

Center for Teaching Institute

From Engaged Teaching to Engaged Scholarship: Pedagogy, Practice, and Publication

Co-Organizers:

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A Definition of Publicly Engaged Arts, Research, Scholarship, and Teaching

Imagining America defines public scholarship as scholarly or creative activity that joins serious intellectual endeavor with a commitment to public practice and public consequence. It includes:

- Scholarly and creative work jointly planned and carried out by university and community partners;
- Intellectual work that produces a public good;
- Artistic, critical, and historical work that contributes to public debates;
- Efforts to expand the place of public scholarship in higher education, including the development of new programs and research on the successes of such efforts.

From Timothy K. Eatman. "Engaged Scholarship and Faculty Rewards: A National Conversation." *Diversity and Democracy*. Volume 12.1 (2009): 18-19.
<http://www.diversityweb.org/DiversityDemocracy/vol12no1/eatman.cfm>

Goals for the Institute

First and foremost, as organizers we see ourselves as resource providers and facilitators. Venturing into publicly engaged teaching and research is an ongoing adventure for us, and we are delighted to have fellow travelers. During the Institute, we look forward to an equal and open exchange of ideas, questions, cautions, and strategies both to further innovative projects and to create an environment in which new forms of scholarship, arts, research, and teaching are valued and rewarded.

Surveying the Theoretical Landscape

- Review emerging discussions of present and future relationships connecting institutions of higher education to sectors of public life—such as public policy, nonprofit organizations, and local community organizations
- Develop definitions based in working examples of key terms for engaged research and teaching: public, community, culture, engagement, scholarship, education
- Examine our models of community-based research and teaching

Collaborating—On the Ground Challenges

- Consider best practices for collaboration aware of the points of view of our administrators, community partners, legislators, and our disciplines
- Assess the kinds of institutional support that would help academics and community partners to work together effectively
- Assess the personal and professional skills you have and need to be an engaged teacher and/or scholar

Communicating Our Discoveries to Colleagues and Evaluators

- Draw upon Institute members to help develop your engaged project
- Determine the venue and form most desirable for documenting your project
- Create a timeline of steps from the end of the workshop until the fall meeting where we will share drafts of “translated” projects, which may include
 - Clarifying goals
 - Envisioning audiences
 - Connecting the project to acknowledged research in your field
 - Identifying what you need from the institution and the community partners to move the project forward
 - Articulating the significance, outcomes, and benefits of the project
- Work to identify “points of entry” in the University where gains can be made in developing support for engaged work.
- Join us in drafting a “manifesto” to advocate for publicly engaged arts, research, scholarship, and teaching on campus and in our disciplines

Preparing in Advance and Documenting Your Responses During the Institute

First, we will be moving at warp speed. We strongly encourage you to read the material before the Institute begins so that during the Institute you can just skim the readings and then take time each evening to reflect and respond. Many of the readings are posted on an ICON site. Others are available online at the site indicated in the syllabus—you can just click through to those.

ICON ADDRESS From Engaged Teaching to Engaged Scholarship

<http://icon.uiowa.edu/index.shtml> (When you log in, this title should be one of your course options)

Second, throughout the week, we ask you to create a record of your questions, your synthesis of readings, and reflections on your developing ideas about the kind of work you want to do. For each day that we meet, we ask you to complete two kinds of responses, detailed below. Please post both Synthesis and Reflection online in the designated sections of the Institute WIKI site each evening (by 9:00 if possible) so that all of us can sample each other’s responses before meeting the next day. **All of these responses will be visible to everyone in the Institute.**

1) **Daily Synthesis:** So that we'll all arrive each day feeling ready to plunge into discussion of the readings, please write 1-2 informal pages in which you pinpoint key issues in the day's readings and the questions that arise when you start to put the essays into conversation with each other. What are the most illuminating issues raised by the readings? What questions would you most like for us to address based on the readings? (These responses should be completed *before* we meet each day Tuesday-Thursday, so three responses total. All three could be posted before the Institute starts, though you may find yourself doing some revision.)

2) **Daily Reflection:** At the end of a long day of discussion, it's hard to make time to reflect on what you've learned, but all the evidence suggests that taking time for reflection is a crucial step in processing ideas. Please write at least a page in which you reflect on new insights, frustrations, questions, and your own learning process at the end of each day. You also may reflect on how the day's learning connects to your own teaching and/or research. (These responses should be completed *after* each day that we meet, from Tuesday-Thursday, so three responses total. Because of the nature of these responses, they cannot be completed before the week starts.)

Both pieces of writing should be posted on the Institute WIKI. All you need to do is log on and then look for the heading with the date and assignment. In the upper right hand corner, click on "edit." Then you can just cut and paste what you've written onto the page or write there directly. Be sure to include your name with your posting. Hit save and your entry will post. You can make changes using the edit function again if you like. You can also comment on the posts of others—just be sure to include your name and email address.

WIKI ADDRESS Engaged Teaching/Engaged Scholarship
<http://wiki.uiowa.edu/display/CfTMay2009Institute>

Schedule

Day 1

Preparation

Daily Synthesis: For our first day, as you write your “Synthesis” of our (voluminous) readings, feel free to tie the readings directly to your own career. For example, you might consider in terms of your career, what does “engagement” mean? What role has engagement played in your work? What obstacles stand between you and a publicly engaged career as an artist, scholar, or researcher in your discipline?

Day 1 Tuesday

8:00-8:30 Coffee

8:30-10:30 The WEB of connections: Exercise and Introductions

Review Institute calendar and goals

Shared objectives: What do you/we hope to accomplish this week?

10:30-10:45 Break

10:45-11:00 Discuss Syntheses

11:00-12:00 What Can “Public Engagement” Mean in an Academic Context?

- Nancy Cantor, President of Syracuse University. “Imagining America, Imagining Universities: Who and What?”
<http://www.imaginingamerica.org/documents/07.09.ia-nc.remarks.pdf> (also on ICON)
- Ira Harkavy and John Puckett. “Lessons from Hull House for the Contemporary Urban University.” *Social Service Review* 68.3 (1994): 299-321.
- Stephen R. Graubard. “Public Scholarship: A New Perspective for the 21st Century.” New York: Carnegie Corporation of New York, 2004.
http://www.carnegie.org/pdf/carnegie_txt.pdf

12:00-1:00 Lunch (on your own)

1:00-2:45 Definitions of Terms and Concepts: engagement, citizenship, community-based scholarship, research, learning, public engagement, public scholarship, project-based research.

Reading: definitions from *Keywords for American Cultural Studies*. Eds. Bruce Burgett and Glenn Hendler. New York: NYU Press, 2007.

- “Citizenship” by Lauren Berlant
- “Community” by Miranda Joseph
- “Culture” by George Yúdice
- “Public” by Bruce Robbins

Optional Reading for comparison: definitions from *New Keywords: A Revised Vocabulary of Culture and Society*. Eds. Tony Bennett, Lawrence Grossberg, and Meaghan Morris. Malden, MA: Blackwell, 2005.

- “Citizenship” by Bryan Turner
- “Community” by George Yudice
- “Culture” by Tony Bennett
- “Public” by Craig Calhoun

2:45-3:00 Break

3:00-4:00 What Does It Mean to Be a Research “Partner”?

- Ivan Illich. “To Hell With Good Intentions.” In *Service Learning Reader: Reflections and Perspectives on Service*. Ed. Gail Albert. Raleigh, NC: National Society for Experiential Education, 1994. (Illich gave this speech to a group of American volunteers in attendance at the Conference on InterAmerican Student Projects (CIASP) in Cuernavaca, Mexico in April of 1968.)
<http://www.altruists.org/static/files/To%20Hell%20with%20Good%20Intentions%20%28Ivan%20Illich%29.pdf>

Video showing: Craig Just, Research Scientist, College of Engineering, "To Hell With Good Intentions—Four Decades On"

4:00-5:30 Panel—The Future of Publicly Engaged Scholarship and Teaching: Insights from the Obermann Graduate Institute for Engagement and the Academy

Kirsten Byer, Geography

Bridget Draxler, English

Tim Paskewitz, Chemistry

Andrew Saito, Theatre Arts

Jonathan Rattner, Cinema and Comparative Literature and Intermedia Arts

Daily Reflection from Tuesday: Please take half an hour this evening to write one or two pages reflecting on today’s discussions and post on the Institute site.

Synthesis to prepare for Wednesday: You might consider the following questions as you review materials for tomorrow. How does your discipline view the kind of engaged teaching and/or creative work/scholarship/research that you are doing or want to do? What evidence do you have for your answer? Can you name two venues—performance or exhibition spaces, conferences, publishing venues, other—where you could share your work and receive acknowledgement for that work?

Please try to post responses to tomorrow’s readings by 9:00 p.m.

Day 2 Wednesday

8:30-9:00 Syntheses

9:00-10:15 What Is the Scholarship of Teaching and Learning (SOTL)?

Ernest L. Boyer surveys types of scholarship:

The *scholarship of discovery* refers to the pursuit of inquiry and investigation in search of new knowledge.

The *scholarship of integration* consists of making connections across disciplines and advancing knowledge through synthesis.

The *scholarship of application* asks how knowledge can be applied to the social issues of the times in a dynamic process that generates and tests new theory and knowledge.

The *scholarship of teaching* includes not only transmitting knowledge, but also transforming and extending it.

The *scholarship of engagement* connects any of the above dimensions of scholarship to the understanding and solving of pressing social, civic, and ethical problems.

- Ernest L. Boyer, "The Scholarship of Engagement," *Journal of Public Service and Outreach* 1.1 (1996): 11-20.
http://www.uovs.ac.za/faculties/documents/14/Service-Learning_Resources/Articles/-Boyer_EL_1996_The_Scholarship.pdf
- Richard Gale and Chris M. Golde. "Doctoral Education and the Scholarship of Teaching and Learning." *Peer Review* 6.3 (Spring 2004): 8-12.
- Scott Jaschik. "Has Scholarship Been Reconsidered?"
- *Inside Higher Ed.* 4 October 2005.
<http://www.insidehighered.com/news/2005/10/04/tenure>
- Scott Jaschik, "'Scholarship Reconsidered' as Tenure Policy." *Inside Higher Ed.* 2 October 2007.
<http://www.insidehighered.com/news/2007/10/02/wcu>
- Optional: To see what a peer university is doing, see the "Public Scholar" newsletter from Michigan State University:
<http://engagedscholar.msu.edu/enewsletter/volume1/issue4/default.aspx>

10:15-10:30 Break

10:30-12:00 Sample Projects Across the Disciplines

- Nicholas Jordan, Jeffrey Gunsolus, Roger Becker, and Susan White. "Public scholarship—linking weed science with public work." *Weed Science* 50.5 (September 2002): 547-554.

[http://www.bioone.org/doi/full/10.1614/0043-1745\(2002\)050%5B0547%3APSLWSW%5D2.0.CO%3B2](http://www.bioone.org/doi/full/10.1614/0043-1745(2002)050%5B0547%3APSLWSW%5D2.0.CO%3B2)

- Dennis Raphael. “Beyond Positivism: Public Scholarship in Support of Health.” *Antipode: A Radical Journal of Geography* 40.3 (2008): 404-13.
<http://www3.interscience.wiley.com/cgi-bin/fulltext/120087554/PDFSTART>
- Peter Singer. “America’s Shame: When are we going to do something about global poverty?” *Chronicle of Higher Education* 55, Issue 27. 13 March 2009. Section B6. <http://chronicle.com/weekly/v55/i27/27b00601.htm>
- Carlson, Scott. “Gown to Town: A dean at a Milwaukee school holds the keys to the city.” *Chronicle of Higher Education* 55, Issue 34. 1 May 2009. Section B8. <http://chronicle.com/free/v55/i34/34b00801.htm>
- Penn State Laboratory for Public Scholarship and Democracy
<http://www.publicscholarship.psu.edu/>

12:00-1:00 Lunch (on your own)

1:00-2:00 Small group brainstorming session by discipline

Develop as long a list as possible of obstacles and of strategies

- Ten Principles of Good Practice in Community Service Learning and Pedagogy
<http://centeach.uiowa.edu/programs/documents/TenPrinciplesofGoodPracticeinCommunityServiceLearningandPedagogy.pdf>
- Best Practices for Building Community Partnerships,
<http://www.uiowa.edu/~cep/BestPractices-CivicEngagement-TheUniversityofIowa.htm>

2:15-3:15 Large group discussion

Reporting back from small group disciplinary discussions

3:30-5:00 Publicly Engaged Scholars at the University of Iowa

- Rachel Williams, Teaching and Learning, College of Education, and School of Art and Art History, CLAS
- Vershawn Young, Rhetoric and African American Studies, CLAS
- Loreen Hervaldt, Internal Medicine, College of Medicine
- Barbara Eckstein, English, CLAS, and Associate Provost for Academic Administration

Daily Reflection from Wednesday: Please take half an hour this evening to write one or two pages reflecting on today’s discussions and post on the Institute site.

Synthesis to prepare for Thursday: Please try to post responses to tomorrow's readings by 9:00 p.m.

Day 3 Thursday

8:30-9:00 Syntheses

9:00-10:00 The National Landscape: The Vision Offered by the Imagining America Report

- Imagining America Report (sent to you before the Institute)
- Short summary of the report: Timothy K. Eatman. "Engaged Scholarship and Faculty Rewards: A National Conversation." *Diversity and Democracy*. Volume 12.1 (2009): 18-19.
<http://www.diversityweb.org/DiversityDemocracy/vol12no1/eatman.cfm>
- Community-Engaged Scholarship Toolkit from the University of Washington, Guide to preparing materials for tenure and promotion
<http://depts.washington.edu/ccph/toolkit.html>

10:15-10:30 Break

10:30-12:00 Implications of the Imagining America Report for the University of Iowa and for your discipline

12:00-1:30 Agenda Lunch to discuss the Imagining America report and publicly engaged arts, research, and scholarship with campus administrators

1:30-3:45 Brainstorming to Transform—Changing Campus Culture

Robert Weisbuch. "Toward a 21st-Century Renaissance—In My Day." *Inside Higher Ed*. 5 May 2009.

<http://www.insidehighered.com/views/2009/05/05/weisbuch>

3:45-4:00 Break

4:00-5:30 Planning Session—Looking ahead and setting goals for a one-day fall workshop

Daily Reflection from Thursday: We hope you will find time this weekend to share your thoughts arising from the Institute, the implications for your work, and your suggestions for the future.