

CORE HUMANITIES: INTEGRATION THROUGH CURRICULUM, CAMPUS, AND COMMUNITY NEH HUMANITIES CONNECTIONS PLANNING GRANT FINAL REPORT • 2023



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NATIONAL
ENDOWMENT
FOR THE
HUMANITIES

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Introduction

"Core Humanities: Integration through Curriculum, Campus, and Community" is a year-long project funded by a National Endowment for the Humanities "Humanities Connections" Planning Grant to build the foundation for the implementation of engaged humanities curricula and programming at the University of Portland in Portland, Oregon.

The humanities are a prime vehicle for building connections. Perhaps it should have been obvious when we applied for a "Humanities Connections" planning grant that this would turn out to be the case—the NEH clearly was onto something when it named the grant, after all—but we have been struck with the simple yet significant ways the humanities can be harnessed for bringing people and ideas together across boundaries and differences. As headlines about the crises of the humanities and the challenges facing liberal arts higher education continue to dominate the public sphere, what's missing from that discourse is the humanities' power to connect. Indeed, as a result of this project, we think centering this strength of the humanities through practice—by way of the engaged humanities—is fundamental to changing how the humanities are viewed both on campus and in public.



What are the engaged humanities? Over the grant year, we developed a definition to guide our work and share with faculty, students, and the wider community.

The engaged humanities are a constellation of approaches that...

- seek to develop understandings of human experience and values (especially stories, art, faith, language, and history)
- through modes of interpretive inquiry (including open-ended discussion, reading and writing about primary texts, and questioning familiar narratives)
- that connect academic work with the world outside the classroom (via timely issues, interdisciplinary collaboration, or a focus on local/global communities).

Executive Summary

The goals for this grant project were twofold: to build engaged humanities approaches into UP's new Core Curriculum and lay foundations for an Engaged Humanities Hub on UP's campus. The project generated significant findings and outcomes in both areas as the full report details; here is a brief summary of the work of the planning year.

What We Did

- **RESEARCH:** held student and faculty focus groups and disseminated surveys; analyzed 38 national humanities program models; visited 2 model programs
- **CAMPUS and COMMUNITY ENGAGEMENT:** connected with leaders from 9 UP programs and met with directors of 6 local organizations to brainstorm potential collaborations; held 2 pilot events as experiments in humanities hub programming
- **FACULTY DEVELOPMENT:** hosted networking sessions and designed interdisciplinary faculty collaboration database; held 2-day Pilot Engaged Humanities Institute with 14 faculty participants from 10 disciplines; created the Engaged Humanities @UP Toolkit; organized Faculty Development Day theme "The City and the Campus: Models for Becoming the University for Portland" to expose broad audience to engaged humanities approaches

What We Learned

- Faculty are eager for engaged approaches but need support
- There is strong campus interest in interdisciplinarity, particularly in health humanities, environmental humanities, and civic humanities
- UP needs systems for sharing what faculty are doing across departments and schools
- Connecting humanities with non-humanities fields and community partners offers promising direction
- Humanities students need help connecting their education with their futures

Where We Go From Here

- Build on successes of the grant project by continuing to foster relationships with campus and community partners, piloting locally-engaged undergraduate research projects, and running a second Engaged Humanities Institute
- Incubate interdisciplinary working groups to co-create long-term curricular projects
- Create pilot curriculum for humanities student professional development
- Apply for next level of NEH funding

Grant By the Numbers

The grant team spent the year forming relationships, collecting data, and designing pilot resources, curricula, and programming that will provide the foundation for an Engaged Humanities Hub at UP. The numbers below provide a snapshot of this work.

Funding

35K in NEH \$ support

12K in CAS/Core \$ support

Connections

4 institutional relationships created

7 community partner meetings held

9 campus connections made

Research

1 research trip to 2 institutions

21 student fellow meetings

38 model program profiles produced

41 humanities student focus group/survey participants

49 faculty focus group attendees

64 program planning meetings

501 students surveyed on Core curriculum

Events

Products

1 faculty collaboration database with
13 faculty profiles to promote cross-disciplinary engagement

FACULTY DEVELOPMENT DAY
180 faculty attendees for NEH speaker keynote

ENGAGED HUMANITIES INSTITUTE
14 faculty participants for 2-day workshop

1 digital toolkit with
45 annotated readings, sample course materials, and resources

OTHER PILOT PROGRAMMING
105 participants from across CAS and professional schools

Publicity

30 social media posts reach
400 unique accounts on campus and beyond

2 program newsletters reach
593 students, faculty, and community members

Major Accomplishments

Faculty Development Day (May 7)

- "Core Humanities" team selected to lead Faculty Development Day, providing a campus-wide audience for NEH-funded visiting consultant Nicole King
- 180 faculty attend King's keynote; 40 faculty attend King's workshop; positive feedback demonstrates broad interest in engaged humanities pedagogy and scholarship across UP disciplines

After conducting research of nationally known engaged humanities scholars and programs, the directors selected [Dr. Nicole King](#) of University of Maryland, Baltimore County to visit UP as a project consultant. An expert in place-based learning, King is founder of the [Baltimore Traces project](#) and has developed a successful [Public Humanities minor](#)—who better to help us imagine similar possibilities at UP? After meeting virtually with King and hearing details of her work, we realized her ideas warranted a wider audience; if we were going to bring King to campus to meet with us, why not find a way to introduce a larger swath of UP faculty to the kind of engaged humanities work King does?



- [Read the team's proposal](#)
- [See the full FDD program](#)
- [Watch King's keynote and view slides from the talk](#)

To accomplish this, we proposed the theme "The City and the Campus: Models for Becoming the University for Portland" for UP's annual Faculty Development Day—a daylong conference attended by all UP faculty. Our theme was chosen by the selection committee, providing a venue for King to give a keynote address to 180 faculty from across every discipline and lead a storytelling workshop with 40 attendees. The theme also inspired faculty from Biology and Nursing to lead panels on community engagement and place-based learning, transforming King's grant consulting into an opportunity to infuse engaged humanities thinking into teaching and research across UP.

Major Accomplishments

Pilot Engaged Humanities Institute (May 11-12)

- Directors host 14 faculty from 10 disciplines for 2-day workshop to develop interdisciplinary Core courses using engaged humanities approaches
- Participants report that the experience inspired and energized them; 100% report that they are likely to use engaged humanities approaches in their future teaching, bolstering the case for long-term implementation of engaged humanities faculty development curriculum

As the culminating event of the project, the grant directors piloted a 2-day stipended Engaged Humanities Institute to support faculty in developing interdisciplinary courses for UP's Core Curriculum. Our goal had been to attract 6 participants from at least 3 disciplines; we ended up receiving 21 applications, demonstrating intense interest in engaged humanities pedagogy and a broader desire for compensated faculty development. With additional funding from the Core, we were able to accept 14 applicants from 10 disciplines to participate.



"I loved the opportunity to collaborate and learn from/with colleagues from different departments."



The institute included sessions on place-based teaching, engaged humanities models, and leading good discussions, led by Adam Davis, director of Oregon Humanities, alongside individual work time and small group workshops focused on concrete products such as new syllabi frameworks and learning outcomes and engaged humanities assignments and activities.

[See the full Institute schedule](#)

"My assignments are clearer, the sequences more logical, and it's all more transparent. I'm reenergized for my summer prep and fall teaching."



Major Accomplishments

Engaged Humanities Toolkit

- Directors translate planning year research into concrete online resource with 13 annotated background readings, 26 annotated syllabi, assignments, and completed projects, and step-by-step guidance for creating engaged humanities learning experiences
- Institute participants report that the toolkit is a valuable resource for continued faculty development

In the spring, the directors launched an online [engaged humanities toolkit](#). A companion piece to the Institute, the toolkit provides access to resources for engaged humanities teaching and scholarship to the campus as a whole.

Useful Case Studies

The sources in this section offer practical insights into the process of implementing engaged humanities approaches in teaching and scholarship.

► Brigitte Draxler and Danielle Spratt, *Engaging the Age of Jane Austen: Public Humanities in Practice*. U of Iowa P, 2018.

► Molly Hiro and Jen McDanel, "Humanities at the Center: Insights from Building a Public Humanities Program." *Arts and Humanities in Higher Education* 2022. 21.4. 323-338.

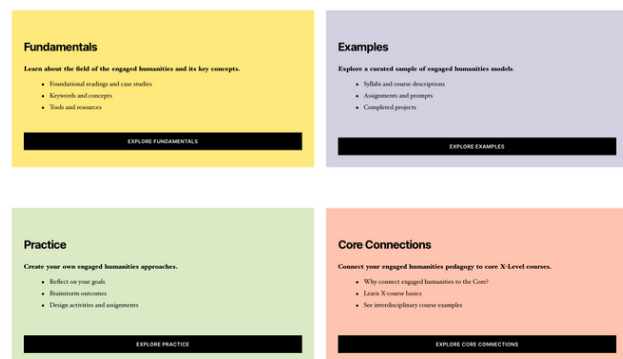
► Paula M. Krebs, ed. "Public Humanities in Action." *Profession*. Modern Language Association. Spring 2019.

► Kristin Lucas and Pavlina Radia, "Experiential Learning in the Humanities: From Theory to Practice in an After-School Shakespeare Program and Online Journal." 2017. *Pedagogy*. 17.1.

► Teresa Mangum, "Going Public: From the Perspective of the Classroom." 2012. *Pedagogy*. 12.1.

► Doris Sommer and Pauline Strong. "Theory Follows from Practice: Lessons from the Field." 2016. *University of Toronto Quarterly*. 85.4

"I love the toolkit and having access to all the resources you put together."



Divided into 4 sections, the site provides highly curated—and, crucially, annotated—materials that showcase the [background of the field](#), [examples of engaged humanities pedagogical materials](#), and [guides for creating your own activities](#). The site also includes [a section](#) specifically for faculty interested in developing engaged humanities Core courses.

► Paula M. Krebs, ed. "Public Humanities in Action." *Profession*. Modern Language Association. Spring 2019.

▼ Kristin Lucas and Pavlina Radia, "Experiential Learning in the Humanities: From Theory to Practice in an After-School Shakespeare Program and Online Journal." 2017. *Pedagogy*. 17.1.

Lucas and Radia make the **compelling case** that engaged humanities learning can be one of the most successful ways to teach students practical skills while simultaneously intervening in stereotypical narratives about the value of humanities education. The authors focus especially on increases in student agency and leadership and improvement in writing skills gained through participation in civic and public engagement projects. This straightforward essay offers a simple starting point for faculty who are interested in learning more about a university-public library partnership and/or the benefits of designing writing assignments with outcomes beyond the classroom.

► Teresa Mangum, "Going Public: From the Perspective of the Classroom." 2012. *Pedagogy*. 12.1.

Key Findings

In addition to the accomplishments of the planning year, the project yielded several clear takeaways that will help guide our implementation of engaged humanities curriculum and a campus hub to house that work. Through synthesis of our research, events, and products, 4 key findings crystallized.

Faculty are eager for engaged approaches, need support

- Our research highlights faculty's desire to learn about and use engaged humanities pedagogy, but that faculty development must be provided institutional support.
- Compensation for professional development is key, but support in the forms of institutional structures such as funded working groups, cohort-based workshops/projects, and informal gatherings such as lunches and low-stakes discussions also help sustain faculty buy-in.

Students need help connecting the dots

- Survey and focus group data point to the need to help humanities students see connections between present learning and their futures.
- Humanities students are interested in high-impact experiences such as undergraduate research, cohort-based projects, and internships but often don't know how to find these.
- They would benefit from additional opportunities in these areas, but also from more cross-humanities communication and pipelines to opportunities that already exist.

The Core and the engaged humanities are complementary

- The relationship between the Core curriculum and the engaged humanities is mutually beneficial: the Core benefits from engaged humanities faculty development; the engaged humanities benefit from built-in curricular paths that reach all students.

Professional/STEM faculty are eager for humanities connections

- There is strong interest among non-humanities faculty for humanities-based pedagogy, projects, and programming.
- Nursing, Biology, Engineering, and Business are particular fields for the humanities to cultivate long-term connections with.

Faculty & Student Impacts

Though the goals of the planning year were for the grant team to learn about the opportunities and needs on our campus in order to develop a long-term strategy for the engaged humanities, we also saw immediate impacts of the work we carried out. Given that the planning year's efforts were pilots on a smaller scale, we think their outsize impacts offer strong evidence for the benefits of building sustainable structures to grow this work.

Faculty Impacts

- 13 faculty developed engaged humanities learning outcomes, syllabi, and projects to implement in Core courses that will be offered in the next 2 years
- The Public Research Fellows (the program our NEH grant project grew out of) received a record number of applications for the coming year, demonstrating how the increased visibility our NEH grant enabled raised overall interest among faculty
- 180 UP faculty attended King's talk "Models for Becoming the University for/with Portland"; faculty reported that King's talk inspired them to learn more about place-based engagement and connecting their interests to the city
- Faculty reported that our humanities focus group discussion lunches were a highlight of their semester, offering fellowship and intellectual stimulation
- Our interdisciplinary speed networking pilot event created connections among faculty from English, Business, Theology, Nursing, Biology, and Mathematics
- The Department of Biology led a panel on community-engaged learning across the disciplines at Faculty Development Day

Student Impacts

- As a result of our student focus group lunch, 3 students followed up to inquire about research and internship opportunities related to the engaged humanities and others expressed keen enthusiasm for more cross-humanities conversations
- More than 50 students from across CAS and the professional schools participated in our pilot workshop "Poetry and Vitality" with Naomi Shihab Nye
- The Department of Biology developed a plan to require all majors to complete a community engagement project; this was inspired by our grant and led by team member Susan Murray
- 6 students participated in a guided pilot campus conversation on the topic "Reimagining Readiness"; they reported the experience helped them see issues of career preparation from multiple perspectives

Campus & Community Connections

Grant team forms relationships with 9 campus partners

One goal of the grant project was to establish connections with other programs on campus that are doing complementary work. Across the year the directors hosted meetings with program counterparts from across UP, following up with event invitations and ideas for future collaborations.

Who We Met With

- Amy Cavanaugh, Director and Cara Hersh, Assistant Provost, Career Education Center
- Terry Favero, Director, Center for Teaching and Learning
- Laurie Laird, Director, Moreau Center for Service Learning
- Kala Mayer, Assistant Professor, School of Nursing and Health Innovations
- Dan McGinty, Director, Dundon-Berchtold Institute for Moral Formation and Applied Ethics
- Kay Molkentin, Director, Entrepreneurship Program
- Sal Orara, Director, Innovation Minor
- Corey Pressman, Instructor, Integrative Health and Wellness
- Dave Turnbloom, Director, CHIRP Lab
- Shaz Viljee, Associate Dean, Shiley School of Engineering

Key Takeaways

- UP needs systems for sharing what faculty are doing across departments and schools: an Engaged Humanities Hub could help organize and sustain connection between different areas of campus
- Other programs want more humanities students involved, want to collaborate: a Hub could facilitate recruitment and incubate collaborative projects
- Humanities students need more specialized professional development: Career Education wants help designing supports and curricula in this area
- Strong interest in health humanities: School of Nursing/Integrative Health and Wellness are two particularly promising partners for future collaborations
- Faculty are interested in cross-disciplinary collaboration: across the board, programs expressed interest in reaching beyond their silos to work with students and faculty from humanities fields

Campus & Community Connections

Project lays foundation for community partnerships with 10 collaborators

We had two goals in this area: we wanted to learn about how the humanities show up in community organizations, and we wanted to establish relationships with partners of our own that could eventually collaborate on long-term projects. We quickly realized the best way to build relationships is over a meal or a cup of coffee, so we held informal meetings across the year with 10 people from 7 different organizations, most working in humanities-aligned fields in Portland.

Who We Met With

- Adam Davis, Executive Director, [Oregon Humanities](#)
- Ashleigh DeVilliers, President, [De La Salle North Catholic High School](#)
 - follow-up meeting with Maria Cabrera (Interim Principal), Anne Warrington and Marie Argento-McCurdy (English faculty)
- Scott Kerman, Executive Director, [Blanchet House](#)
- Laura Moulton, Executive Director, [Street Books](#)
- Stephanie Parrish, Director of Learning and Community Partnerships, [Portland Art Museum](#)
- Sankar Raman, Founder and Director, [The Immigrant Story](#)
- Marshall Welch, former Vice Provost for Engagement, [St. Mary's College](#) and author of [*The Craft of Community-Engaged Teaching and Learning*](#)

Key Takeaways

- De La Salle North Catholic, Street Books, and Blanchet House are promising partners: potential collaborations include partnering on curriculum, programming, and professional development; exploring opportunities for campus/community conversations; and developing innovative humanities internship pathways.
- While community engagement scholarship often privileges long-term projects/partnerships, organizations we met with see value in all sorts of arrangements, both short-term and long-term.
- Organizations are interested in hosting UP students as interns; a Hub could facilitate a Humanities Internship program to facilitate this and in turn establish long-term mutually beneficial relationships.
- Modeling what the humanities do is more important than belaboring their definition or boundaries.

Research & Assessment

Interdisciplinary Core Curriculum: Faculty Feedback

A goal of the grant project was to learn more about opportunities and challenges within the new Core and how the engaged humanities might help address them. We hosted 2 faculty focus group discussions: one group of 21 that taught interdisciplinary Exploration level Core classes during the 2022-2023 academic year and one group of 10 faculty that generally had an interest in teaching Exploration level courses using engaged humanities approaches but had not yet designed such a course. In addition to staging a discussion, we also asked participants to fill out a brief survey to help us assess faculty needs and interests around interdisciplinary teaching and the engaged humanities.

FACULTY ARE COMFORTABLE WITH INTERDISCIPLINARY TEACHING AND EAGER FOR OPPORTUNITIES & SUPPORT IN THIS AREA

There is clear commitment to interdisciplinary pedagogical approaches; most faculty report they are already blending 2 or more disciplinary habits in their teaching. Roadblocks to developing interdisciplinary courses for the Core are not lack of interest but institutional logistics, department schedules, and enrollment numbers.

STUDENT ENGAGEMENT IN CORE COURSES CAN BE CHALLENGING; FACULTY WANT MORE SUPPORT & TOOLS FOR ENGAGING STUDENTS

Faculty are interested in developing ways to increase student engagement in their Core courses; they want opportunities to find texts and materials that will more deeply engage students in and out of the classroom.

STRONG FACULTY INTEREST IN HUMANITIES-BASED DISCUSSION METHODS

Faculty regularly use discussion-based pedagogies, but struggle with creating discussion experiences that bring in all the voices in a class and that navigate potential disagreements constructively. Nearly half of our respondents reported an interest in professional development in this area.

FACULTY EXPRESS OPENNESS TO NEW KINDS OF OUTCOMES; WANT SUPPORT FOR DESIGNING NEW ASSIGNMENTS AND LEARNING EXPERIENCES

While many faculty still center traditional writing-based tasks in designing learning experiences, there is an openness to more creative approaches (such as podcasts, ethnography, voicethread, etc.) with the necessary support.

Research & Assessment

Interdisciplinary Core Curriculum: Student Feedback

To better understand student interests as related to interdisciplinary courses that might potentially employ engaged humanities approaches, we used 2 methods:

- we surveyed nearly half of UP's entering class in Fall 2022 at the end of their Anchor Seminar course (379 students) in order to gauge interest in potential topics for the broader Core Exploration level, a new component of the University Core.
- we analyzed assessment data from a prototype of a popular interdisciplinary course, "Imagining Our Futures: Covid-19, Black Lives Matter, and Climate Change" co-taught by 10 faculty asynchronously and on Zoom in Fall 2020 (122 students). Our goal was to understand what students found appealing about this interdisciplinary learning experience and how their experience could be replicated and/or improved in future interdisciplinary Core courses.

KEY TAKEAWAYS

- **Students are surprisingly interested in humanities approaches in the Core Curriculum:** While students do have an interest in what they perceive to be practical skills, they are drawn to courses that might help them develop those skills through the arts, literature, and other perspectives central to the humanities.
- **Health humanities, environmental humanities, and the humanities and civic discourse are areas of particular interest:** Students report interest in topics such as: health and wellness; race and inequality; art and creativity; community-building; and navigating polarization and conflict. When asked to name their ideal interdisciplinary course, students offered titles like "The Social Climate of Portland," "Navigating Political Polarization," "Art and Healing," and "Climate and Culture."
- **There's strong appreciation for interdisciplinary courses about timely issues among students but they want those courses paired with humanities-based learning methods:** Students expressed positive experiences with the "Imagining Our Futures" course but reported that they wanted more discussion with faculty and their peers, noting "It's clear that students are really impacted by the material but actually hearing their thoughts is different and more meaningful than through forum posts." Several students reported that they wanted "more conversation" and "live in-depth discussion" so that they could process the course topics more fully.

Research & Assessment

Engaged Humanities Hub: Faculty Feedback

To better understand how an Engaged Humanities Hub could support faculty, we held two focus group conversations over lunch with 24 faculty total, representing all humanities disciplines. We then transcribed the conversations and analyzed the transcriptions for emerging themes.

Humanities Faculty Focus Group Takeaways

According to UP faculty, an Engaged Humanities Hub ideally would:

- nourish faculty in addition to supporting high-impact practices for students by supporting intellectual collaboration through formal and informal means (reading/working groups, lunches, conversations)
- develop ways to make the work humanities departments are doing more visible to the wider campus/public and build ties between them
- demonstrate connections between the humanities and timely social issues

"A humanities hub could give us space to imagine possibilities for what could be out there rather than what has to be."

"An engaged humanities hub could help us shift the conversation of the university away from department specific work to more collaborative work."

[Check out our focus group slides here](#)

- facilitate collaboration and help with the logistics of engaged projects and teaching by providing models, support, and/or structure
- foster not just the practical uses but also the imaginative and speculative aspects of the humanities
- cultivate environmental and/or medical humanities initiatives as examples of what makes UP unique
- focus on external (long-term) and internal (more immediate) pieces of program-building

Research & Assessment

Engaged Humanities Hub: Student Feedback

While many humanities centers and hubs focus primarily on faculty and research, at UP we're especially interested in how a hub could support undergraduates; what better way to find this out than to ask them directly? We hosted a focus group lunch (12 participants) and publicized a survey (29 participants) to gather the experiences and opinions of UP majors and minors from all humanities fields.

Humanities students want more opportunities for cross-department collaboration

"This is the first humanities event that I have seen that focuses on just humanities. There are Philosophy events and Spanish events but it feels like they're just for people in those majors...They're nice groups but I just wish there was more connection."

Humanities students need tailored professional development

*"There are so many people doing so many interesting things...I wish there was a career course connecting some of the things we are doing to future jobs."
"There isn't much career readiness. You need to be such a self-starter and there is just not that support built into our programs."*

There's strong interest in humanities-aligned internships and undergraduate research

"I didn't even know humanities students could do research...there seem to be a lot of internship opportunities for business [students] but none for me."

Humanities students see tremendous value in their majors, would like to see more public validation

*"I think anyone who is in the humanities has thought a lot about what they want in life and likes thinking."
"The humanities don't get as much recognition...we need a bigger push, not just from students, but faculty too."*

[See our slides](#)



[Check out our survey](#)

Research & Assessment

Program Visits and Visiting Consultant

To learn more about building engaged humanities programs, we visited two models and hosted a visiting scholar to consult on their experiences and how they might translate to the UP context.

Humanities Studio, Pomona College (Nov. 7-9)

Kevin Dettmar (Director and Professor of English) hosted the project directors for this two-day visit, where we met with program fellows and staff, participated in a Studio seminar, and attended a program event. Key takeaways:

- robust faculty support is key to any humanities program but especially at a small school
- bridging silos and communicating across departments is a significant part of the work
- low-stakes forms of support are just as important as compensation for building community



Mellon Interdisciplinary Humanities Initiative, Scripps College (Nov. 8)

Project directors met with Hao Huang, Director of the MIHI, to learn more about building community-engaged clinic courses. Key takeaways:

- true community engagement takes time; start small and build relationships from the ground up
- core curricula is an excellent vehicle for reaching all students with engaged humanities perspectives

Nicole King, University of Maryland-Baltimore County, visits UP (May 7-9)

In addition to giving the keynote address at Faculty Development Day, King met with the project directors to consult on program building. Key takeaways:

- UMBC's new Public Humanities minor has been an early success; King provided drafts of proposals for the minor to help directors understand its framing and how it might translate to UP
- developing a sustainable model for fairly compensating community partners is key



Research & Assessment

Humanities Program Models

We studied 38 humanities hubs, centers, institutes, and initiatives.

With the help of our NEH grant Student Fellows, we researched 38 humanities program models ([see full list here](#)), collecting data [with a tool](#) that included questions on funding, staffing, founding, programming, theme, location, and mission statements. We also dug into program archives to learn about the work faculty and students produced through these initiatives.

HUMANITIES HUBS AND CENTERS ARE AN AREA OF GROWTH IN HIGHER ED

Nearly half of the programs we reviewed have launched in the last decade; 60% of West Coast Conference schools have a humanities hub or center.

PROGRAMMING IS DIVERSE IN RANGE AND INNOVATIVE IN METHOD & THEME

Humanities hubs cultivate innovation and connection through a wide variety of means, from supporting K-12 educators to providing faculty fellowships to creating opportunities for community members to "sponsor a sonnet." They articulate their identity through language such as "enabling agent," "humanities clearinghouse" and "interdisciplinary umbrella." More than 25% operate on an annual theme.

HUMANITIES HUBS INCREASINGLY CULTIVATE STUDENT INVOLVEMENT

Hubs involve students through engaged courses, undergraduate research, fellowship and scholarship support, internship connections, creative writing contests and journals, public humanities opportunities such as newsletter writing and podcast production, and program administration: 6 hubs have a student advisory board.

STAND-OUT INITIATIVES OFFER MODELS FOR EXCITING HUMANITIES PROGRAMMING

- ["Come Friday" forums, Saint Anselm Humanities Institute](#): weekly informal gatherings of faculty, students, and staff to discuss a single "big question"
- [Theme-affiliated courses, Colby's Center for Arts and Humanities](#): Center tags and promotes 8-12 courses related to annual theme
- [Teaching Fellow program, Grinnell's Center for the Humanities](#): supports selected faculty in developing engaged humanities courses with stipend and 1/2 course release
- [4-year curricular pathway, University of Illinois Chicago's Engaged Humanities Initiative](#): leads undergraduates through foundational public humanities courses up to a self-developed capstone with a public-facing component

Other Pilot Programming

Experiments in Interdisciplinary Collaboration

To explore how the year's research and planning activities might be translated into concrete outcomes, the grant directors designed and held events and created digital prototypes. The success of these small forays into implementation provide promising models for scaling up this work in the future.

Interdisciplinary Speed Networking Event

On 9/15 the grant directors hosted a workshop to bring faculty from humanities and non-humanities fields together to brainstorm areas of overlapping interests and how they might translate into new interdisciplinary Core courses. 12 faculty from 8 disciplines attended the session and participated in 3 10-minute rounds of speed brainstorming. Participants developed new course ideas as well as reading and discussion groups, and made connections with faculty guest speakers for their courses. 100% of participants reported that they would like more opportunities to collaborate across disciplines and meet other faculty from outside their fields.



Public Research Fellows Presents
Collaborative Teaching in the Core
 Why Do It, Where to Start,
 How the Engaged Humanities Can Help

Thursday, September 15 • 2:30 - 3:45 pm • Franz 222

Join us for this hands-on workshop to:

- learn more about designing interdisciplinary Core X courses, including team-taught courses
- explore how the engaged humanities can invigorate your teaching practices
- brainstorm course designs with potential teaching partners in lively speed networking sessions

For ADA accommodations, please contact Dr. Molly Hiro at 503-943-8031 or hiro@up.edu

PART OF THE PUBLIC RESEARCH FELLOWS FALL SERIES

THURSDAY, SEPTEMBER 12 • 6:00-7:30PM

Poetry & Vitality with Naomi Shihub Nye, Co-sponsored with Nursing's Institute for Vital Practice

WEDNESDAY, OCTOBER 26 • 4:00-5:30PM

Campus Conversation: Reimagining Readiness

THURSDAY, OCTOBER 6 • 1:00-2:30PM & FRIDAY, NOVEMBER 4 • 11:45-1:15PM

Engaged Humanities Faculty Lunch Discussions

UP.EDU/PRF



name	Simon Ahiokhai
department	Theology
email	ahiokha@up.edu
expertise	Theology, Decolonial studies, Levinasian Philosophy; existentialism; Medical Ethics; Postcolonial studies
collaborative activities	Co-creating interdisciplinary exploratory core courses, Co-creating an Honors course, Guest speaking in a colleague's course, Participating in an interdisciplinary reading or working group, Co-authoring an article or presentation
specific collaboration interests	I have a broad interest
exploration course interests	
name	Gienna Clifton
department	Biology
email	clifton@up.edu
expertise	Evolutionary biology, Comparative & Human Anatomy/Physiology, Dance, Biomechanics, Robotics, Engineering
collaborative activities	Co-creating interdisciplinary exploratory core courses, Co-creating an Honors course, Guest speaking in a colleague's course
specific collaboration interests	In the past I taught a course called "Life in Motion" that talked about how living organisms move (from molecules to migrations) as well as the techniques we use to visualize this movement at varying temporal and spatial scales. The class developed into a partial critique of nature documentaries, visualizations, etc. Another class idea I've had is "Classical beasts" = reading classical literature and discussing the anatomy of the described beasts/how they could have fit into evolutionary patterns. I love making science graphs/figures and thinking about the design principles behind making something stick, so a class on "Scientific figures as art" could be interesting.

Faculty Collaboration Database

In our research, faculty reported needing systems for learning about the work going on in other departments and schools and finding potential like-minded collaborators. To address this need, we built a pilot database to share faculty profiles across UP. While the resource is certainly in "beta" form, 13 faculty have participated and feedback suggests that it provides proof of concept for the viability of this sort of tool. We plan to collaborate with Engineering and Information Sciences faculty to build out the concept in a more sustainable form.

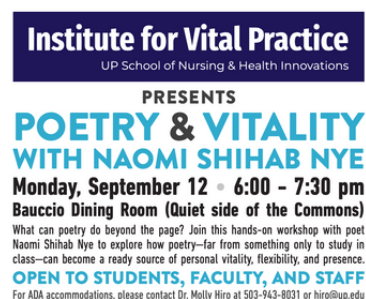
Other Pilot Programming

Experiments in Engaged Humanities Events

As we established connections with interdisciplinary partners across the year, we realized that those relationships could yield new kinds of campus events that provide evidence for what a future Engaged Humanities Hub could do. The grant directors designed 2 event prototypes that we envision as potential long-term categories of programming.

"Poetry & Vitality" Workshop with Naomi Shihab Nye (9/12)

In collaboration with Corey Pressman (Nursing), the grant directors hosted a creative writing event with visiting writer Naomi Shihab Nye. More than 60 students and faculty from across CAS and the professional schools participated in the hands-on workshop that theorized that reading and writing poetry builds health and wellness in meaningful ways. The popularity of the event suggests a strong interest in health humanities collaborations on UP's campus.



Campus Conversation (11/9)

Our research shows that UP community members want more venues for connection—to address this, the directors designed and hosted a guided conversation among 15 students, faculty, and staff on "Reimagining Readiness." The conversation engaged questions about what it really means to be "ready" for one's future and showcased how the practices of the humanities—such as open-ended discussion—can be vital tools for bridging silos on campus.



Publicity and Outreach

While our research and pilot programming demonstrated strong interest in humanities-based interdisciplinary curriculum and collaboration, we realized that an important part of our work is to make visible to the campus community how a humanities hub could house and support that work. Across the year we created newsletters, built social media accounts, and held informational meetings with key administrators to publicize our project and update stakeholders on our progress.



Announcing the Public Research Fellows Fall Series

With the support of a National Endowment for the Humanities grant and the College of Arts & Sciences, PRF is hosting a number of events in 2022-23 under the theme "Engaging Humanities." Across the year we are featuring examples of innovative humanities-based inquiry that connects with non-humanities disciplines and wider publics. Fall events include:

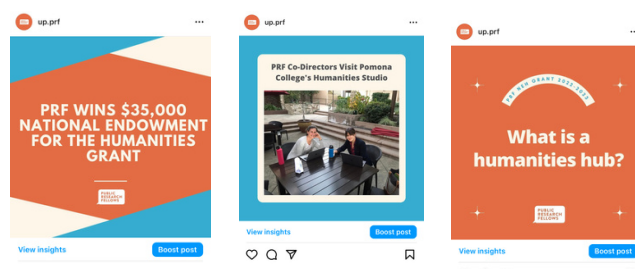
- **Poetry & Vitality Workshop with Naomi Shihab Nye:** M 9/12, 6:00-7:30pm, Baucio Dining Room
- **Collaborative Teaching in the Core Workshop:** Th 9/15, 2:30-3:45, Franz 222
- **Campus Conversation: Reimagining Readiness:** W 10/26, 4:00-5:30pm, Teske Dining Room
- **Faculty Lunch Discussions:** Th 10/6, 1:00-2:30pm and F 11/4, 11:45-1:15pm, Teske Dining Room

Read on for details!

[Find out more about the engaged humanities and PRF's 22-23 theme here>>](#)

Program Newsletters

The grant directors, supported by 2 student fellows, created 2 newsletters across the year to reach 593 faculty, students, staff, alumni, and community members. The newsletters featured grant updates, interviews with team members, and pilot events.



Social Media

To publicize the project to a wide range of faculty and students as well as other institutions, the project directors cultivated a social media presence. Across Instagram and LinkedIn, we created more than 30 posts that reached 400 unique accounts with content geared toward educating our audience about humanities hub models, engaged humanities projects, and interdisciplinary curricular opportunities.



Administrative Visibility

In addition to our online outreach, the project directors scheduled 5 meetings with key campus administrators, including the Dean and Associate Dean of the College of Arts and Sciences and UP's President Robert Kelly. In a welcome show of support, the President also joined the grant team for a dinner with our visiting consultant Nicole King. These in-person meetings enabled the directors to give mid-year updates on the work of the grant and garner support for our long-term vision.

Next Steps

Our focus in the coming year will be to foster the relationships we established during the grant project, building out our framework for sustainably supporting cross-campus collaboration between the humanities and other disciplines and programs. To do that, we will:

- 01** — **Disseminate the findings of the grant project**
Using this report as a touchstone, we will meet with campus stakeholders to highlight the work we've done and the grant year findings. We also plan to share this report with our congressional representative to showcase the NEH funding impacts.
- 02** — **Build on accomplishments of the grant project**
To capitalize on the work of the past year, we will: continue to foster relationships with campus and community partners; pilot undergraduate research projects and campus programming through PRF's 23-24 "Engaging Portland" theme; and support faculty development through workshops and a second iteration of the Engaged Humanities Institute.
- 03** — **Incubate new interdisciplinary working groups**
Following the findings of our research, we will establish environmental humanities, health humanities, and civic humanities working groups among faculty we've established relationships with over the planning year with the goal of developing long-term curricular projects.
- 04** — **Expand humanities student professional development**
We will work with students to experiment with models for humanities-specific professional development opportunities, including internships, alumni networks, and curriculum.
- 05** — **Apply for an NEH Implementation Grant**
With the momentum from the planning year, the grant team will apply for the next level of NEH funding in Fall 2023.

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