Scholarship, Research & Creativity Working Group

OVERALL APPROACH: The faculty strategic planning advisory group (F-SPAC) decided to launch the faculty planning efforts by focusing first on the core aspects of our dual roles as scholars and teachers – scholarly and pedagogical excellence. The goal of this working group is to look deeply into issues relating to support and expansion of faculty scholarship, research and creative practice necessary to continue Dartmouth's leadership in higher education in the coming years.

This working group will seek broad input from within and outside Dartmouth. They will examine trends, needs and opportunities that will be vital to the successful recruitment, retention and advancement and scholarly distinction of our faculty in the future. Individual schools and departments will be asked by their deans to engage in discussions focusing on departmental, divisional, and school-specific scholarly strengths and disciplinary approaches to complement the more general conversation.

GOALS

- To recruit, retain and support a faculty comprising leading scholars in their respective disciplines
- To build on our existing core strengths, both intra- and inter-disciplinary
- To take advantage of cross-institutional collaborations and unique areas of opportunity
- To facilitate Dartmouth's distinctive link between Pedagogy and Research

INITIAL QUESTIONS (expanded questions for categories II-IV in Appendix)

I. Status Report: Where are we now?
- What are the primary areas of scholarly activity at Dartmouth now?
  - What are some exemplars of nationally and internationally regarded research at Dartmouth?
  - How has that changed over the last 10 to 20 years?
  - What are the disciplinary strengths? Interdisciplinary strengths?
  - Where is it heading? How do we aspire to be known among our peers?
- Where are our shortcomings?
- What are the current problems/concerns for recruitment and retention?
  - What are the national trends on tenure and tenure-track positions?
  - Why do scholars leave?
  - What leads to successful retention?
  - Who is not applying now; who we would like to attract?
- What are the barriers to success – actual and perceived?

II. Looking Forward: What are the opportunities?
In what areas can we advance: within disciplines, across disciplines, across the institution?

III. Resources: What do we need to be successful, for all of our diverse fields?
- In a perfect world, what kinds of annual budgets are needed?
- What are the ranges of needs within the core disciplines? (financial, time elsewhere, etc.)
- Where can those resources come from? External, internal, other?
- How is access to these resources likely to change over the next decade? Decades?

IV. Mechanisms and Procedures for Promoting Success
- How do we choose where to invest additional resources?
- How do other institutions do this? What works well? What could work well here?

- Once resources are invested, how do we assess the success of our programs (e.g., enhance reputation, curriculum, mentoring, student engagement, etc.)?

WORKING GROUP COMPOSITION

- Members, including co-chairs:
    - George O'Toole (CO-CHAIR), Professor, Microbiology & Immunology
    - Bill Wohlforth (CO-CHAIR), Daniel Webster Professor of Government
    - Pamela Bagley, Research and Education Librarian
    - Lisa Baldez, Associate Professor of Government and LALACS
    - Ethan Dmitrovsky, Andrew G. Wallace Professor of Pharmacology, Toxicology, and Medicine (F-SPAC)
    - Laura Edmondson, Associate Professor of Theater
    - Mary Lou Guerinot, Professor, Biological Sciences
    - Robert J. (Bob) Graves, John H. Krehbiel Sr. Professor for Emerging Technologies; Director, Master of Engineering Management Program; Adjunct Professor, Tuck School of Business (F-SPAC)
    - Annabel Martín, Associate Professor and Chair, Women's and Gender Studies; Associate Professor, Spanish and Comparative Literature
    - Scott Neslin, Albert Wesley Frey Professor of Marketing, Tuck School of Business (F-SPAC)
    - Donald E. Pease, Jr., Professor, English; The Ted and Helen Geisel Third Century Professor in the Humanities; Director of the Master of Arts in Liberal Studies Program (F-SPAC)
    - Michelle Warren, Professor, Comparative Literature; Dartmouth College Coordinator, Mellon Mays Undergraduate Fellowship
    - Dennis Washburn, Professor, Asian and Middle Eastern Languages and Literatures, Comparative Literature
- *ex-officio*: Denise Anthony (F-SPAC Chair , A&S), Maria Laskaris (SE-SPAC Co-Chair; Dean of Admissions), Martin Wybourne (SE-SPAC Co-Chair, A&S, Vice Provost for Research, A&S)

APPENDIX: ADDITIONAL INFORMATION
GENERAL CHARGE TO WORKING GROUPS

- Address topics defined by the F-SPAC and SE-SPAC, ensuring attention to Guiding Principles and Guiding Questions
- Coordinate with F-SPAC and SE-SPAC to refine topics
- Identify, gather, and analyze data and relevant materials
- Explore external factors and trends
- Seek input broadly
    - After producing status reports, seek proposals from faculty on specific topics
    - Consult various groups as needed (e.g., libraries, centers, institutes, etc.)
- Establish routines for periodic communication with faculty, and with advisory committee(s)
- Prepare draft report and recommendations
- Prepare final report, incorporating faculty and advisory committee feedback

SUPPORT FOR WORKING GROUPS

Staffing support will be provided for scheduling meetings, taking notes, circulating information and documents, copying, etc. Small budgets will be provided for meetings, lunches, retreats, travel, etc.

WORKING GROUP REPORT

All working groups will deliver a final report including:

- Executive Summary
- Definition of topic and scope
- Description of working group process
- Presentation of key data/information and analysis
- Options considered, pros and cons
- Recommended actions and timetable
- Relation of the topic and recommendations to the Guiding Principles and Questions
- Description of how progress/success in reaching goals will be measured
- Appendices—data, analyses, or other supporting materials

EXPANDED DESCRIPTION OF INITIAL QUESTIONS

II. Looking Forward: What are the opportunities?
- Within disciplines or by broad research questions?
- **Cross-institution collaboration/synergy in research, scholarship and creative practice**
  - Identify several outstanding and clear areas of opportunity where we can build bridges across schools to enhance research programs, make major contributions in critical areas on national need and global significance
  - Develop processes that make working across boundaries easy and erase obstacles to collaboration
  - Suggest guiding principles for prioritizing cross-institutional collaborations
  - Suggest mechanisms to jump-start these activities (e.g., PEER, other ideas)

III. Resources: What do we need to be successful, for all of our diverse fields?

- **External Resources – for all of the different kinds of scholarship we do**
  - What are/will be the expectations for external support in the various STEM fields at the leading institutions? Does this pertain to other fields as well?
    - How does/should Dartmouth help faculty compete in this environment? What is our current success?
    - What future trends are projected for funding availability? How will the best schools continue to support STEM areas that are dependent on external dollars?
    - What would it take to double our external research support? Can we do it? What are the incentives for success? What are the costs?
  - What are/will be the expectations for external funding support in Humanities fields at the leading institutions? Does this pertain to other fields as well?
    - How does/should Dartmouth help faculty compete in this environment? What is our current level of success?
    - How should Dartmouth support research faculty in these fields?
  - What are/will be the expectations for external funding support in Social Sciences at the leading institutions? Does this pertain to other fields as well?
    - How does/should Dartmouth help faculty compete in this environment? What is our current level of success?
    - How should Dartmouth support research faculty in these fields?

- **Internal Resources**
  - What types of internal resources do we need to facilitate research activities/scholarship/creative production?

- Infrastructure, e.g., new types of space (studios, labs, data visualization rooms, off-campus facilities, etc.)?
- What are the relative merits of different hiring strategies? (e.g., train from within, senior hires)
- Time; teaching loads
- Staff/students
- Centers of excellence proposal (PEER)
- Postdoctoral programs for the social sciences and humanities
  - make Dartmouth a mecca for postdoctoral research and training
  - some teaching; opportunity for independent scholarship; targeted mentoring from multiple colleagues through publication process
- Workshop opportunities

IV. Mechanisms and Procedures for Promoting Success

- How do we choose where to invest additional resources?
  - To consider: let administrators choose, or allow faculty groups to have a role (e.g., PEER process)
  - How do other institutions do this? What works well? What could work well here?
  - Once resources are invested, how do we assess the success of our programs?
- [How] can we sustain/advance our hybrid-status of research (i.e., departments w/ and w/out graduate students)?
  - How can we strengthen our scholarly profile/climate for success in order to recruit and retain future scholars who currently don't apply or who leave Dartmouth to go to schools with a "stronger" research profile/reputation?
  - What advantages does our size or scale offer that we could enhance to improve our competitive position? What disadvantages do we need to face head on to alleviate?
- Hiring strategies to consider
  - Flexible chairs
  - Cluster hiring
  - Senior vs. junior hires – targeted hiring
  - Non-tenure-track ranks (trends here and elsewhere, past, present and future)