

**Obermann Center for Advanced Studies
Graduate Institute on Public Engagement and the Academy 2016**

Co-directed by Craig Just and Jennifer Kayle
With assistance from Senior Fellows Anna Swanson and Jessica Pleyel
and Obermann Center Assistant Director Jennifer New

Contact information for emergencies:

Jennifer K: Jennifer-kayle@uiowa.edu
Craig: craig-just@uiowa.edu; 319-430-9745
Anna: 360-970-6579; anna-swanson@uiowa.edu
Jessica: 616-401-8543; Jessica-pleyel@uiowa.edu
Jennifer N: Jennifer-new@uiowa.edu; 319.325.1226
Obermann Center: 319-335-4034

Location:

Except where otherwise noted, all events will be held in 3111 Seamans Center.

The goals for the week are as follows:

1. Surveying the Theoretical Landscape

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

2. Understanding on-the-ground Challenges

- Consult with community and organizational leaders as well as engaged scholars/teachers on best practices for collaboration
- 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 will need to be an engaged teacher, scholar, and/or artist

3. Developing Intellectual Projects—Putting Theory into Practice

- Draw upon Institute members to help develop your own engaged project in light of these goals, whether that project is in its beginning stages or well-advanced.
- Acknowledging the differences in stages of project development, we expect you to design an elevator pitch in which you describe your project, clarify goals, identify what you need from the Institution and the community partners to move project forward, and outline the benefits to participants and other audiences.

What is public scholarship, and what are we here to learn?

As you'll discover, there are multiple definitions and terminologies for the kind of work we'll be exploring this week. Here's a three-part definition from the organization **Imagining America** that we can take as a starting point. As this definition suggests, we are not simply interested in teaching, research/artistic practice, *or* service; instead, we will be exploring how an active concern for the public can transform *all three*.

- Public scholarship is scholarly or creative work integral to a faculty member's academic area. It is jointly planned, carried out, and reflected on by co-equal university and community partners. And it yields one or more public good products.
- Subject to three conditions, public scholarship may encompass artistic, design, historical, and critical work that contributes to public discourse and the formation of robust rubrics. It may also include disciplinary or interdisciplinary efforts to advance public engagement in higher education itself and reflection on research on the import of such efforts.
- Public good products may take diverse and plural forms, including but not limited to: public fora, performances, exhibitions, installations, murals or festivals; new K-12 curricula, site designs or plans for 'cultural corridors,' and other place-making work; presentations at academic and non-academic conferences and meetings; oral histories or ethnographies; individual or co-authored publications; other forms of writing and publication via various media; and policy recommendations ("Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University," Ellison and Eatman, Imagining America, 2008).

Expectations

Following are the three basic expectations of the Institute. This document and those on ICON will outline the expectations in more detail.

- Read or view all materials assigned, preferably both in advance of the January 11 start date, and, in review, the night before their discussion at the Institute. Readings and other materials are available on ICON, so be certain that you have access to the site.
- Complete the Prior to the Institute activities.
- Be present and active in all Institute sessions the week of January 11-15, including participation in the collaborative proposal and in workshopping your project.

Project

You were asked to propose a project in your application. We know that some of you have a project already in progress that you will be honing during the Institute, while others of you are starting at ground level. Some in the Institute have done a great deal of engagement work; others are taking more initial steps. *Either of these is a fine place to be!*

During the week, please consider your project idea as the practice idea against which you can bounce everything you are learning. You will have opportunities throughout our time together to play with your project idea and, again, use it as a practice tool. On Thursday, we will all record ourselves giving short pitches for our project. And on the last day of the Institute, Friday, January 15, you will have an opportunity to workshop your project with a group of students and several outside advisors. We encourage you to make the most of this opportunity as possible. Consider sharing a brief (1-page max) overview of your project, including possible next steps, potential partners, and a list of questions with which you'd like assistance.

Assignments

All Institute assignments can be found on the ICON page. All are listed below (for the sake of space and clarity, only the author/creator and an abbreviated title are included). *Please read/view all of them before the Institute*, and review them as you contemplate each day's discussions and exercises.

PRIOR TO THE INSTITUTE: In addition to the readings, which we highly recommend you do prior to the Institute, there is one assignment that you'll find on ICON. It's called Point.Of.View.

In order to help us get to know one another better, please send us your answers to these three questions by January 5. Your answers will anonymously become part of an introductory slide show.

- What issues keep you up at night?
- Who are your heroes?
- How do you define "community", and what are your communities?

Day 1: Monday, January 11

Time	Title	Details
9:00-10:30	Welcome, Warm up	Welcome by Craig Just, Jennifer Kayle, Jessica Pleyel, Anna Swanson, and Jennifer New
10:30-11:50	Public Engagement: The Lay of the Land <i>Shared Lunch at Seamans</i>	<p>A master class in public engagement with Teresa Mangum, Director of the Obermann Center and co-founder of the Graduate Institute</p> <p>Readings:</p> <ul style="list-style-type: none"> - Timothy K. Eatman. "The Arc of the Academic Career Bends Toward Publicly Engaged Scholarship." In <i>Collaborative Futures: Critical Reflections on Publicly Active Graduate Education</i>. Eds. Amanda Gilvan, Georgia M. Roberts, and Craig Martin. Syracuse University. Online. http://graduateschool.syr.edu/programs/graduate-school-press/collaborative-futures-toc/ - Tania D. Mitchell. "Identity and Social Action: The Role of Self-Examination in Systemic Change." <i>Diversity & Democracy</i> 18.4 (Fall 2015): online. https://www.aacu.org/diversitydemocracy/2015/fall/mitchell - RECOMMENDED (if you would like to see specific examples) Jamie Haft. "Publicly Engaged Scholarship in the Humanities, Arts, and Design." In <i>A Working Guide to the Landscape of Arts for Change</i>. Published by Animating Democracy. Online. http://animatingdemocracy.org/sites/default/files/JHaft%20Trend%20Paper.pdf
12:00-12:45	LUNCH	Lunch will be provided.
12:45-2:00	Faculty/student panel Teaching focus.	<p>Christina Catney, Pharmacy Jessica Anthony, Dance Jackie Rand, History Anna Swanson - Moderator</p> <p>Read Giroux article.</p>
2:00-2:20	BREAK	BREAK
2:20 – 2:35	Elevator Pitch introduction and demo by Anna and Jessica	
2:35 – 3:30	ROSES, BUDS, THORNS	Discussion and exercise.
3:25-5:00	Guided worksheet / introducing assignments.	Learn about the nuts and bolts pieces of good public engagement projects and discover more about the assignments for the week.

Day 2: Tuesday, January 12

Time	Title	Details
9:00-10:00 COFFEE & SNACKS	Housekeeping & reading discussion	Nancy Cantor readings + a conversation around expectations/presumptions for afternoon visit.
10:00-11:00	Elevator Pitch -	Small groups
11:00-11:15	BREAK	
11:15-12:30	Faculty/student panel Research focus Invited faculty will provide overviews of their engagement work and how it's applied to their teaching and research/artistic production, as well as ethical issues that have arisen.	Readings: Ivan Illich and Chronicle article about faculty activists. Panelists: Jessica Pleyel, Moderator Kat Litchfield, Language, Literacy, and Culture Mary Cohen, Music Chuck Connerly, Urban and Regional Planning
12:30-1:30	Lunch on your own	<i>You are welcome to bring your lunch and eat in the room.</i>
2:00-5:00	IOWA CITY POOR FARM VISIT	We will carpool together and meet at the Poor Farm.

Day 3: Wednesday, January 13

Time	Title	Details
9:00-10:15 COFFEE & SNACKS	READING / CONVERSATION	Shannon Jackson piece – led by Jennifer Kayle Design Thinking piece – led by Jennifer New
10:15-10:30	Break	
10:30-12:30	Elevator pitch facilitator.	Kristie Hartsgrove-Mooers
12:45-3:00	Lunch at Film Scene - IF YOU BUILD IT – Watch and discuss film. Lunch is provided.	
3:00-15	Return to our room	
3:15 -5:00	<i>Pitches and collaborative proposals</i>	Take 5 minutes per person to practice pitches in your group, following the morning’s workshop. Spend rest of the time working on collaborative proposal for public partner.

Day 4: Thursday, January 14

Time	Title	Details
9:00 – 11:00 coffee & snacks	Nuts & Bolts of Public Engagement - Lightening Rounds	Different guests will work with small groups for ½ hour sessions.
11:00-15	Break	
11:15-12:00	Debrief from the morning session.	Look at worksheet again and fill in pieces for your project ideas / what you’ve learned / share with others.
12:00-2:00	<i>Lunch on your own + film booths in the Main Library</i> <i>90 Seconds</i> In preparing for the pitch, address the following questions: <ul style="list-style-type: none"> • How does your project relate to your scholarship and/or teaching goals? • Who are your community partner(s), and how does this project serve them? (Have they answered this question, or are you answering it?) • What “public good product” will come from the project? • What are the practical issues that you need to address, such as funding or IRB? • What is the project’s timeline? 	
2:00-3:15	Prepare for Friday morning presentations.	
3:15-5:00	Finalize Poor Farm projects due by end of day. Send proposal letter to Shanti by agreed time.	

Day 5: Friday, January 15

Time	Title	Details
9:00-11:00 Coffee & Snacks	Project Presentations 20 min/student Bring your worksheet, your video, a short written and/or visual introduction to your project that includes next steps and a few questions you have for your workshop group.	Meet in 3111 Seamans Center for introductions to your small group. Presentations will occur in rooms throughout Seamans Center (to be announced on ICON).
11:00-11:15	BREAK	
11:15-12:15	Debrief from morning	Talk about what people heard, what surprised them.
12:15-1:15	LUNCH ON YOUR OWN	
1:15-2:30	Collaborative group projects	Receive feedback from Shanti about your proposals.
2:30 – 4:00	Roses, Buds, and Thorns + Love Letters Exercise / closing exercise	Revisit the strengths, opportunities, and challenges for your projects. What do you need? What can you do? What resources or people can you seek out to help you to continue moving forward?
4:00 – 6:00 pm	Evaluation	2.) Fill out the Institute survey (link on ICON).
6:00 – 9:00 pm	Teresa's house - Dinner	Indian food, videos