Full-Time NTT Faculty Fellowship Program:
An Inspiration Session

November 30, 2023
Jackie Isaacs
Vice Provost for Faculty Affairs
FTNTT Fellowships

- Launched in 2019-2020
- Designed to provide an opportunity for FTNTT faculty to engage in professional activities that benefit both them and the university.
- Many different types of proposals can/have been approved
Activities to consider...

• Visiting another institution of higher learning to observe and learn new strategies, methods, or innovations in teaching;

• Improving one’s expertise in subject matter or teaching methods;

• Engaging in professional activity at a company, academic, government, or non-profit organization, or laboratory, in support of positively impacting the faculty member’s teaching/research/creative activities, or innovation (entrepreneurial) endeavors;

• Focusing on research at one of our network campuses that is consistent with our current university focus (e.g., health, sustainability, security, artificial intelligence, cognitive and brain health).
Eligibility

• Fellowships available to FTNTT Faculty at associate or senior ranks
• Must have been employed by university for minimum of 6 years
• Fellowships one semester in duration
• Cannot be used to teach at another institution
• Cannot be paid by another institution
Application Requirements

• Proposed plan
• CV with TRACE summary table
• Letter of support from unit head(s)
• Agreement to submit report upon return too campus
Application Process

Proposal and letter of support to Associate Dean for Faculty Affairs by February 26, 2024

Dean’s Office submits recommendations to Vice Provost for Faculty Affairs by March 29, 2024

Notifications from Office of the Provost by April 12, 2024
Other Information

- Medical/dental/life insurance benefits maintained
- Written report due to chair, dean, vice provost after completion
- Contributions going to retirement program maintained
- Duties resumed for at least one academic year following fellowship
- Salary at 100% for 1 semester
My Experiences With The FTNTT Faculty Fellowship

Luke Landherr (they/he)
COE Distinguished Teaching Professor
Associate Chair of Undergraduate Studies
Chemical Engineering
November 30, 2023
Goals

1) Use the time and freedom provided by the fellowship to further develop my research program

2) Dissemination of research

3) Leadership within the chemical engineering professional society (AIChE)
Goal #1: Further develop research

• Visualization research using comics and videos as learning tools in STEM

• Wrote a 200 page ‘graphic novel textbook’ on thermodynamics

• In discussion with MITeen Press

• Submitted successful $4k AIChE Foundation grant
So let's take a second at this point and meet Sadi Carnot, a French scholar and soldier, born in 1796.

When Carnot was just a kid, his father, Lazare, was Napoleon's minister of war for eight years. Lazare resigned in 1807 to focus on teaching Sadi and his brother in mathematics, science, languages, and music.

Sadi Carnot showed great intelligence and potential, and he went off to one of the leading French educational institutions at age 16.

And when Sadi was 18, Napoleon returned.

He went on to study military engineering.

This changed everything for Sadi.

Lazare was appointed a minister under Napoleon again, but Napoleon's rule lasted only 100 days before he was exiled.

Four months later, Lazare was exiled to Germany for the rest of his life, too.

It didn't help that Lazare had voted to behead the king.

Sadi, meanwhile, was still in the French military, trying to develop his career. But, possibly given his father's previous role, Sadi was treated poorly and had no chance for promotion.

So he retired at age 23 and spent the next 13 years studying physics.

Eventually committed to an asylum, he died at age 65 in a cholera epidemic.

And given the contagious nature of cholera, all of Sadi's notes and books were buried with him.
Goal #2: Dissemination of Research

- Gave an invited seminar at Cornell University
- Gave one presentation at AIChE
Goal #3: Leadership within AIChE

• Served as the co-programming chair for the AIChE Annual Meeting
• Organized the inaugural IDEAL (Inclusion, Diversity, Equity, Anti-Racism and Learning) joint panel, session, and reception
How has this enabled my career?

• Helped clarify to me (and to the department) my interest and commitment in research
  • Reorganized my obligations and teaching load
  • First NSF grant to start in 2024
  • Additional AIChE Foundation grant received in January 2023
  • Took on my first grad student last year

• Further solidified my leadership in AIChE professional society
  • Elected Director of Education Division in 2023
  • Will run for overall Board of Directors in 2024

• (Also the book getting published will be nice)
BOOK PROJECT 1

SHEILA WINBORNE, TEACHING PROFESSOR, PHILOSOPHY AND RELIGION

F. HOLLAND DAY
(b.1864 - d.1933)

F. HOLLAND DAY,
AMERICAN PHOTOGRAPHY MOVEMENT
(LATE 1800s TO EARLY 1900s)

ARCH AEGEDDON

COMPLIED BY W. E. B. DU BOIS
WITH THOMAS J. CALLOWAY,
AMERICAN NEGRO EXPOSITION UNIVERSELLE (1900)
Cooper-Hewitt Smithsonian Museum of Design, New York City (Feb 8-9, 2023)

Smithsonian National Museum of American History (Mar 30, 2023)

Smithsonian National Museum of African American History and Culture (Mar 31, 2023)
Maximizing Impact: Creating Engaging Learning Communities through Learner-Centered Design

Motivation:

• Most faculty/subject matter experts do not have training in learning design (Khalil & Elkhider, 2016).
• A resource that is absolutely needed in higher education, especially given the renewed focus on increasing learner engagement and effective course alignment to support both our students and faculty.
• Northeastern has both learning designers (EDGE) and a learning research organization (CATLR), but no intentional focus on building the learning design skills of faculty.

Goal:

• Create a self-directed online resource designed for faculty subject matter experts who are interested in acquiring basic learning design skills to develop learning experiences that: 1) are fully aligned across outcomes, assessments, and teaching strategies; and 2) effectively include and engage all learners, whether in F2F, online, or hybrid learning contexts.
• Update my design skills with authoring tools and technologies.
Outcomes

• Self-directed course
• 3 modules and 13 lessons:
  • Learn – 5 lessons
  • Design – 4 lessons
  • Teach – 4 lessons
• Built in Articulate 360: Rise
• Supported by volunteer experts, current LXDT students, LXDT alumni, faculty colleagues
• Year-long project (currently in pilot phase)
Advice

• Scope
• Support
• Schedule
FTNTT Faculty Fellowship
Barbara Larson, Teaching Professor of Management, DMSB
Motivation and Goals – The plan

1. Get back out into the “real world”
   - Corporate residency at Clean Harbors

2. Study truck drivers as an extreme example of remote work
   - Qualitative interviews → paper
   - Field experiment – intervention study → paper

3. Develop teaching/training materials
   - Two teaching cases
The reality

1. Corporate residency worked well

2. Completed qualitative interviews
   … but more to be done on this project

3. Field experiment gave way to reality of the business…
   … but, started a related study

4. Teaching cases halted due to management changes…
   … but, completed L&D materials for the company
   … and wrote much of a book (release date 12/1/23)
One key piece of advice

Be ready to adapt, especially if your project depends on others...

... but don’t lose sight of your original goals and motivation