedagogies
- Developing new courses
- Learning classroom skills (e.g., encouraging discussion; using technology effectively; managing personalities & conflict; politics in the classroom; etc.)
- Access to 1:1 confidential teaching consultations/evaluations
- Teaching across difference
- Learning effective team teaching skills

Service:

- Leveraging service opportunities to advance your research goals
- “Tips and Tools” for effective academic meetings
- Understanding university budgeting and accounting

Career Sustainability:

- Preparing for promotion/tenure (the “nuts and bolts”, including Form 1(A), outside reviewers, timelines, etc.)
- Negotiating the politics of departments/units
- Navigating leave (including coaching on how to request leave and how to prepare for re-entry)
- Preparing advanced graduate students for the academic tenure-track market (including interview skills, teaching portfolio resources, negotiating your first academic job contract, etc.)

Wellness:

- Financial Planning (short- and long-term, with a focus on planning for life changes / events, incl. retirement)
- Finding community and support (developing affinity groups)
- Managing stress (incl. the stress of relocating, promotion/tenure, academic rejection/frustration, etc.)

- Managing your time to match priorities
- Managing personal identity and diversity in the academic workplace

Leveraging Existing RU Resources: There are numerous existing initiatives at RU that are currently offering training, mentorship, and support in several of these core competencies (can be expanded or scaled to include faculty in all disciplines at RU-N). These include:

- OASIS Leadership and Professional Development Program (currently limited to women in STEM fields).⁹

External Models: Universities across the country are incorporating curricular and professional skills training for faculty and advanced graduate students. The University of North Carolina Center for Faculty Excellence (UNC-CFE), for example, has a comprehensive program for leadership development among faculty,¹⁰ and several of its components can be modified for optimal results here at RU-N.

The Center for the Integration of Research, Teaching, and Learning (CIRTL) is a consortium of member institutions whose mission is “to excellence in undergraduate education through the development of a national faculty committed to implementing and advancing effective teaching practices for diverse learners as part of successful and varied professional careers.”¹¹ CIRTL offers courses (of varying durations) throughout the academic year, covering many of the topics identified here as critical to academic career success.¹² Importantly, CIRTL provides broad-based curricular offerings that are of significance to academics at all levels.

Advanced Graduate Students

Ensuring the success of advanced graduate students widens the impact RU-N as an anchor institution that is at the forefront of research and teaching. Graduate and post-graduate training are the primary routes to a career in academia. As such, it is the university’s responsibility to introduce graduate students to the core competencies and stress the significance of these skills as the keys to career sustainability. Graduate students require resources and support structures that extend beyond their departmental advisors. Additionally, by preparing graduate students for an

⁹ The OASIS Program is an fee-based academic year program that offers “a leadership and professional development program designed to accelerate the career development and advancement of academic women in science, technology, engineering, mathematics (STEM), including social and health science fields through a combination of workshops, networking, mentoring and individual coaching. The program aims to increase retention of women in STEM by reducing isolation and preparing women for leadership positions.” The program fee per person is \$3,275.

¹⁰ See <http://cfe.unc.edu/leadership/>

¹¹ See <http://www.cirtl.net/mission>

¹² See http://www.cirtl.net/course_overview

increasingly competitive job market, RU-N will concomitantly increase the prestige of our graduate programs.

UMass Amherst's Office for Professional Development for graduate students and postdocs is a useful model for developing comprehensive systems of support for graduate students that pay equal attention to each of our core competencies.¹³ We have included relevant examples taken from the UMass Amherst model in the discussion below.

Scholarship/Research

The primary focus for advanced graduate student scholarship/research must be a rigorous and fruitful dissertation. We recommend that the university offer regular multi-session workshops on varying research methodologies, dissertation formats, IRB processes, and tech tools that will assist in streamlining the research and writing process. Additionally, dissertation writing bootcamps (also called “write-ins” or “write-on-site”) will allow students to create community outside of their departments or cohorts, thereby encouraging collaborative research, information-sharing, and interdisciplinary scholarship. Secondly, we recommend a lounge for graduate students. We believe such a space could foster both co-working and writing. UMass Amherst, for example, offers the “Faculty Writing Place,” described as “a quiet, comfortable, fully wired common space reserved solely for UMass Amherst faculty.”¹⁴ Such a dedicated space could be particularly valuable for either graduate students or faculty. If the space were physically in the P³, it could potentially attract users from across campus.¹⁵

We strongly suggest that advanced graduate students receive training and mentorship related to publishing. This will encourage students to take ownership of their research interests and become more engaged in their respective fields.

Leveraging Existing Resources:

Currently, Dana Library offers a series of workshops on topics such as dissertation formatting and copyright, and ProQuest. The Graduate School in New Brunswick offers workshops on scientific writing, writing for the dissertation, and responsible ethical research. We envision the P³ Collaboratory as a space where graduate students can have a cohort outside their respective departments (i.e., a “dissertation completion cohort,” or a “prospectus preparation cohort” or a “going-on-the-market cohort”). Through these smaller groups, we see an opportunity for specialized skill development from the time students prepare their dissertation proposals to the time when they graduate with the PhD in hand.

¹³ <https://www.umass.edu/gradschool/office-of-professional-development>

¹⁴ See *The Faculty Writing Place*, <https://www.umass.edu/ctfd/scholarly/index.shtml>

¹⁵ We'd propose calling it “The Writing Place” or “The Writing Room” or “Write Here.”

External Models:

At the University of California-Berkeley, a workshop for all PhD students in the editing and revising phase of the dissertation is offered once a semester. UMass Amherst has the most comprehensive model that includes dissertation writing retreats and training on soliciting effective feedback. Regarding writing processes, George Mason University has weekly dissertations write-ins.

Teaching

Effective teaching should be a priority for graduate students, in part because they are often required to serve as instructors for RU-N undergraduate courses. The university should ensure that excellence in teaching is consistent across the campus, which means being committed to mentoring graduate students who serve as teaching assistants and part-time lecturers. Many of these graduate students are first-time teachers, standing in front of the classroom for the first time. We recommend that the university institute a teaching training and certificate program for advanced graduate students that includes curricular offerings, consultation, and observation. As a part of this comprehensive program we recommend workshops on the pedagogy, classroom technology, syllabus development, classroom engagement, and diversity in the classroom.

Leveraging Existing Resources:

RU-N already participates in a pilot program of the Association of College and University Educators (ACUE) online certificate program. A number of universities use this program and many offer credit towards the completion of graduate degrees for participation. RU-N should expand the pilot and make the resource available to all.

External Examples:

UMass Amherst's Professional Development Office includes among its offerings a seminar on diversity and inclusion in the classroom. This subject would be particularly important to instructors at all levels at Rutgers-Newark. The University of Texas at Austin School of Engineering offers a workshop entitled "Active Learning Strategies to Increase Student Engagement and Learning." A workshop like this would be particularly useful for advanced graduate students to help them understand their role in ensuring undergraduate success.

Service

Because service is a secondary focus for graduate students, much of this will happen at the departmental level. We recommend that advanced graduate students are encouraged to mentor undergraduate students that share their research interests and that effective mentorship be included in P3's course offerings. Additionally, we recommend that faculty mentors solicit graduate student support when engaged in collaborative or publicly-engaged research or applications for external funding. This will instill in our graduate students a shared commitment to the department, the field, and the community.

Leveraging Existing Resources:

As one example of service for graduate students, New Brunswick's Graduate School facilitates the Excellence in Mentorship Fellows Program, a two semester course that teaches students effective management of classrooms and laboratories in addition to pairing the student with an undergraduate mentee for one academic year. This Program could be instituted at RU-N to assist in the training of our graduate students for a changing academic marketplace.

Career Sustainability

Tackling the job market is a major source of anxiety for advanced graduate students. The first step in ensuring career sustainability is to increase the marketability of our advanced graduate students as they begin their careers. We recommend that regular instruction and mentoring regarding research fellowships, external funding, negotiation, interview practice, and the development of teachings philosophies, research statements, CVs, and cover letters become a part of the culture of the university's graduate programs. This would require a university-wide programmatic approach to preparing grad students to choose the career that is right for them, whether it is as a faculty member (at an R1 or even a liberal arts teaching college), or outside of the academy in the public or private sector.

Leveraging Existing Resources:

The Graduate School at New Brunswick considers its graduate students "future faculty" and includes a number of workshops designed to make sure that they become just that. We recommend that we replicate this mission at RU-N.

External Examples:

George Mason University offers a multi-session, one credit course entitled "Preparing for Careers in the Academy." This course combines in-person and online instruction for PhDs and MFAs across disciplines. This model is particularly compelling because of the multiple modes of

instruction. It is also unique among other professional development programs in that it is offered across disciplines. UMass Amherst's method for ensuring career sustainability, on the other hand, focuses on depth over breadth. Their offerings are much more specific and tailored to particular disciplines. For example, they offer a workshop on completing Fulbright applications, on interviewing and negotiations, one specifically for budget and timeline development for grants and fellowships, and one focused only on writing a teaching philosophy.

Wellness

Wellness may be one of the most critical aspects of surviving graduate school, yet it is the most neglected aspect of professional development for scholars at this early stage in their careers. While many professional development centers offer workshops in time management and dealing with stress, wellness extends far beyond these dynamics. We recommend that the P³ Collaboratory provide particular support for graduate students with families and those that may be dealing with major life events during the course of their graduate study. This could include, for example, a “dissertation writers support group” or something similar. In addition to managing these challenges, a number of our advanced graduate students also deal with navigating certain dimensions of difference and diversity. Women, people of color, and LGBTQ-identified academics would benefit greatly from safe, supportive, and affirming spaces within which they can begin to address the specifics of their particular experiences in the context of the academy. Such a focus would also support the university's current efforts to recruit and retain diverse faculty.

Leveraging Existing Resources:

SciWomen (formerly RU Fair) is one example of a longstanding and comprehensive effort to support women in the STEM fields. While there are a number of formal and informal affinity groups at the University, SciWomen supports teaching, research, and community engagement while advancing the cause of gender equity in science.

External Models:

Affinity groups among faculty in higher education have become a regular part of university culture. The examples included here are modes of support that go above and beyond faculty associations.

- Harvard University: Parents/Families, Religion/Spirituality, Spouses/Partners
- Loyola: Faculty Thinkpiece on Race and Diversity
- Syracuse: Family Caregivers (for faculty and staff caring for elderly family members), Outdoor Adventurers

The Graduate Division at the University of California-Irvine is an ideal model for a comprehensive central location dedicated to graduate student support that includes a mental health professional specifically for graduate students. UCI also has a health education center, a series of affinity groups, numerous support groups including emotional support for those writing dissertations, and a workshop series entitled “The Balanced Academic.” These are all housed at the UCI Graduate Resource Center.¹⁶ Yale University employs a more communal model where Graduate and Professional Wellness Ambassadors are tasked with maintaining groups, classes, and workshops according to campus interest.

Non-Tenure Track Faculty

The literature indicates that number of non-tenure track positions have grown over the past three decades.¹⁷ Non-tenure faculty positions and the definition of non-tenure track faculty vary from institution to institution. Several universities have defined non-tenure track faculty as adjuncts, part-time lecturers, and part-time instructors. At RU-N, non-tenure track faculty positions bring individuals into the academy that have a history of professional practice in specific disciplines to support and complement the evolving curricular needs of the modern university

Non-tenure track titles at Rutgers University include one of the following:¹⁸

- Teaching Titles: Associate Teaching Professor, Teaching Professor, Distinguished Teaching Professor
- Research Titles: Associate Research Professor, Research Professor, Distinguished Research Professor
- Professional Practice Titles: Associate Professor of Professional Practice, Professor of Professional Practice, Distinguished Professor of Professional Practice
- Clinical Law Titles: Clinical Associate Professor Law, Clinical Professor Law, Distinguished Clinical Professor Law

Career Support for NTT

Surveyed non-tenure track faculty members report that they desire more opportunities for professional development.¹⁹ We recommend providing seminars and workshops during accessible times (early evenings, Friday afternoons, weekends) to facilitate participation. Beyond providing in-person sessions at different times, several reports and universities have

¹⁶ <http://www.grad.uci.edu/cascade/services/health-wellness/index.html>

¹⁷ <http://agb.org/trusteeship/2013/5/changing-academic-workforce>

¹⁸ <http://academiclaborrelations.rutgers.edu/resources/academic-promotions-non-tenure-track-faculty-non-libraries>

¹⁹ <https://www.insidehighered.com/news/2015/08/27/non-tenure-track-faculty-members-say-they-want-more-professional-development>

moved to providing seminar modules online through web-based videos or even live webinars (that may be accessible remotely)

Leveraging Existing Resources:

- Center for teaching advancement & assessment research- <https://ctaar.rutgers.edu/>
- Teaching workshops and seminars- <https://ctaar.rutgers.edu/teaching/>
- Online Learning Conference- <http://ruonlinecon.rutgers.edu/>

External Models:

Faculty learning communities- http://citl.indiana.edu/news/ntt_flds.php and <http://files.eric.ed.gov/fulltext/EJ1074179.pdf>

Reading and resources

<http://drexel.edu/facultyaffairs/development/non-tenure-track-faculty/>
Professional Development funding

Tenure Track Faculty, 0-3 years in the position

While this stage in the timeline does not necessarily equate to those who are early in their careers, it often represents those who are new to the University and requires a very specific “onboarding” process. The primary goals for faculty at this stage should be an introduction to the tenure process and full integration into the RU-N community. Support at this level is critical to faculty retention.

Scholarship/Research

It is important that early-career faculty view themselves as important contributors to the field. It is the University’s responsibility to support faculty at every stage in this process. We recommend that the University build infrastructure that both provides dedicated space and time for new faculty to write and research, in addition to guidance regarding the publishing process. This may include a faculty writing lounge (*see above*), writing groups and retreats, and faculty workshops on topics such as preparing a manuscript, communicating with publishers, and turning the dissertation into a book. What is important here is that faculty are both able to write and research and encouraged to seek feedback.

External Models:

Rowan University has developed what is called a new faculty learning community where new faculty across disciplines are encouraged to support their peers in finding time for writing and research. We recommend that RU-N view all faculty at this stage (0-3 years in position) as a community of scholars and provide university-wide support rather than relying on departmental support.

Teaching

The most important aspect of effective teaching is an understanding of campus culture and the student community. We recommend that the University make diversity and inclusion its primary focus for new faculty as a means of introducing those who are new to RU-N to the unique diversity of our University. Secondly, it is important to encourage new faculty to be innovative in the classroom which includes interdisciplinary methods and new technology. While the Office of Academic Technology is tremendously supportive of faculty and very accessible, faculty at this stage also need instruction regarding the use of technology and innovative methods as a form of pedagogy. Lastly, we recommend that the University facilitate workshops and training focused on the role that teaching and student evaluations play in the tenure process.

Leveraging Existing Resources:

New faculty have access to the ACUE program.

External Models:

UNC has institute what they call the Faculty Peer Visits Program wherein faculty engage in peer education by visiting the classrooms of their colleagues at all levels. We recommend that RU-N institute a similar program wherein faculty are able to support and mentor each other to work together to ensure that we are continually improving the quality of teaching across the University.

Service

Service at the 0-3 level generally happens at the departmental level due to the responsibilities of teaching and publishing in the interest of tenure. This is where mentorship becomes particularly important to assist new faculty in leveraging service to support research. We recommend that the University develop a mentorship program to guide junior faculty through the process of serving on departmental committees and advising graduate students. The mentorship program will also assist junior faculty in navigating departmental politics in a way that supports retention.

Career Sustainability

In order to support the career sustainability of junior faculty, we recommend a university-wide, comprehensive introduction to the tenure process that extends beyond information regarding tenure policy and procedure. This introduction should be an integral part of the proposed mentorship program and include peer support groups. We also propose that the University provide faculty at the 0-3 level with instruction and guidance regarding timeline and planning in addition to balancing research, teaching, and service responsibilities in a way that supports the path to reappointment and tenure. We also recommend that University leadership establish faculty evaluations throughout the tenure process which will allow faculty to receive feedback from the very beginning of the process.

External Models:

At Wesleyan University, the Provost's Office hosts an annual workshop on the tenure process for new faculty although the responsibility of mentorship happens solely at the departmental level. The University of Texas at Austin hosts a four week support/discussion group for pre-tenure faculty. This model can be replicated at RU-N as a way for new faculty to create a supportive community outside of one's department and therefore outside of those invested in the tenure decision-making process.

Wellness

Accepting a tenure-track faculty position is usually a major life change for any career scholar. While many universities provide financial support for faculty who are relocating, we recommend a more comprehensive process that takes into account the impact that this change can have on faculty and their families. In addition to the kind of wellness resources that would be granted to any member of the faculty, the University should facilitate an introduction to the Newark community and assist new faculty with fostering the delicate balance between work and life outside of the University. The University can partner with local businesses and restaurants to offer discounts or coupons to new faculty, in an effort to encourage people to get off campus and into the wider Newark community. There are several new dining options available that we can introduce to faculty through such a program. This may also encourage new faculty (and not-so-new faculty) to spend more time and money in our Newark community.

Tenure Track Faculty, 3-6 years in the position

For tenure-track faculty, years 3 through 6 are critical to successfully achieving tenure. The interests of faculty in years 3-6 years are different from those who are in their first 3 years. Faculty in this will generally be more acclimatized to and familiar with the university and administrative processes. Additionally, most faculty in this cohort will have received a 3-year or mid-tenure review assessing their productivity and progress towards tenure. Therefore, there is an expectation of increased productivity for this cohort and growing service and administrative demands in the years immediately preceding tenure. Given this, scholarship takes primacy at this stage and university resources should be leveraged to assist faculty in this cohort in managing these challenges as they prepare for tenure.

Scholarship & Wellness

We suggest that the scholarship and wellness interests of this cohort should include the exploration of the following:

- *Sponsorship programs:*

Sponsorship programs are more flexible than, and can extend from, mentorship programs (which may be useful to junior faculty in years 1-3). Like mentorship, sponsorship programs utilize one-on-one, paired relationships. However, these programs are more adaptable to the unique needs and objectives of junior faculty, which are generally connected to increasing productivity and decreasing barriers to achieving tenure. The key role of the sponsors, therefore, is to connect

junior faculty to the resources needed to accomplish their specific goals. These goals and objectives might include:

- o Scholarly needs (assistance with publications, grant submission, conference abstracts / presentations, and/or meeting community partners)
- o Professional needs (making departmental contacts, grant management, and/or managing service and committee work)
- o Psychosocial needs (managing stress, meeting new people, financial concerns)

- *Ongoing Writing Groups*

Ongoing Writing Groups can be an important resource for increasing the productivity of faculty. There are several types of writing groups that would be useful:

- o Writing cohorts, which include self-selected groups that regularly write together to provide support
- o Substantive working groups that can read and reflect on faculty work. The objective in these groups would be to provide feedback on grants, manuscripts, and/or writing ideas that can help to propel projects forward. These groups could be created around methodology (i.e., Qualitative, Quantitative working groups) or particular topic areas (i.e., public health, HIV prevention, racial disparities, re-entry issues. etc.)

- *Workshops and panel discussions*

Workshops and panel presentations can be important sources of information for faculty as well as provide opportunities to network with editors, publishers, and others who can provide direct assistance and advice

- o *Workshops* on issues related to productivity could be useful in helping faculty overcome short-term and long-term challenges to writing, workshop topics could include: procrastination, time management, workflow management, and/or working through rejection.
- o *Panel discussions* with experts on publishing and grantsmanship. Panelists could include journal editors, publishers, and funders. Topics could include how to find a “good fit” journal, understanding impact factors and other measures of audience impact, and/or how to adapt articles across different journals and/or audiences.

- *Support and Resources for Junior Faculty*

Faculty in this cohort may have increasing need for resources related to increasing productivity. These may include funding to cover work-related travel, equipment, and supplies. Faculty, especially those who work predominantly with undergraduate students, may need access to graduate research assistants to help with project management, data collection, and analysis. Faculty could also benefit from release time, pre-tenure sabbaticals, and/or reduced course expectations to help meet productivity expectations.

- *Wellness*

This faculty cohort may also experience growing stress and anxiety. These psychosocial challenges could stem from work-related issues and/or changing life circumstances (i.e.,

marriages, births, separations). Providing resources to assist this cohort in overcoming and/or managing these types of barriers is important and can help them stay focused during this critical point in the tenure process. We would suggest exploring the use of workshops such as:

- o Balancing work responsibilities and evaluations/ prioritizing
- o Time management and procrastination
- o Student management
- o Project and research assistant management
- o Self-promotion and building a national reputation
- o Balancing work and personal life; marital equality
- o Leadership and social networks
- o Capitalizing gains and maximizing progress in the summer
- o Teaching vs writing demands
- o Workflow improvement and reducing overscheduling

Some of these could be delivered in-person, while it may make sense for other topics to be covered through webinars (or some other confidential platform).

Leveraging Existing RU Resources: Rutgers currently has a generous sabbatical program for junior faculty in this cohort. Helping faculty add structure to the sabbatical experience through the P³ Collaboratory could help faculty increase productivity during their sabbatical.

External Models: Examples of successful structured sponsorship programs can be found through Emory University and Hunter College. Each of these universities has created programs that are flexible to the needs of the mentee while remaining focused on increasing faculty productivity, decreasing barriers, and addressing psychosocial challenges.²⁰ Hunter's program is specifically focused on sponsorship while Emory's program is focused on mentorship but is adaptable to a sponsorship model. Additionally, there are non-university based programs, which provide examples of workshops focused specifically on the barriers experienced by tenure track faculty.²¹

Associate/Full Professor, 6+ years in the position

The interests of faculty who have been in position for 6+ years differ from those of more recent appointments. For lateral/tenure-track faculty, the tenure decision at Rutgers is typically in the 6th year of appointment. While the core competencies remain critical for faculty in the year and beyond, preparing for tenure is no longer a priority. In addition, leadership development takes on a new primacy at this stage.

²⁰ See <http://www.emory.edu/PROVOST/passages>; <http://www.hunter.cuny.edu/genderequity/>

²¹ See <http://theprofessorisin.com/writing-help/>

Leadership Development

We recommend that the university consider long-term²² and short-term leadership development, including weekly or bi-weekly leadership “nuggets” (disseminated via email or blog), as well as an annual half-day or full-day workshops on leadership. Here at RU-N, the following topic areas may be of interest:

- Conflict resolution
- Becoming a diversity/inclusion leader
- Department/unit budgeting and accounting
- Managing meetings
- Project leadership
- Negotiation

Leveraging Existing RU Resources: Rutgers University currently has an academic leadership curriculum, the Rutgers Leadership Academy, which is a two-year leadership development fellowship program for faculty and staff at Rutgers.²³ Participation in the program is, however, limited to “members of units which report to the Chancellor in New Brunswick or the Chancellor of Rutgers Biomedical Health Sciences.” We would encourage the extension of this program to faculty and staff at Rutgers-Newark.

We have also learned that there will be the implementation of the RU-N fellows for LeadershipNewark for Spring 2016. We are recommending that the LeadershipNewark opportunity should be extended to the RU-N faculty.

External Models: Vanderbilt University’s medical school, for example, has an annual half-day workshop that takes on a major theme or issue and then structures a half-day of programming around it.²⁴

Scholarship

Regarding scholarship, we suggest that the scholarship interests of this cohort could include an exploration of the following:

- “Traditional” and “Nontraditional” methods of idea dissemination, including “second book” monograph development (including “book boot camps”), academic vs. trade presses, and effectively using digital media.

²² <http://www.rider.edu/offices-services/teaching-and-learning-center/programs-services/academic-leadership-development-program>

²³ See <http://odl.rutgers.edu/leadership-programs/>

²⁴ See <https://medschool.vanderbilt.edu/faculty/hazinkski>

- Developing into/as public intellectuals, by training faculty on drafting and placing op-eds, using social media (Facebook™, Twitter™, blogs) effectively, and consulting in the private and non-profit sector.

Leveraging Existing RU Resources: We could not identify any existing resources at RU that address these interests/issues.

Resource Needs

Staffing / Space: At least one (1) full-time staff member, two-to-three paid or for-credit undergraduate interns, and one “Collaboratory Fellow” (either an advanced graduate student or post-doc). Our vision would also require contracted engagements with experts and consultants who are already providing this content to university communities. With the exception of “The Writing Place,” this programming requires no specific space allocation (although we anticipate that one or both of the meeting rooms anticipated for Collaboratory will need to be made available for training or workshops). We also think several of these components can be delivered effectively through web-videos, live-stream, webinar, or conference call, allowing faculty to participate from their offices or remotely.

Conclusion

In order to embed these objectives into the culture of the university, we recommend that its offerings be introduced to prospective faculty during the recruitment process and, again, during the first semester on campus (as part of an “onboarding” effort). This will also help to cultivate a cohort of new faculty who are accessing this faculty development curriculum. Cohort learning is shown to boost learning, engagement, and productivity. Incorporating a cohort learning model at the new faculty level (0-3 years in position) can have a critical positive impact over the course of an academic career.

APPENDIX C
from the
Collaborative Scholarship Subgroup: Preliminary Report and Recommendations

Group Members: Andres Rengifo, Omanjana Goswami, Arturo Osorio, Bonita Veysey and Krista White

The Collaborative Scholarship Team took on several topic areas, including (1) valuing of publicly-engaged scholarship (P-ES) in hiring, retention and promotion decisions, (2) increasing opportunities for collaborative, high-impact scholarship, and (3) generic scholarship development and dissemination. As an anchor institution, Rutgers University –Newark is committed to addressing in collaboration with community partners the complex needs of the city in which we are imbedded and, to the degree that these needs represent global issues, far beyond the borders of Newark and New Jersey. Responsive to our dual mission of innovation and access, this means engaging in high impact collaborative scholarship (i.e., P-ES) and creating and reinforcing structures that are ever more inclusive.

The following proposals are organized by thematic area.

Valuing Publicly-engaged Scholarship (P-ES)

(1) Engaging and Supporting P-ES Conversations in the Faculties

The New Professoriate (NP) Report not only proposed concrete steps that could be taken immediately to enhance publicly-engaged scholarship (P-ES), but also recommended that further information was needed from the schools and colleges and from peer institutions to engage in robust conversations about:

- Definitions, examples and assessment of P-ES
- Diversifying the faculty
- Innovations in promotion and tenure review (including P-ES and flexibility in the tenure clock)
- Better integration and valuing of NTTs and PTLs
- Graduate and post-graduate student training

We propose that the P3 be a resource center for hosting conversations through ongoing seminars with RU-N faculty panels of scholars participating in engaged scholarship and providing material to support critical discussions about the role of P-ES in departments and individual faculty members' scholarship.

In regard to developing resources, for example, a number of universities have developed a rubric for the inclusion of P-ES in tenure and promotion reviews, including Michigan State University, Syracuse University and UNC-Greensboro. UNC-G has discipline-base exemplars posted on their website. See <https://communityengagement.uncg.edu/scholarly-resources/> Further, the New England Resource Center for Higher Education (NERCHE) and Imagining America also have grappled with these issues. Professional scholarly societies have also published guidelines.

See, for example, the American Historical Association statement on Public History. Materials from all of the above and others will give departments and schools concrete resources to build their disciplinary-based responses to the NP questions.

(2) Hiring, Retention and Promotion Decisions

Similar to the recommendation of the P³ as a resource center for faculty conversations, the P3 can also serve as a resource center to provide assistance in identifying exemplars and language that can be adapted for use at RU-N. Not only can the P³ provide help around P-ES, but also around strategies to recruit and retain faculty of color. Clearly, this recommendation must be developed in collaboration with the Provost and the Commission on Diversity and Transformation.

Increasing Opportunities for Collaborative, High-impact Scholarship (P-ES)

(1) Incentives and Rewards for Publicly-engaged Scholarship

Consistent with Rutgers University-Newark's mission, reinforcing and further encouraging scholars across all levels and disciplines to concentrate on the complex questions and problems facing our world today and to engage in high impact, collaborative research are central. In addition to providing concrete methodological tools and resources and institutional commitment (through tenure review procedures) to scholars, incentivizing and rewarding P-ES will encourage more people to engage in this type of scholarship. In this area, it is particularly important to build collaborations: across disciplines, between the academy and the community, between emerging scholars (Undergrad, Masters and PhD students) and established faculty.

The following provides a set of reward structures that can be implemented with few additional resources beyond what currently exists.

Program Elements:

(a) Encourage P-ES through the Chancellor's Seed Grant Program

The Chancellor is committed to providing up to \$2 million in funds annually to support the Seed Grant Program. With requirements of interdisciplinarity and high impact, this is the single largest incentive to change how scholars engage with their work.

- Use existing seed grant funds
- Administer seed grant solicitation and selection and award process
- Conduct annual reviews and track performance outcomes and impact
- Sponsor annual research day
- Continuously publicize individual grants on RU-N media and social media outlets

(b) Reward P-ES through (multiple) annual awards

Awarding P-ES through the P³ will demonstrate RU-N's commitment to encourage and support P-ES, and the actual awards at the institutional level will also help scholars who conduct P-ES to present stronger evidence of excellence for their tenure and promotion reviews.

- Need small amount of funding to support awards, event and logistics
- Identify award(s) and review criteria
- Administer nomination and selection (i.e., representative peer groups) processes
- Sponsor annual celebration event
- Publicize awardees and their accomplishments

(c) Support P-ES through discretionary funds for P-ES related travel, conferences, etc. (particularly NTTs and grad students) scholars

Today's faculty needs generous funding, not only to gather valuable data and explore innovative research ideas, but also to participate in national and international scholarly networking events and conferences. We must give particular attention to those with less access to funding resources, including graduate students, NTTs, faculty who are at the early stage of their career, and those in the arts and humanities, who need stable financial support to be able to carry on bold research aspirations.

- Funding-amount unknown
- Manage, monitor and process awards

(d) Increase P-ES engagement through visiting faculty/post doc position(s)

This incentive may serve two purposes: (1) supporting innovative partnerships and training opportunities, and (2) creating a potential pipeline to the faculty to continue to reinforce the value of scholars who do collaborative P-ES.

- Identify funding sources
- Create recruitment/partnership strategy
- Create support structure (incl., moving/housing, mentoring)

(2) Incentives for Graduate Students through Collaborative and Publicly Engagement Scholarship

Graduate Students are a valuable resource of RU-Newark and it is imperative to develop a stronger and diverse grad student body certain programs need to be implemented that incentivizes present students and invites potential ones:

- Developing partnerships with other schools, both domestic and international, that allow exchange programs and students from all disciplines to experience the excellent research facility that RU-N has to offer.
- Through visiting fellows/summer fellows program

Numerous schools all over the world run summer fellowship programs for graduate students (Masters and PhD), through which a student can visit an institution for a short duration (2-3 months) and undertake research. These programs (spanning across all disciplines) provide a small stipend, roundtrip fare and an excellent opportunity to work with international faculty.

Rutgers-Newark could develop a summer fellowship program targeting graduate students that gives a similar opportunity to students all over the world to come and experience research and academic life at Rutgers. Similarly, graduate students at Rutgers could visit schools within the collaboratory network for a short duration.

There are numerous advantages to this:

- This will create a potential pipeline to develop faculty and student body collaborations with peers from other institutions
- This will be an incentive in attracting Master's students to pursue their PhD at Rutgers-Newark.
- Overall development of the academic and research community through these partnerships

Examples of some programs are:

<https://db1x.sinica.edu.tw/tigpSummer/>

http://www.gsas.harvard.edu/hils/summer_internships.php

<http://www.ia.nctu.edu.tw/files/13-1000-781.php?Lang=en>

<http://eng-en.web.nthu.edu.tw/files/11-1130-3215.php>

Rutgers NB has a collaboration with Jilin University in China:

<https://china.rutgers.edu/scholarship> and organized a graduate research forum recently

<https://china.rutgers.edu/rutgers-%E2%80%93-jilin-university-graduate-research-forum>

(3) Rapid Response Research (R3)

To strengthen RU-N engagement in emerging local and global issues that demand immediate actionable knowledge—social emergencies, natural disasters, and other critical events—we propose to develop an infrastructure anchored in the P³ Collaboratory that would: map out and align RU-N people and resources to document these problems and offer short and long-term responses; bridge these RU-N based efforts to similar initiatives by partners in community, government and education; and integrate this form of scholarship with the RU-N strategic investments in Publicly-engaged Scholarship and other cross-cutting themes of the RU-N Strategic Plan.

This proposal advances the creation of multidisciplinary groups, Rapid Research Response Teams (R3 Teams), trained to work together and to be deployed at short notice to respond to an emerging or existing crisis. The ability to respond quickly to these types of events provides faculty, students and community members with unique research opportunities within exceptional environments.

The rapid response research concept is not foreign to academic research. In the area of natural science, for example, natural disasters such as wild fires, hurricanes, or oil spills, are of research interest and have developed corresponding methodologies to study these events as they take

place or shortly after. These projects seek to study the impact of these events and, when appropriate, to provide recommendations to prevent or ameliorate similar events. Similarly, in the field of medicine there has also been an emergence of research in the context of disease outbreaks. Research projects in these areas are undertaken as action research projects where the goal is to first contain and eradicate the outbreak, and later to prevent future emergences. Working as forensic teams, schools of engineering have done research, after disasters including natural disasters and technology failures. The goals of these projects have been to assess the efficacy of technology adequacy and resilience. Similarly, researchers in the area of supply chain management, manufacturing, and transportation have mostly focused on the aftermath of large disruptive events. These projects have looked into resilience and continuity of operations of the transportation infrastructure, supply chains, and manufacturing. More recently, the fields of disaster management, crisis management, and emergency management have gain popularity as they focus on the management of resources and responsibilities for dealing with the humanitarian aspects of disasters.

Examples of recent issues that might fall under the R3 Team initiative include:

- Sandy/Katrina
- Occupy Wall Street/Black Lives Matter
- Ferguson
- Flint lead crisis
- Zika virus/Ebola
- Mortgage crisis
- Newark Oral History/Queer Newark

In general, rapid response research does not employ multidisciplinary research teams. Even when part of a multidisciplinary team, different disciplines often work independently from each other. They often lack of any previous training that might allow them to share and leverage knowledge across fields. As a result of this insular framework, teams lose their window of opportunity to address the emergency at hand from a collaborative perspective, thus losing critical information and insights. To call attention to these gaps, the National Science Foundation has launched a series of grants incentivize the institutional emergence of these efforts. These grants also seek to promote community continuity in the face of disaster by encouraging the emergence of multidisciplinary research teams. Examples of this funding include:

1. Infrastructure Management and Extreme Events (IMEE)
https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13353
2. Critical Resilient Interdependent Infrastructure Systems and Processes (CRISP)
https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=505277&org=NSF&sel_org=NSF&from=fund
3. Critical Resilient Infrastructure Systems and Processes (RIPS)
https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504971&org=NSF&sel_org=NSF&from=fund

We suggest the development of an institutional approach that follows four basic steps:

1. Identify the problem –and the experts required

2. Plan the response –that includes immediate answers and academic research opportunities
3. Execute the plan –timely enactment of the response
4. Report the findings –practitioner and / or academic results

To accomplish these objectives we propose to:

- Create a line of ongoing funding within the RU-N Seed Grants for Rapid Response Research that would provide expedited funding and support, including fast-track review of proposals (<5 days), IRB review (dedicated staff for submission preparation), links to internal/external resources (for fieldwork, research, additional funding), as well as pre-defined protocols for budget allocation, hiring, etc.
- Programming highlighting scope, methods, and impact of Rapid Response Research, and unpacking links to the Strategic Plan and Publicly-Engaged Scholarship.

This work also might be supported by guest speakers who will present to the RU-N community on the process of crafting R3 projects, including collecting and analyzing data, dissemination, policy influence, support, etc. Lectures may be supplemented by workshop-style meetings with PhD students and faculty presenting on their own projects/proposals, as well as RU-N administrators on university support for these initiatives.

General Scholarship Development and Product Dissemination

We seek to develop a robust set of programming activities aimed at promoting excellence in collaborative scholarship through workshops, “writing boot camps” and other structured opportunities for exchange among faculty, PhD students and community partners.

(1) Workshops:

(a) Scholarship is as much about imagination and creativity as it is about soft and hard-skills. We draw on the Dana Library’s legacy of workshops on information management and analytical skills (SPSS, STATA, NVIVO, etc.) to propose a broader, more substantive set of workshops for students, faculty (and potentially, lay persons, too). These can be offered four times a year, in sequences of 3-5 days (Spring/Fall break, Winter, Summer) and may be modeled after successful summer programs in social sciences such as ICPSR, Essex, etc. The criteria to identify these workshops may include:

- Little duplication with existing (dedicated) courses
- Bridge-building in terms of disciplines, problems, methods
- Innovative
- Responsive to demands by faculty and students
- Integrated with strategic plan and new professoriate report (e.g., publicly-engaged scholarship)

Here are some ideas based on current summer course offerings:

- Machine Learning for the Analysis of Text as Data (ICPSR) or Qualitative Analysis: Methodologies for Analyzing Text and Talk (ESSEX U) or Machine Learning (ESSEX U)
- Designing, conducting and analyzing field experiments (ICPSR)
- Hidden, marginal and excluded populations (ESSEX U)
- Research methods for the online world (LSE)
- Introduction to Data Science and Big Data Analytics (LSE)

These can be staffed with experts in the field, and/or by RU-N (or even better, they can be team-taught). In addition to the actual workshop, we can plan for an open lecture as a kick-off or send-off by the instructor(s). This will provide some balance to the relatively small scope of the workshop (capped at 20-25 participants).

(b) Graduate student-specific supports through the use of existing resources

We have in the past discussed about course based summer programs like that of LSE, UMich and University of Essex. Most graduate students struggle initially to grasp the finer details of what research actually is and how should one go about it. Although, the graduate school and the library offer numerous workshops, students (and early stage researchers) cannot always make time for them. Online open courses can be used or developed which one can pursue at their own pace and time. For example, the MOOC on Research Methods: University of London.

(2) Writing Fellows program

To better prepare PhD students for careers in academia and beyond, and to better support the professional development of junior faculty, we propose the creation of a Writing Fellows program embedded in the P3 Collaboratory.

This program will run a semester-long seminar aimed at providing structured support and follow-up to students and faculty seeking to prepare a manuscript for submission to a peer-reviewed journal. Specifically, 8-10 fellows will meet as a cohort for individualized work and joint lectures, once a week, for 8 weeks, for 5 hours a session (Fridays, 9 AM – 2 PM, e.g., 40 hours total).

During these sessions, participants will work on their paper drafts and participate in short lecture series on relevant topics such as writing with co-authors, navigating peer reviews, editing, etc. At the end of the semester/program, fellows who successfully submit a paper for peer-review will receive a \$1,000 stipend, pending prior approval by a designated mentor. Designated mentors will work with fellows before and during the workshop providing feedback and guidance on paper drafts and if needed, on the methods and framing of the underlying research. Mentors will be faculty members in the fellows' home department and will receive a \$500 stipend for their participation in the program.

Writing fellows will be selected each semester through a competitive process run by the P3 Collaboratory in conjunction with the Graduate School. All MA and PhD students will be eligible to apply. Application will include a one-page abstract of the existing paper to be further

refined in the program (this working paper may be the product of a major/empirical paper requirement, if any, or a term paper, or a stand-alone manuscript), as well as a letter of support by a faculty member. This program will run in two separate sessions; Fall and Spring.

A parallel, writing fellows program for junior faculty may be developed along similar lines, or combined/integrated with the program above.

(3) Digital Products and Archiving

In order to incorporate expertise developed and enhanced by the P3 Collaboratory, the idea of a web site for the Collaboratory was proposed. As part of an end product for pedagogical, professional development and extra-institutional, community-centered research, participants in the P3 programs would be asked to provide TED-style talks on topics in their areas of expertise, incorporating principles and practices gleaned from work in the Collaboratory. The talks would be videotaped and made part of a digital library of resources that would share RU-N faculty expertise and raise the visibility of their research while simultaneously making it available to students at all levels of the university.

Such a web site would require collaboration between P3 staff, NCS and the Dana Library to implement. Considerations for the site would include digital storage space for hosting the site and its content, digital storage for unedited, archival masters of recordings and other materials, site planning, design and implementation.

In addition to TED-style talks, faculty receiving training at the Collaboratory should create online tutorials for processes they intend to use in their work that would be included in the P3's online presence. Workshops offered in the Collaboratory should also be created in a format suitable for online, self-guided study as well as in-person workshops. Graduate students, in particular, have consistently requested that workshops be made available online because their schedules often do not allow for in-person instruction. In order to create online tutorials, Collaboratory staff would need to be versed in utilizing screencasting software and effective editing techniques to create online learning modules for P3 materials. Such software might include Adobe Captivate, Snagit, CamStudio, Camtasia or others. The Dana Library and NCS would partner to evaluate and provide guidance in the choice of software, while P3 staff would develop workflows for the creation of workshop materials and provide assistance in the form of instruction, training, editing and production of tutorials created for online use.

The Dana Library can provide guidance from the beginning of site planning to insure the longevity and sustainability of recordings. They can also provide guidance in the best practices for the creation of subject terms, keyword terms and the development of a site ontology to maximize usefulness of the site for faculty and students at all levels. Such guidance would include recommendation for file formats of digitally recorded video sessions, metadata creation, collection and development, web site organization/structure, and copyright permissions. Such consultation could also be helpful for other digital assets used on the site so that web site archiving might be performed in the future to preserve the site in its entirety as an artifact. The P3 Coordinator should be versed in the creation of online learning modules and be authorized to hire staff who have skills in instructional technology with a focus on guiding

faculty in the creation of online learning units. It is also advisable that the P3 Coordinator consult with University Counsel to secure legal documents related to performance rights, copyright and model releases for all materials meant to be made available online.