Mellon Interventions
Project Public Scholarship
Teaching Fellowship
2019–2020
Info Session

November 19, 2018 at the Fox Center for Humanistic Inquiry
“‘Public Scholarship’ refers to diverse modes of creating and circulating knowledge for and with the public and communities. It involves mutually-beneficial partnerships between higher education and organizations in the public and private sectors.”

Source: Imagining America
Public Scholarship?

Its goals:

1. Enriching research, creative activity, and public knowledge
2. Enhancing curriculum, teaching, and learning
Public Scholarship?

Its goals:

3. Preparing educated and engaged citizens

4. Strengthening democratic values and civic responsibility
Public Scholarship?

Its goals:

5. Addressing and helping to solve critical social problems
6. Contributing to the public good
Figure 1 | Community-Engaged Teaching, Research, and Service

- Community-based participatory research
- Practice-based research

- Research
- Teaching
- Service

- Community-based learning
- Practice-based learning
- Service-learning

- Community service
- Academic public health practice
- Clinical service
- Community-oriented primary care

Source: “Designing Community-Based Courses,” UC Berkeley Public Service Center
# Academic vs. Public Scholarship Outcomes

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Academic “By the end of the course, students will have shown…”</th>
<th>Public Scholarship “By the end of the course, students will have shown…”</th>
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<tbody>
<tr>
<td>English</td>
<td>Their understanding of key strategies for synthesizing diverse perspectives and writing effectively to appeal to a target audience.</td>
<td>Their ability to write a grant proposal in collaboration with peers and members of a local community that a community organization will submit.</td>
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<td>History</td>
<td>Their knowledge of the multicultural history of the state of Georgia.</td>
<td>Their ability to document the State’s multicultural history by sorting and analyzing historical photographs and documents for a local museum and library.</td>
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<tr>
<td>Discipline</td>
<td>Academic</td>
<td>Public Scholarship</td>
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<td>Education</td>
<td>By the end of the course, students will have shown... Their ability to compare and contrast educational strategies for supporting English learners such as English only, SDAIE (Specially Designed Academic Instruction in English), Structured English Immersion, and bilingual education, and analyze the implications of State and Federal legislation on these programs.</td>
<td>By the end of the course, students will have shown... Their ability to support 9th grade students for whom English is a Second (or Third) Language through weekly tutoring and coordinating a youth-led cultural project.</td>
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<td>Music</td>
<td>By the end of the course, students will have shown... Their knowledge of composition, history of musicians, and music theory.</td>
<td>Their knowledge of music theory and composition, in the context of a local community partner.</td>
</tr>
</tbody>
</table>

Source: “Designing Community-Based Courses,” UC Berkeley Public Service Center
Resources?

*Humanities for All:* [https://humanitiesforall.org/](https://humanitiesforall.org/)

*Imagining America:* [https://imaginingamerica.org/](https://imaginingamerica.org/)


*Michigan Journal of Community Service Learning:* [https://quod.lib.umich.edu/m/mjcsl/](https://quod.lib.umich.edu/m/mjcsl/)
Questions?

Please direct any questions about this fellowship to the Assistant Director of the Mellon Interventions Project:

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