

Northeastern Research Leadership Development Initiative (ReDI)

Potential Cohort Challenge Topics 2017-18

Goal: The goal of the Cohort Challenge is to provide an opportunity for the ReDI Cohort to work in smaller teams using the strategies discussed in the Toolkit Workshops. It's a real way for participants to practice what they've learned about leadership and apply it to an existing Northeastern challenge. It not only provides ReDI participants an opportunity to participate in an applied leadership activity, it also provides ReDI participants with the opportunity to engage with the Provost's Leadership Team about best practices to support and promote the University's research environment.

Northeastern's Future Faculty

Subject Matter Expert: Jay Aslam - Professor and Senior Associate Dean of Faculty; member of the Faculty of the Future Academic Planning Committee

Northeastern in 2025 will have a faculty that will include traditional disciplinary scholars as well as an increasing number of faculty who work across the traditional boundaries of academic disciplines. Interdisciplinarity will become the norm rather than the exception. The university will further engage faculty with flexible and nontraditional appointments, including faculty whose appointments are split across academia and industry, professors of the practice, and other non-tenure-track faculty who will play a distinctive role in research, pedagogy, service, and community engagement. How could the University work together to make this vision statement a reality? What exactly might such nontraditional appointments look like, and how will they function? How can we develop our faculty, both interdisciplinary and nontraditional, to reach their highest potential? How can we move faculty mentoring to the next level so that we retain the excellent faculty we recruit and how do we mentor interdisciplinary and nontraditional faculty members? What will be the distinctive elements of the faculty in Northeastern University 2025?

Integrating the Research Enterprise

Subject Matter Expert: Dana Carroll - Associate Vice Provost, Research Administration

Faculty research is one of the cornerstones of our newly designated Research I university. Research occurs within all disciplines, often across disciplines, and with funding from a wide array of agencies, be it federal, foundation, corporation, or through development. Many pieces of the university organization need to fit together in order to support the research enterprise as faculty move from their original idea, to grant submission, to execution, and finally to dissemination. When faculty members, department staff, ORAF, and college staff work together seamlessly, research can accelerate rapidly. How does the plan for the implementation of new systems look to you and what will insure its success? Yet, bumps and hiccups are legendary. How can we better integrate Northeastern research systems to provide a more efficient

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infrastructure for the research enterprise? What would be your ideal for an infrastructure that flows easily and efficiently? You might take an example of a project that's gone well from start to finish to figure out how we can build a research enterprise with no surprises.

Adopting the Self-Authored Integrated Learning System (SAIL) Framework for Faculty

Subject Matter Expert: Cigdem Talgar – Associate Vice Provost, Teaching and Learning

Northeastern is creating an environment where all people: students, faculty, and staff, are actively engaged in life-long learning. SAIL is a mobile app that is a holistic, learner-centered approach to learning that recognizes the importance of supporting multi-dimensional growth to prepare learners for the growing complexity of our global society. This framework outlines five dimensions of learning, growth, development and leadership. These overlapping dimensions of learning and their associated skills are supported by a common set of cognitive core processes: 1) Intellectual Agility, 2) Global Mindset, 3) Social Consciousness & Commitment, 4) Professional & Personal Effectiveness, and 5) Well-Being. From the perspective of a faculty member, how do we create this life-long learning environment for faculty? How do we create a system that supports faculty as their careers develop? What would faculty like to see in SAIL for their own academic professional development, their growth as a teacher, and as a learner?

Infusing a Mentoring Culture Throughout Northeastern

Subject Matter Expert: Jan Rinehart – Executive Director ADVANCE Office of Faculty Development

The critical importance of mentoring in academic careers is well documented in the research literature and in the lived experiences of faculty members. We know that faculty with effective mentors and/or mentoring networks are more productive, more successful, more involved, and are more satisfied with their careers. The question is how do we create a mentoring culture at Northeastern University? If a mentoring program exists without a mentoring culture, it decreases the likelihood that the program will grow and thrive over time. How does the university create an institutional commitment to mentoring? What components distinguish a university with a strong mentoring culture? In addition to the benefits for the individual faculty member, what tangible benefits does the department, college, and/or university receive for investing in a mentoring culture? What strategies can be used, other than incentives, to create a culture of mentoring? Who does it well and how did they get there?