

**The University of Iowa**  
**Obermann Center for Advanced Studies**  
**Obermann Graduate Institute on Public Engagement and the Academy**  
**January 13-19, 2009**  
**Co-directed by Teresa Mangum and David Redlawsk**  
**With assistance from Senior Fellow, Kate Kauper**

**Except where otherwise noted, all events will be held in**

**INTERNATIONAL PROGRAMS RM 1117 IN THE OLD CAPITOL CENTER**

**Contact numbers for emergencies:**

Teresa Mangum's cell phone: 319-621-5034  
David Redlawsk's cell phone: 319-400-1134  
International Programs Main Reception: (319) 353.2700

**Goals for the Institute (to be revised by the group members at the end of the week)**

**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 models for community-based research and teaching

**Collaborating—On the Ground Challenges**

- Consult with community and organization leaders as well as engaged scholar/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 and/or scholar

**Developing Intellectual and Pedagogical Projects—Theory-in-Practice**

- Draw upon Institute members to help develop your own engaged project in light of these goals
- Design a succinct, compelling poster/presentation in which you describe your project, clarify goals, identify what you need from the institution and the community partners to move the project forward, and outline the benefits to participants and other audiences

**Expectations**

Needless to say, we will be moving at a brisk pace. Please plan to attend every event, to be on time, to read the material in advance, and to devote significant time to reflecting on your responses to readings and discussion in a journal. Readings are available on-line at <http://icon.uiowa.edu> under Content. The ICON course title is: [Obermann Institute on Pub Engagement & the Academy '09](#)

## The Institute Journal

Throughout the week, we ask that you keep a journal. For each day that we meet, you will complete two responses: one that asks you to synthesize the readings for the day (called “Daily Synthesis Assignment”) and the other that asks you to reflect upon our time together in the Institute (called “Daily Reflection Assignment”). In this way, we will both look forward to the new ideas we will discuss, and look backward at the day we have just experienced. We also ask that you complete one journal entry before we meet together, called “Taking Your Work into New Spaces.” Below, we describe the specific journal assignments that you should prepare for each day of the Institute. **Please post both on the ICON site, in the appropriate Dropbox folder, daily before class.**

### Before the Institute:

**“Taking Your Work into New Spaces”:** Landscape historian John Stilgoe begins his book *Outside Lies Magic* with an exhortation: “Get out now. Not just outside, but beyond the trap of the programmed electronic age so gently closing around so many people at the end of our century. Go outside, move deliberately, then relax, slow down, look around. Do not jog. Do not run ... Walk. Saunter ... Explore.” Before we immerse ourselves in texts and each other’s shared experiences for a week, we want you to get outside of your usual geography. That might mean taking a walk in an unknown part of town, exploring a part of O’Hare you’ve never seen before during a five-hour layover, or walking up the railroad tracks near your house that go, well, who knows where. Go find out! And keep your eyes open. Wonder about the origin and purpose of things you see on your exploration. Everything from telephone lines to lichen to a scrap from a Thai newspaper has significance. What do they have to do with you? If you took students here, what would you want them to see; what would become your teachable moment? After your exploration has settled, reflect on the experience and these questions in your journal.

### During the Institute:

- 1) **The Daily Synthesis Assignment:** 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 the 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 three questions would you most like for us to address based on the readings? (These responses should be completed *before* we meet on Tuesday-Friday, making four responses total. You may work ahead on these responses, and complete all of them before the week starts.)
- 2) **The Daily Reflection Assignment:** 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 one 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-Friday, making four responses total. Because of the nature of these responses, they cannot be completed before the week starts.)

### Summary:

**For Tuesday, January 13:** Complete the “Taking Your Work into Public Spaces” journal response and your first “Daily Synthesis” journal response.

**For Wednesday, January 14 through Friday, January 16:** Write a “Daily Reflection” journal response about the day you have just completed, and complete the “Daily Synthesis” journal response in response to the following day’s readings.

### **Final Project**

On **Monday, January 19** each of you will present the project you proposed in your application. We understand that some of you will be further in your thinking than others, and we welcome you to consider your presentation as a rough draft-in-progress. In the interest of time but also as preparation for future meetings in which you will “pitch” your project to a variety of audiences, we want to use your presentations as a rehearsal for a later public presentation. Therefore, we ask you to prepare an easily transportable poster that offers a compelling visual overview of your project. You should also prepare and rehearse a five-minute “pitch” in which you do not merely describe your project, but also work to engage all of us—to convince us this is an important idea with significant impact that we should support with time, energy, or funding. You will find detailed suggestions at the end of this document for the final project, along with an evaluation form. We encourage you to work with other members of the Institute as you prepare; we assume you will prepare for the presentation over the weekend. All of us will evaluate each presentation and poster, offering constructive suggestions to help each participant prepare for the later public presentation. The evaluation form will also help you to clarify your goals and strategies as you prepare your presentation for us.

### **Future Plans**

We hope that ours will be an ongoing collaboration. After the Institute ends, we’ll be happy to help you find mentors who can offer advice as you develop your project. We hope to meet later in the semester to hear how your plans are progressing. One of the goals of the Institute is to introduce you to one another so that you can support one another in your work. We hope you will stay in touch with one another. Also, the Obermann Center plans to host the next Institute in January of 2009. We hope that we can count on you to meet with our next “class” and to share your experiences and advice.

We look forward to working with you this week and to learning a great deal with you and from you.

### **SCHEDULE**

*Tuesday January 13, 2009*

#### **WHY ENGAGE?**

- |             |   |
|-------------|---|
| 8:30-10:15  | <p><b>The WEB of connections: Exercise and Introductions</b><br/>         Review Institute calendar and goals<br/>         Shared objectives: What do you/we hope to accomplish this week?</p>  |
| 10:15-10:30 | <p><b>Break</b></p>   |
| 10:30-11:45 | <p><b>Taking Your Work into New Spaces</b><br/> <b>Discuss responses to journal prompt “Taking Your Work into New Spaces”</b><br/>         What are the challenges and opportunities of seeking knowledge outside academic comfort zones?</p> |
| 12:00-1:00  | <p><b>Lunch (provided by the Institute)</b></p>   |

**Guests:** Jay Semel, Director of the Obermann Center for Advanced Studies

John Keller, Dean of the Graduate College

- 1:00-1:15 **What is a “university”? Who does what? Why does that matter?**  
If you would like to see how the administration (president, provost, deans, etc.) are organized at your university, you can find organization charts for the major offices at <http://www.uiowa.edu/homepage/fac-staff/administration.html#chart>
- 1:15-3:00 **Definitions of Terms and Concepts:** engagement, citizenship, community-based scholarship, research, learning, public engagement, public scholarship, project-based research (posted on ICON site)
- (1:00-1:30) **Small group discussion of readings: Disciplinary Applications**
- (1:30-3:00) **Large group discussion of readings: Discuss Daily Synthesis of Readings**
- Reading: The Imagining America Tenure Track Report (sent to you in the mail in advance)—
    - *Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University*
  - Reading: Ellen Cushman. “The Public Intellectual, Service Learning, and Activist Research”
  - Reading: 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)
  - Reading: Caryn McTighe Musil. “Educating for Citizenship,” *Peer Review*, 2003.
  - 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:
- 3:00-3:30 **Your Project: Translating Your Vision for Colleagues, Partners, and Funders**
- Public Scholarship Examples:** To see examples of public scholarship projects at one university, see the illustrated online lecture by Syracuse University President Nancy Cantor noted above.
- Engaged Teaching Examples:** To find discussions of engaged teaching and sample syllabi, browse The Campus Compact at <http://www.compact.org/>.
- 3:30-3:45 **Break**

3:45-5:00 **Panel Discussion: Meet the Pros: Engaged Graduate Students at Iowa (and former Graduate Fellows of the Institute)**

What is “project-based scholarship”? What is “engaged” pedagogy? How do scholars find their way into a project? What advice would you offer to a newcomer to public, project-based research or teaching?

**Kirsten Beyer** is a Ph.D. candidate in Geography of the UI College of Liberal Arts and Sciences studying the geography of health. She holds an M.P.H. in global health, also from the University of Iowa. Before joining the Geography Department, she worked for three years with a local nonprofit organization dedicated to violence prevention. Her research interests include geographic information science, participatory research, health disparities, cancer prevention and control, environmental health, and intimate partner violence. She is currently in the process of completing her dissertation research, which incorporates community participation in exploratory spatial analysis of colorectal cancer incidence, stage and mortality data. Kirsten currently serves on the Advisory Board to the Graduate Institute.

**Bridget Draxler** is a third year Ph.D. student in the English department of the College of Liberal Arts and Sciences studying eighteenth-century British literature. As part of the 2008 Obermann Graduate Institute, Bridget designed a Rhetoric course entitled "Campus and Community: The Rhetoric of Civic Engagement." Students in her course design research projects that combine academic research, local research, and memoir. In addition, Bridget is curating an exhibit at the Old Capitol Museum scheduled to open February 14, 2009 entitled "Fresh Threads of Connection: Mother Nature and British Women Writers."

**Kate Karacay** is a first-year doctoral student in International Education in the UI College of Education. Her research interests include social justice education, gender and education and Islam. Kate has an M.A. in International Studies from the University of Iowa. Her research for this degree focused on international human rights human trafficking Turkey. Her community activities include service with the Iowa City Human Rights Commission, the Iowa United Nations Association, and the Iowa Network Against Human Trafficking. She is currently working as a graduate assistant at the Women's Resource and Action Center as the Iowa Women Initiating Social Change (IWIS) coordinator.

**Jonathan Rattner** is a filmmaker, Iowa Arts Fellow. Last year, he received an M.F.A. in Film and Video production from the UI Department of Cinema and Comparative Literature, and he is currently pursuing another M.F.A. in Intermedia Arts. He has used video production as a community activism tool for over ten years, working with nonprofits in N.Y.C and seeking to redress problems of child development and education, housing displacement, prison recidivism and poverty. For the last three years he has been the creative director at the Iowa City Senior Television station where he helped launch Iowa City Senior Television Online and introduced "the Linn street collective," an intergenerational collaborative program involving the Senior Center Television Crew and University of Iowa students.

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*Wednesday January 14, 2009*

***ENGAGED TEACHING: THE EVOLVING CLASSROOM***

8:30-9:00 **Discuss Daily Reflection Assignment**

9:00-10:30 **Engaged Teaching: The Emergence of a New Philosophy**  
**Discuss Daily Synthesis of Readings**

- Reading: Paolo Freire. Ch. 2 from *Pedagogy of the Oppressed*. Trans. Myra Bergman Ramos. New York: Seabury Press, 1974.
- Reading: Christine M. Cress. “Defining a Service-Learning Pedagogy of Access and Success.” In *A More Perfect Vision: The Future of Campus Engagement*. Edited by B. Holland and J. Meeropol. Providence, RI: Campus Compact, 2006. Online at <http://www.compact.org/20th/papers>.
- Strongly recommended reading: David Redlawsk and Tom Rice, “Why Civic Service?” In *Civic Service: Service-Learning with State and Local Government Partners* (Jossey-Bass, 2009).

**Additional Resources to Review:**

Campus Compact Syllabus Bank: <http://www.compact.org/syllabi/>

Service Learning:

[http://www.servicelearning.org/library/lib\\_cat/index.php?library\\_id=4563](http://www.servicelearning.org/library/lib_cat/index.php?library_id=4563)

10:30-10:45 **Break**

10:45-12:00 **Evaluating Forms of Engagement: Small group work on engagement scenarios**

- Reading: Skim Sample Syllabi from UI Classes

12:00-1:00 **Lunch on your own**

1:00-2:00 **Best Practices for Engaged Learning: Collaboration and Reflection**

**Guests:**

**Jean Florman**, Associate Director, UI Center for Teaching

**Patti H. Clayton**, founding director of the Center for Excellence in Curricular Engagement in the Office of the Provost and executive vice chancellor at North Carolina State University. She also serves as a senior scholar with the Center for Service and Learning at IUPUI.

- Reading: Sarah L. Ash and Patti H. Clayton. “The Articulated Learning: An Approach to Guided Reflection and Assessment.” *Innovative Higher Education* 29.2 (Winter 2004): 137-54.

2:00-3:15 **The Xicotepec Project: A Multi-Disciplinary, International Model of Engaged Learning and Community Partnership**

**Jean Florman**, Associate Director, UI Center for Teaching

**Jim Peterson**, International Rotary

**Hazel Seaba**, Assistant Dean, College of Pharmacy

**Craig Just**, Adjunct Assistant Professor, Department of Civil and Environmental Engineering, and Research Associate IIHR-Hydroscience and Engineering, College of Engineering

- Reading: Chapter about Xicotepec Project (Draft Essay)

3:15-3:30 **Break**

3:30-5:00 **Small group meetings to discuss student projects**

<b>Dave</b>	<b>Teresa</b>	<b>Kate</b>
Douglas Grane	Janet Hendrickson	Mohammad Basir
Peter Likarish	Matt Lowe	Matthew Cassidy
Timothy Paschkewitz	Ann Pleiss Morris	Amy Jones
Barb Shubinksi	Leah Pesola	Ashley Meredith
Andrew Saito	Andrew Webster	

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**Thursday, January 15, 2009**

**ENGAGED SCHOLARSHIP: WHEN THE GOWNS GO TO TOWN**

“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.” *Imagining America website*

1. Engagement is *scholarly*. A scholarship-based model of engagement involves both the *act of engaging* (bringing universities and communities together) and the *product of engagement* (the spread of discipline-generated, evidence-based practices in communities).

2. Engagement *cuts across the mission* of teaching, research, and service. It is not a separate activity, but a particular approach to campus-community collaboration.

3. Engagement is *reciprocal and mutually beneficial*. There is mutual planning, implementation, and assessment among engagement partners.” *CIC Committee on Engagement*

<http://schoe.coe.uga.edu/benchmarking/FINAL.doc>

8:30-9:00 **Discuss Daily Reflection Assignment**

9:00-10:15 **What is Community-Based Scholarship?**

**Future Biography Exercise and Discuss Daily Synthesis Assignment**

- Reading: Stanley Fish. “An Interview with Stanley Fish: Aiming Low in the Ivory Tower,” *National Civic Review* (Summer 2005): 41-45.
- Reading: Imagining America: “Specifying the Scholarship of Engagement—Skills for Community-Based Projects in the Arts, Humanities, and Design”  
<http://www.imaginingamerica.org/documents/SpecifyingScholarship.pdf>
- Reading: Bruce Robbins. Excerpt from "The Scholar in Society." 3<sup>rd</sup> ed. In *Introduction to Scholarship in Modern Languages and Literature*. New York: MLA, 2007. Rpt. in *The Chronicle of Higher Education* 53.40 (8 June 2007): B16.

10:15-10:30 **Break**

10:30-12:00 **Scales of Community**

**Teresa Mangum and Dave Redlawsk: The Time and Space of Engaged Scholarship**

- Reading: Neil Smith. Ch.6 of *Mapping the Futures: Local Cultures, Global Change*. Edited by Jon Bird, et al. New York : Routledge, 1993.

12:00-1:00 **Lunch on your own**

1:00-2:45 **Panel: When Theory is Practice and Practice is Theory**

**Ken Brown**, Associate Professor, Management and Organizations, College of Business  
Pedagogical Research and Service Learning

**Carolyn Colvin**, Associate Professor, Teaching and Research, College of Education  
Applying Theory to Place: The Convergence of Community and Diversity in West Liberty

**Jon Winet**, Associate Professor, Art and Art History, CLAS  
New Media Art in Community-based Practice and the New Digital Commons  
Please review Jon's website THE ELECTORAL COLLEGE  
<http://www.america-the-globe.net/tec/index.html>

Questions for the discussion period:

- Looking at your career, how would you define engaged scholarship?
- Describe the path that led you to engaged scholarship.
- How have you involved students in this kind of work?
- How have you presented your engaged scholarship to your colleagues?

2:45-3:15 **Break—Reconvene in the Rotunda of the Old Capitol Museum**

3:15-4:15 **Collaboration—Across Disciplines and with Public Institutions**

Please review the Museum's website in advance: <http://www.uiowa.edu/~oldcap/>

Current Exhibit: "Art, Fact, and Artifact"

Exhibit under construction: "Fresh Threads of Connections"

**Hosts: Katie Moermond**, Project Assistant, and **Bridget Draxler**, Guest Curator

4:15-5:00 **Wrap-up and discussion of projects**

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Thursday, January 15, 2009

7:00 p.m. **PUBLIC EVENT Iowa Public Library Room A**

**LESSONS FROM THE FLOOD—COLLABORATING IN A CRISIS**

**Welcome:** Jay Semel, Director, OCAS, and Associate Vice-President for Research

**Moderator:** David Redlawsk, Associate Professor of Political Science

**Guest Speaker:** **Michael Lombardo**, City Manager for Iowa City

**Panelists:**

**Barbara Eckstein**, UI Professor of English and Associate Provost

Before the Flood: "An Endangered River Runs Through Us: Three Iowa River Journeys"

**Gregg Oden**, UI Professor of Psychology and Computer Science

After the Flood: Co-Chairing the UI Flood Mitigation Task Force

**Community Reception following at the Englert Theatre**

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**Friday January 16, 2009**

**CHALLENGES & OPPORTUNITIES TO PUBLIC ENGAGEMENT WORK**

8:30-9:00     **Discuss Daily Reflection Assignment**

9:00-10:45   **Challenges, Obstacles, Strategies**

**Discuss Daily Synthesis Assignment**

- Reading: Marie Sandy. “Community Voices: A California Campus Compact Study on Partnerships, Final Report.” San Francisco: California Campus Compact, 2007.  
[http://www.cacampuscompact.org/download/programs/Final\\_Report](http://www.cacampuscompact.org/download/programs/Final_Report).
- Reading Tanis Vye Mihalynuk and Sarena D. Seifer. “Partnerships for Higher Education Service-Learning.” Scotts Valley, CA: National Service-Learning Clearinghouse, 2002.  
[http://servicelearning.org/instant\\_info/fact\\_sheets/he\\_facts/he\\_partners/](http://servicelearning.org/instant_info/fact_sheets/he_facts/he_partners/)

10:45-11:00   **Break**

11:00-12:30   **Sharing your Work: How to Gain Recognition for Engaged Research and Teaching**

- Reading: Cynthia Gibson. “Research Universities and Engaged Scholarship: A Leadership Agenda for Renewing the Civic Mission of Higher Education.” In *A More Perfect Vision: The Future of Campus Engagement*. Edited by B. Holland and J. Meeropol. Providence, RI: Campus Compact, 2006. Online at [http://www.compact.org/20th/read/new\\_times\\_demand\\_new\\_scholarship](http://www.compact.org/20th/read/new_times_demand_new_scholarship)
- Strongly recommended: “From Curb Service to Scholarship To Go.” *Over Ten Million Served*. Eds. Katie Hogan and Michelle Masse. Albany: SUNY Press. Forthcoming, 2009.

**Guests:**

**Susan Johnson**, Professor of Medicine and Associate Provost for Faculty

The challenges public scholars face: Evaluation at a Research One university

**Rachel Marie-Crane Williams**, Associate Professor of Art Education

The challenges public scholars face: The Rewards of Public Scholarship

1:00-3:30     **Lunch and Meeting at The Johnson County Crisis Center (transportation tba)**

**Sensitizing Students and Scholars: How Do We Get Beyond “Ivory Tower” Attitudes and Communicate with Partners as Equal Partners in Our Teaching or Scholarship?**

- Reading: Draft report of “University-Community Engagement Principles” for working with community partners created by Jean Florman of the Center for Teaching, Margaret Mathew Wilson of the Civic Engagement Office and others.
- Reading: Debra L. Pughe, “When Luck Grows Hard: Real Life in the Fiction Capital of America” Part of the ELECTORAL COLLEGE website [http://www.america-the-globe.net/tec/content/hard\\_luck.html](http://www.america-the-globe.net/tec/content/hard_luck.html)

- Please carefully examine the Crisis Center webpage and be prepared with questions <http://www.jccrisiscenter.org/index.php>

**Our Hosts:**

**Becky Reedus**, Executive Director and Staff Members

**Our Guest:** Patti Fields, Director of Community Impact for the Johnson County United Way

**6:00 Institute Dinner at Teresa Mangum’s House**

Address and Directions: 1157 E. Court St., Iowa City, Iowa

On Court St. between Summit St. and Muscatine (blue house with red door)

Phone: 354-4748

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*Monday, January 19, 2009*

***DRESS REHEARSAL—SHARING YOUR VISION WITH STAKE HOLDERS***

**8:30-1:00 Presentation of Project-in-Progress in the IP Commons Room**

**Please complete your evaluation of the Graduate Institute over the weekend—thanks**

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*Thursday, February 5*

**Iowa Public Library Room A**

***PUBLIC POSTER SESSION***

**2:00-4:00 Public Poster Presentations of Projects to the Larger Community**

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## APPENDIX: Planning Your Project and Presentation

When you applied to the Institute, we asked you to describe a project that you have underway or that you contemplate in the future. We fully understand that given the demands of graduate school and your temporary status in Iowa City that most of you will not be able to complete your projects in the near future. However, we encourage you to work through the stages of project development this week, to share ideas with the other Fellows and with us, to learn all that you can about strategies for designing a project, developing the project with a community partner, pitching your ideas to multiple audiences and stakeholders, learning to develop a budget and to pursue the resources you would need to fund your project. Whether you can actually realize the project in the near future or whether you need to treat your project as a simulated case study for now, you can move forward in conceptualizing, designing, developing, and implementing your community-based research or course by testing the ideas we discuss each day through the theoretical, collaborative, and concrete challenges your project offers.

<b>Planning Your Project</b>	
What purpose do you hope to achieve?	
What problem will your project solve?	
What kinds of partners would you like to work with on the project? How will you approach them and how will you incorporate them into the planning process?	
What kinds of academic and human resources do you need to help you develop your project?	
Tentatively, what outcome are you hoping to achieve?	
What skills do you have that will support the project and what skills and knowledge will you need in your partners?	
What obstacles do you need to overcome to implement your project?	
What audiences will benefit most from your project and how will you convince them of its value and engage them as participants?	
How will you build the process of reflection into your project to facilitate learning, to encourage participants be think consciously about their role in the project, to foster communication, and to encourage on-going evaluation and change?	

## The Poster and the Five-Minute Pitch

On our final day, we will ask everyone to present their projects to the group. In the interest of time but also as preparation for meetings in which you will “pitch” your project to a variety of audiences, we want to use this final meeting as a rough rehearsal for a later public presentation. Therefore, we ask you to prepare an easily transportable poster that offers a compelling visual overview of your project and to prepare and rehearse a five-minute verbal “pitch” in which you don’t merely describe your project, but also work to engage all of us—to convince us this is an important idea with significant impact that we should support with time, energy, or funding.

To prepare, first work through the “Planning your Project” grid. In particular decide what **audience** you would like for us to be; focus on the two or three most important **objectives** your project addresses; choose a compelling concrete **example** that shows how theory and practice meet in your project; and list the three or four most significant **effects or outcomes** you believe your project will have. Once you’ve outlined these topics, you have the bare bones of your presentation.

To put skin on those bones, picture the audience—a possible community partner, your teaching supervisor, a funding committee. What needs do they have that your project addresses? What advantages does your project offer this audience? If the audience has its own mission or mandate, how will your project help them to meet their own goals and objectives? In their mission statement or their stated needs, do you find common ground in language? Are you both seeking to build a “civil society”? Are you both trying to encourage the use of “new technologies”? Can you build a bridge by using phrases or concepts that are meaningful to this audience to describe your project and your goals?

Now, put text and personal delivery together. What kind of visual representation will offer a quick, compelling snapshot of your project? Would a succinct statement of the mission and goals be effective? Would an image or images illustrate the need you want to address? Would an outline of the course or research project communicate your objectives? Can the poster stand on its own as a snapshot of your project? As you rehearse your pitch, consider how to reinforce the message of the poster AND how to draw attention to the poster to reinforce the key points of your pitch.

### ADDITIONAL SOURCES

Boyer, E.L. *Scholarship Reconsidered: Priorities of the Professoriate*. San Francisco: Jossey-Bass, 1997 (2<sup>nd</sup> ed.)

LA 227.3 B694

Graubard, S.R. *Public Scholarship: A New Perspective for the 21<sup>st</sup> Century*. New York: Carnegie Corporation of New York, 2004.

Harkavy, I., John Puckett, and Dan Romer. “Action Research: Bridging Service and Research.” *Michigan Journal of Community Service Learning*. Special Ed. 2000.

Kezar, A.J., Chambers, T.C. and Burkhardt, J. *Higher Education for the Public Good: Emerging Voices from a National Movement*. San Francisco: Jossey-Bass, 2005.

Reason, P. and Bradhury, H. *Handbook of Action Research: Participative Inquiry and Practice*. Thousand Oaks: SAGE, 2001.

Wolfe, A. “The Promise of the Public Intellectual.” *The Chronicle of Higher Education*. 2001, B20.