

Charting Pathways to Intellectual Leadership

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Welcome! This series is designed to help folks at all stages of career in the arts & humanities to do two important things. 1) plan and 2) practice those things that allow you to grow the reach and impact of your work so that more people can benefit.

Each week we'll have a framework – a heuristic or thinking tool that I will introduce to you and ask you to spend some time with in order to make plans for yourself and the folks you collaborate closely with. My hope is that each week will inspire more questions and ideas we can take up in the next session!

Agenda

- I: Charting Your Path to Intellectual Leadership
- II: Creating an Idea Others Will Invest In
- III: Building a Collaborative Team
- IV: Developing a Funding Strategy

The weeks ahead!

Our first session, today, is the most broadly applicable. The others in this sequence get progressively more focused on what you can do to secure funding for collaborative projects. But even if you don't think that applies to you – or maybe it doesn't yet – hang in there...because that's what our first session is all about!

Each week, I'll try to help you answer one question

▸ Questions we'll try to answer ...

What others do you have?

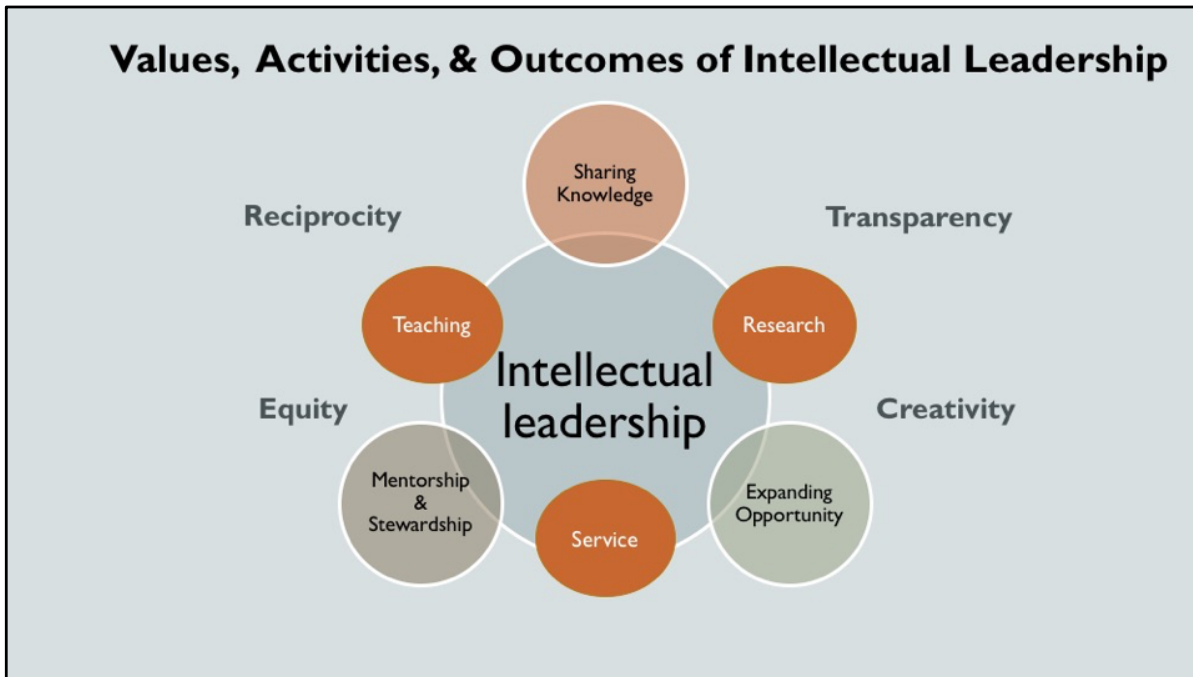
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- I: Where is my career taking me? when is the right time to go after grant funding?
- II: What kinds of projects need grant support and what kind of projects get funded?
- III: How can I build a track record of success with a team that will make funders confident in our ability to be good stewards of resources?
- IV: How can I attract sustained support for my work without selling out my goals and values?

About Me, Bill H-D



- Professor in the Department of Writing, Rhetoric, & American Cultures
- Associate Dean for Research & Graduate Education
- I study writing *behaviors* and practice, inside and outside of school settings, and try to help people improve their work by improving their writing.
- My experience and interests lie in technical and scientific writing, especially in health care settings, and in user experience and software development.
- I studied grant seeking teams early in my career, and a lot of what you will hear in this series is informed by that work!



A framework for thinking...our first one! This diagram is a collaborative effort by my colleagues in the College of Arts & Letters Dean's office. Dean Chris Long and my Associate Dean Counterparts Sonja Fritzsche & Cara Cilano and I have been working on this as a means to imagine what a more generous, manifold approach to careers in Higher Education looks like. A few key ideas have guided us. One is that faculty should be empowered to make creative choices – that's how we define successful careers – and that there shouldn't be an arbitrary probationary period for that.

The circles here name the ends toward which scholars work when we recognize them with distinguished awards – the kind of things we call out when folks retire or make emeritus status. I realized this because that's a task that sometimes falls to me in my role in the dean's office. And so I took a careful and systematic look at what folks do who we call "distinguished" professors. And I found that they share knowledge, expand opportunity for others, and engage in mentorship and stewardship within their organizations to invest in the success of the next generation of scholars. Research, teaching and service are some of the means by which they do them...but they are just that: means. The ends are not in the ovals in this picture.

So what motivates these behaviors, these actions in the circles? Moving their

organizations and communities closer to those values on the perimeter. When we share knowledge, we contribute to structures that are more transparent and reciprocal. When we invest in others through mentorship, we can give back and contribute to more equitable environments for learning and working, etc.

This model is quietly radical, we would assert. Why? Because it says that what matters isn't defined by the numbers we add up to put in the ovals. Rather what matters is what we would claim as success at the end of our careers. But we don't have to wait. We can value those things right now.

The key idea is that you, all of you, have a chance to become an intellectual leader. The kind of person others look to and learn from, someone with the capacity to share knowledge, expand opportunity for others, and invest in the success of the next generation of scholars. The question is...how do you want to do that?

Charting Your Path

Horizon: What would signal your arrival as an intellectual leader? Choose an event to help you know when you get there.

Milestones: What points along the mark your progress? (out of your control, but important)

Stepping Stones: What choices will get you to your horizon event?

Ok, now we're going to imagine a journey. I want you to work with three concept. First is a horizon event. This a moment in time when even you cannot deny your arrival as an intellectual a leader (do I know academics, or what?). What kind of moment can you imagine? I call this future-perfect thinking... as in "if I am recognized as an outstanding teacher by colleagues, I will have..."

Next, we imagine the path to that horizon event. But we want to avoid a common mistake, which is charting our path only with milestones. Milestones are useful. They mark a way that others have traveled. And indeed, others have left them there for us. Thank you! But... we can't move them and we can't control them. So we also need to plan what I call stepping stones. These are deliberate, discrete actions that move you toward your path. And your path may not always be the one that others have taken.

On your to do list, you should only have stepping stones. Milestones go on your C.V., not your to-do list! Winning a grant is a milestone. Submitting a grant proposal is a stepping stone!

Do Your Stepping Stones Get You There?

Horizon Event

In five years time, I will be asked to be a program chair for the ATTW conference, helping to shape research priorities for the field

Stepping Stones

- Submit TCQ article.
- Submit ATTW proposals each year.
- Run for ATTW At – Large Position.
- Volunteer at ATTW Conference registration

Short cut!



Let's look at a real-life example from my own career. A signal that one is an intellectual leader in one's field can be chairing the program for a conference. You get to set the agenda for your colleagues, invite the keynote speakers, appear at the podium for moments of inspirational speech, etc. What might get you to that podium?

Investments in the organization that include sharing your knowledge and stewardship are what you mostly see on my stepping stone list. Submit article to the journal of the association. Submit proposals to speak at the conference each year. Help with the registration desk, become a face and a name who cares about the well-being of the organization and its events. And...maybe run for office? This one I didn't know until I asked around a bit, but it turns out that this organization asks the At-Large EC members to take a turn as conference chairs. Voila...a shortcut!

Share A Plan

1. Narrate your horizon
2. What are your stepping stones?
3. What milestones will you pass?
4. Where will your actions be in the Venn diagram?

Sharing Knowledge

Horizon Event

Mentorship & Stewardship

Expanding Opportunity

Now it's your turn. Take a moment to narrate your horizon event like I did before. It doesn't have to be a culminating moment...just one that lies ahead. And, let me say this: your way is not always clear, your horizon may not be long! This year in particular, it may seem pretty foggy. Getting just a little bit further might be the most reasonable goal. Totally fine.

Now imagine the steps you should take. Note the milestones, but distinguish these from the actions you will take and that are under your control. Keep the stepping stones list limited to only those decisions that you make.

As your list grows, reflect a bit: what kinds of actions seem to be called for? I was a bit surprised that my goals in research called for me to invest more as a steward of the organization, helping to ensure that it would not only be there for me but for others as well. That wasn't something anyone told me in graduate school. But it certainly made sense. Today, I'm a Fellow of the ATTW – an honor the group gives for distinguished contributions to the field and service to the organization - and have served as its President. It has been and continues to be an important professional home for me.

➤ Discussion Points...

Intellectual Leadership means...

- Publications are a means, not an end to your goal
- Don't do "service," identify opportunities to **lead**
- Your career work includes building relationships as well as building knowledge
- As you move from early to mid career and mid career to late career, your priorities shift to those that help more people succeed
- Your teaching, mentoring, & research life can be coherent

Before we go today, let's explore some of the implications of the model today. These will help us plan for next week as well. And I'll leave you with a bit of homework. Come ready next week to talk about a list of stepping stones that you need support to achieve. This support could come in a variety of forms, but I want you to dream up something big enough that you cannot do it alone.

An example, maybe you can write your next book. But you'd really like to think about making a documentary film. What would that look like? Or...maybe your next book wants to be the kind of book that doesn't just sell 800 copies to academics, but the sort that gets you an interview with Terry Gross. What would that be like?

I want you to lift your gaze from the path in front of you to the horizon. Try that for next week and come with what you see as the challenging stepping stones you'd need to take (or questions about those!).

Thank You!!



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Thank you! Hope to see you all next week!