

## SECTION 5 – VISION STATEMENT

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#### Section 5.1: Proposed Vision Statement for 2026

This statement was written upon reflection from feedback on the Faculty Survey and in the context of preparing the Strengths/Weaknesses/Opportunities/Needs analysis. It was unveiled for the first time October 14<sup>th</sup> and faculty were invited to discuss provide feedback through mid-November. It has been edited thanks to additional feedback from faculty and staff.

*Because the strength of our engagement in research and creative work is clear and because such engagement enriches our teaching, the pursuit of external funding for our scholarly work enhances our mission to provide the finest liberal arts education in the country. With our time and efforts supported by the College in imaginative ways, we create a vibrant, intentional community of faculty and staff who engage in grants and fellowships activity as part of the broader ecosystem of our scholarly activity and creative work. Recognizing that our research and creative work benefit both from the process of writing thoughtfully about the significance of our work as well as from sharing our written narratives with colleagues and reviewers, we foster a supportive environment for scholarly exchange. Encouraged by robust individualized programming and appropriate administrative support, we engage in strategic activities that position us well for long-term success, reaping wide-ranging benefits from the process regardless of funding.*

## **Section 5.2: Key Conditions for Growth to Attain Vision for 2026**

In order to meet this vision there is a need for growth in both awareness and support.

**The following conditions indicate an overall growth in awareness.**

- Faculty understand that seeking external funding is strongly supported by the College but is not expected of all faculty.
- The College's grant-seeking culture understands that seeking external funding is part of one's scholarly "ecosystem," which entails being open to feedback as well as being persistent.
- Faculty understand that the tenure and promotion process rewards grants seeking, as outlined in an update to Section VII.A.2 of the Faculty Handbook (The Tenure Decision/Criteria for Tenure/Scholarship, page 17) – proposed language below
- Faculty are familiar with the wide range of resources that exist to support them.
- Faculty with an interest in future grant and fellowship work plan on a "long runway" to an application, beginning the process two to four years in advance.
- Faculty will have clarity on the range of strategic steps that they can take to become more competitive for external support.
- Faculty understand that by planning ahead, and being aware of their key funders, they can choose to apply or choose not to apply as circumstances allow.

**The following conditions indicate an overall growth in support.**

- Faculty who seek or plan to seek external funding join an intentional grant-seeking community, a "grants collective."
- The College supports creative ways to ensure that faculty have the time to apply for and manage external support for their research and creative work.
- The DFRS/office is viewed as an excellent resource by faculty from all disciplines, due to robust programming and the ability to support an increase in applications from all disciplines.
- The DFRS/office is viewed as an excellent resource by faculty from all experiences, perspectives and backgrounds, due to a sensitivity and attention to the concerns of BIPOC faculty, LGBTQ+ faculty, faculty from first-generation families, the Asian community, religious minorities and other marginalized populations.
- The grant-seeking culture is supported by an advisory faculty committee, who receive "committee credit" for their work.
- Faculty who attend in-house trainings find them valuable and recommend them to their colleagues.
- The College develops and maintains policies and procedures that are fundamental to its ability to smoothly obtain and ethically manage external funding.

## **Section 5.3: Indicators of Growth in Awareness and Support**

### **Awareness**

#### **Awareness of DFRS Position by New Faculty**

- The majority of new tenure-track candidates will have become familiar with the DFRS in the recruitment process.
- All new faculty meet the DFRS in the New Faculty Orientation.

#### **Awareness of Community, Resources and Support by Faculty in General**

- Faculty feel a strong sense of community support for work related to external funding for scholarly work.
- Faculty know that they are actively invited to participate in the grant-seeking community.
- Faculty have the information they need to enable them to determine when or if the time is right to apply, based on a foundational understanding of their best funders and their target funders' regular deadlines
- Faculty are familiar with training options (Grants Orientation, EGPs prepared, clarity about one or two "target" funders).
- Faculty have clarity on the internal and external resources that exist to support the search for external funding, including the Pivot Grants Database.
- Faculty experience grants support – be it from DFRS or CFR - as seamless; pre-award and post-award processes are consistent.

### **Support**

#### **Support for Communication**

- DFRS/Office maintains active "opt-in" email lists for affinity groups based on common interests, such as interest in the same funder, similar discipline, or similar population such as early career STEM, career stage, etc. (See "TTAGs" in Section 10.C.)
- DFRS develops annual communication plan that includes reaching out to departments and programs, affinity groups, faculty in certain stages of their grant/fellowship application processes, etc.

#### **Support for Professional Development for Faculty (In-House Training)**

- The majority of new faculty attend Grants Orientation training by the end of their first year.

- Tenured faculty attend foundational session so that all faculty – early and tenured faculty – are have the same fundamental information about resources, timing, and the value of the process

#### **Support for Faculty Planning**

- The majority of faculty in the “grants collective” have an External Grant Plan (EGP).
- The majority of faculty in the grants collective will be familiar with strategic activities and will have support to help them keep timeline/deadlines in mind for their next strategic activity.
- The majority of proposals will be initiated 2 to 4 years prior to the deadline.

#### **Support for Preparation of Grants and Fellowships**

- Faculty will have support that includes dedicated time to write grants. Eg, Crown Center and DFRS support active SWARGS (Scholarly Writing and Research Groups) for people who are actively preparing an application for submission in the next 6 to 12 months. (See “WAGs” in Section 10.C.).

#### **Support for Community Connections**

- Faculty will have support to attend and/or share their expertise in “Pay-It-Forward” panels featuring CC faculty with expertise in grants and fellowships.
- The majority of faculty will have participated in Irons in the Fire, and recordings are a valuable source for potential students, current students, and campus constituencies.
- Faculty will have support from colleagues who are willing to read drafts and provide feedback. Faculty will plan far enough ahead to make this request well in advance of a deadline.
- Faculty will have trainings on the availability of academic grants more broadly (in collaboration with Corporate and Foundation Relations) and how to engage in that process (can be folded into External Grant Plan).

## Section 5.4: Expected Outcomes

**Improvements to Faculty Engagement** In five years, the majority of faculty *who engage in grant preparation process* (initiated by taking first training or having first one-on-one with DFRS):

- think of grant proposal activity as part of their “ecosystem” of scholarly work
- plan for grant proposals 2 to 4 years in advance
- feel that they have the capacity (time) to apply if they so choose
- recognize the benefits of applying - continually learning/growing/gaining clarity on their scholarly work or creative production from the process and developing their scholarly network
- There are improvements to the kinds of faculty who engage in grant development work, including by rank and by discipline. There is also an increase in engagement by faculty from marginalized communities. See Section 7 for more.

**Improvements to Grants Community** – The grants community – whose activity is visible through SWARGs, Pay-It-Forward Panels, reading of each other’s drafts, an annual recognition event, trainings, Irons in the Fire - is thriving. Faculty in the grants collective feel strengthened connections with faculty in different divisions and within their own divisions (via SWARGS, grants reading circles, Pay It Forward panels, other trainings and events) See Recommended Actions, Section 10.C.

**Improvements to Grants Infrastructure** – The College supports ways for faculty to have structured time to work on grant applications. For consideration: perhaps a three-year, summer-only program is established to foster strategic approach to grant and fellowship activity. Or perhaps an internal two-year (accelerated) fellowship program is established to foster strategic approach to grant and fellowship activity. See Recommended Actions, Section 10.D.

**Improvements to Grants Recognition** – For example, there are clearer guidelines for Tenure and Promotion in the Faculty Handbook. Specifically, language is added to Section VII.A.2 of the Faculty Handbook (The Tenure Decision/Criteria for Tenure/Scholarship, page 17) – See Recommended Actions, Section 10.C.

**Improvements to Grant Activity.** There is an increase in the number of proposals in the humanities and social sciences prepared and submitted due to more opportunities for targeted training, and more strategic activities as compared to the 2015-2020 average (Breakdown of 52 faculty: 27% humanities, 16% social sciences, and 58% natural sciences; Breakdown of 95 applications: 21% humanities, 21% social sciences, and 58% natural sciences; see Attachment 7.1.B) There is an increase in the number of proposals in creative production prepared due to better understanding of funding options (EGP templates for different kinds of creative production), more targeted training, and more strategic activities.

(Only two applications in creative production – captured in Humanities stats – of which DFRS is aware; others possibly submitted independently.)

**Improvements to Grant Competitiveness.** There is an increase in the percentage of proposals funded, from a 10-year average of 36.7% (See **Attachment 2.1.A**) to a 10-year average of more than 40%.

**Improvements to Grants Support.** Faculty with active grants feel equally supported prior to and after receiving grant/fellowship funding. DFRS/Office and Finance reach out to faculty proactively to ensure grant spending is discussed, reviewed and supported.

## **Section 5.5: Cohesive Support Needed from All Constituencies**

To meet the above vision, there will need to be cohesive support for this vision on the part of college and faculty leadership as well as the faculty themselves.

### **Support from College Leadership**

- Support for faculty time: Perhaps the fellowship program would entail a release block in the second year in order to support the faculty member's participation as an external grant reviewer and their initial draft of a grant/fellowship narrative.
- Support for additional grants staff, if recommended by the external reviewers: The 2014 Faculty Scholarship Action Team recommended a new staff person, and the DFRS submitted a budget request for a new position in November 2014. Citing the recent arrival of a grants accountant (Sarah Hintz, who handled Lori Cowan's duties) and the imminent arrival of Ina Remus, in January 2015 the DFRS requested a deferral of the budget request in order to ensure that the College had clarity on the kind of support needed before approving a new position. With the development of this self-study, much more clarity has been developed.
- Support for SEGway Program (as presently supported by "indirect costs") continues to be reliable to allow for critical financial investments in support of faculty's professional development (visits to grants workshops, for example) and making proposals more competitive
- If additional staffing is deemed a priority, the position should be designed as an entry-level exempt position, perhaps at the Coordinator or Assistant Director level, with the expectation that the DFRS and the new position both share in administrative duties. In particular, the College would design the position with the intent to recruit only individuals who identify as being a member of the BIPOC community, as there is a concerning lack of diversity in the Research Administration profession and establishing such a position would position CC as a leader in this way. As part of designing the

position itself, the DFRS would work with appropriate members of the CC community – as well as others in her professional network – to develop a mentoring plan that is supportive and comprehensive. The DFRS would also work to develop her professional expertise, her supervisory skills and her understanding of antiracist policies and practices in order to provide an excellent opportunity for growth for herself, the individual in the new position, and the office as a whole.

### **Support from Faculty Leadership**

- Support for a Faculty Advisory Board for the search for external funding. For consideration: Should this board include DFRS and the Director/Associate Director of CFR so that there is coherent advice and guidance regarding support for faculty in seeking academic grants? The 2014 Faculty Scholarship Action Team recommended an advisory board for external research funding but due to its proposed focus on compliance, it did not have traction at the time.
- Support by FEC for participation in grant-seeking culture in tenure and review process

### **Support from Faculty**

- Participation in one-on-one trainings with DFRS
- Participation in communication and writing affinity groups for grants and fellowships
- Participation in Pay It Forward Panels (as participants and speakers)
- Participation in the grants community will require a collective willingness to be vulnerable with each other, when sharing narrative drafts, for example.
- Participation in Irons in the Fire

### **Support from Staff/Administrative Offices**

- Staff with an interest in seeking external funding participate in trainings
- Departmental assistants understand the importance of their role in supporting external funding and receive appropriate support in return
- Staff who support the grant-seeking enterprise (Controller, HR, CFR, etc) contribute to improvements in the process