

PROMOTION ONLY (Associate Professor to Professor)  
Area of Excellence — teaching  
School of Liberal Arts  
2015-16

This candidate statement is particularly well constructed and a  
great sample for future public scholars.

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Susan B. Hyatt, IUPUI, Department of Anthropology  
Statement for Promotion to Full Professor

### Introduction

I am a community organizer and a teacher whose academic career and scholarship continue to be shaped by the years that I spent working as a community organizer in Southwest Chicago (1981-89). When I returned to graduate school to complete a PhD, it was to explore how engagement in local-level activism transformed the worldviews of working-class and low-income women living in public housing in England. I suggested that such changes could be understood as constitutive of larger cultural shifts as poor people reacted against new Thatcherite policies that favored privatization over the once seemingly inviolable certainties of the welfare state. I see both my teaching and my scholarship as deeply intertwined with the same values that informed my community organizing: that is, a concern with understanding systems of power and inequality, a commitment to understanding the perspectives of marginalized groups, and a deeply felt desire to act as an ally to people engaged in struggle. I have brought this sensibility to bear on all of the activities I have undertaken as a faculty member in the Department of Anthropology at IUPUI.

I joined the Department of Anthropology at IUPUI in January 2005. At that time, I was a tenured Associate Professor at Temple University in Philadelphia. There were several aspects of the job at IUPUI that attracted my interest and compelled me to apply for this position. The first was the national attention that IUPUI had earned for its commitment to civic engagement and public scholarship. These are tenets that have always been at the heart of my own practices both as an anthropologist and as a teacher. The second feature of the job that appealed to me was the opportunity to design and help found the Anthropology Department's new MA program in Applied Anthropology, the first such program in Indiana.

I emphasize Excellence in Teaching in my dossier, however I would argue that in the context of civically engaged scholarship, it is almost impossible to disentangle teaching, research and service one from the other. I see all of my activities as genuinely integrated into my commitment to understanding and making audible a diverse range of voices. My engagement in my own research infuses my teaching and I regard my students as valued researchers with whom I have partnered in carrying out collaborative fieldwork with a number of local organizations. Many of my courses have received the RISE designation (Research, International, Service Learning, and Experiential Learning) at IUPUI, which identifies courses intended to provide students with experiences that engage their participation in learning in new ways. This five-page statement will address my Research and Service and will touch on the connections between my research, my service and my teaching. The 2-page teaching statement will address my pedagogical accomplishments in more detail.

### Research

My research has inspired much of my teaching; likewise, my teaching also animates my research. The collaborative projects I have undertaken with students in Indianapolis have been publicly recognized. Perhaps the most prominent of these is the [Neighborhood of Saturdays](#), a community-based research project in which my students and I brought together African-American and Jewish elders to share their accounts of the southside neighborhood they had once shared. The project garnered a great deal of public attention, including an article in the [New York Times](#) and a [short documentary on WFYI](#).

This past year, [I began a new collaboration](#) with another organization, The Mapleton-Fall Creek Development Corporation (MFCDC). This work will continue in next spring's class and will focus specifically on health, particularly programs related to obesity reduction. MFCDC and I have just submitted a joint proposal requesting funding from the Community Health Engagement Program (CHEP).

Over the past decade, a host of scholars have become committed to the values of community-based research yet there is very little scholarship on the methodology of engaged fieldwork. In 2010 I wrote just such an article about a field methods class I had taught at Temple University. The article appeared in the peer-reviewed journal *Learning and Teaching in the Social Sciences*. I co-edited that

special issue, “Learning Under Neoliberalism,” with a young scholar Boone Shear, then a graduate student at the University of Massachusetts. In 2015, that special issue was expanded and published as the first volume in a new book series by Berghahn Press, with a new introduction, co-authored by Shear and me, which included a revised version of my 2010 article. I am now working on a new article for a Special Issue of the journal, *Collaborative Anthropologies*, on the Neighborhood of Saturdays project.

I am frequently invited to speak to several audiences about the complexities, challenges and rewards of collaborative research. Most recently, this past February, I served as an external examiner for a doctoral dissertation undertaken by a student at the University of Toronto. During that same visit, I presented a lecture sponsored by the university’s Ethnography Lab entitled, “Collaborative Ethnography and Community Activism: Where Publics and Politics Meet.” My [talk was recorded](#) and inspired University of Toronto faculty and students to undertake [their own “scan-a-thon”](#) based on my description of how we collected and digitized community artifacts as part of collaborative fieldwork projects like the Neighborhood of Saturdays. The notion of the scan-a-thon, as I developed it alongside my students, was a methodological innovation with theoretical implications for understanding how qualitative data is archived and shared with communities. I also give regular public talks on my work, particularly with respect to the Neighborhood of Saturdays project. In 2010, I was the keynote speaker for the Indiana Jewish Historical Society. More recently, I spoke at Purdue University’s Martin Luther King Day and at the Diversity Roundtable of Central Indiana.

Community collaborative research is no less theoretically rigorous than any other kind of inquiry we might imagine; indeed, the ethical considerations inherent in this kind of undertaking provide additional grounds for scholarship. I have written several short pieces on the Scholarship of Teaching and Learning (SOTL) and believe that this is another way in which my work is disseminated. Ever eager to hone my own research skills, in 2012 I participated in the Ohio Humanities Council Summer Workshop on Oral History at Kenyon College, and this summer, I have received funding to attend a short course on qualitative research methods held in North Carolina, sponsored by the National Science Foundation.

Another area in which my teaching and research have converged is through my involvement in the [Inside-Out Prison Exchange Program](#). Inside-Out is a model for prison education that involves taking college students into carceral institutions (such as prisons, jails, work release centers) where they take a course together with incarcerated students, interacting as peers in the classroom. As the 2014 Inside-Out Annual Report puts it, “Inside-Out increases opportunities for men and women, inside and outside of prison, to have transformative learning experiences that emphasize collaboration and dialogue, inviting participants to take leadership in addressing crime, justice, and other issues of social concern.” The Inside-Out Program is headquartered in Philadelphia and has a presence in at least 32 states and in 3 countries outside the U.S. including, most recently, the UK where a presentation I gave while on my sabbatical helped inspire the establishment of that program. When I arrived at IUPUI, I was determined to bring this transformative model of teaching and learning to Indiana. A colleague and I completed the Inside-Out instructor training in 2006 and launched the first course here in 2007. (See photo caption on page 2 of the following report: <http://liberalarts.iupui.edu/Assets/uploads/docs/2007annualreport.pdf>.) The following summer, we brought the course to the [Indiana Women’s Prison](#). And, in 2008, with the help of a grant from the New Perspectives program, we held the first ever [Inside-Out Conference](#), entitled [“Expanding the Boundaries of Learning”](#) on the IUPUI campus. I also expanded the Inside-Out model to other sites in Indianapolis, including a residential facility for women overcoming addiction and a women’s work release center. I serve as statewide coordinator for Inside-Out Indiana, which continues to grow and flourish, with seven academic institutions in Indiana now offering these courses. As a result of my experiences teaching Inside-Out courses, I have begun exploring the challenges that re-entering citizens face. Last year, I undertook an applied research project associated with the Indianapolis organization, [RecycleForce](#), a social enterprise that hires mostly ex-offenders to work on the floor of their large recycling plant. I just completed a report for that organization, entitled *Closing Recidivism’s Revolving Door*, in which I evaluated the first year of a new work diversion program they are piloting. I delivered a paper on this topic at an international conference last summer (European Association of Social Anthropology) and at [a public forum in Indianapolis](#), in a session entitled, “The Journey Home from

Prison” (Spirit & Place Festival). I am currently developing this report into an article for the peer-reviewed journal, *Human Organization*. I also collaborated with RecycleForce in submitting a new federal grant on enhancing parenting skills among formerly incarcerated individuals.

I am also co-editing a major new text for Routledge Press, [Companion to Contemporary Anthropology](#), forthcoming in 2016. My co-editors and I were able to successfully present a proposal for a text that would present a fresh overview of anthropological theory by emphasizing the work of younger voices and by including scholarship from outside the metropolitan centers of the United Kingdom, the United States, and France. The volume, including the co-authored introduction, will be completed by the end of the summer.

I currently serve as an associate editor for the journal *Collaborative Anthropologies* and am co-editing and contributing to a special issue on working with libraries, museums and historical societies. I have edited three volumes of the feminist anthropology newsletter *Voices*. My first edited issue, which appeared in 2003, revisited an influential volume first published in 1989, *Gender and Anthropology: Critical Reviews for Research and Teaching*. To pay tribute to the historic importance of that original publication, I recruited four anthropologists to contribute review articles on the current state of feminist anthropology in each of the four sub-disciplines: Archaeology, Biological Anthropology, Cultural Anthropology, and Linguistic Anthropology. The next issue (2005) focused on women and grassroots movements around the world and included excerpts from a speech given by Selma James, widow of the Afro-Trinidadian activist CLR James. I worked directly with Ms. James on editing the speech and filling in gaps for the published version. The 2008 volume included articles that presented views of adolescent girls as activists and productive participants in community activities.

I mention these activities because I consider these projects to constitute not only service to my discipline, though they are certainly that as well, but also as serious intellectual engagements engaged with anthropological perspectives on contemporary social issues. In each of these editorial undertakings and in the Routledge collection, I have emphasized the contributions of emerging young scholars, in some cases including undergraduates. I regard this as one way I am helping to shape future directions in the discipline.

In addition to work in American cities, I have continued to pursue my ongoing research on urban poverty, grassroots activism and changing social policies in the United Kingdom. I have published several articles that grew out of my doctoral work on low-income women and grassroots movements. More recently, a British colleague, Jacqueline Haq, and I looked at the ways these communities fared under the New Labour government that followed the earlier Conservative era during which I conducted my original fieldwork. In 2011, I contributed a chapter to a major collection on the anthropology of policy, *Policy Worlds: Anthropology and the Analysis of Contemporary Power*. My article compared the emergence and impact of “law and order” regimes on communities in both the United Kingdom and the United States. In November 2014, I was invited to deliver the [17<sup>th</sup> Annual Distinguished Lecture on the Anthropology of Europe](#) at the University of Massachusetts (Amherst) where I outlined the theoretical argument of my current book manuscript, tracing how changes in governance over the past two decades have contoured activist responses among low-income people, especially women.

Beginning in summer 2010 (with the help of funding from the Indianapolis Arts and Humanities Institute) and during my Spring 2013 sabbatical in the United Kingdom I launched a new project. In this work, I am reconsidering the legacy of a 1970s anti-poverty program in Britain, the Community Development Project (CDP). Influenced by the U.S. War on Poverty, particularly its emphasis on “the maximum feasible participation of the poor,” the CDPs involved local residents in 12 disadvantaged areas around Great Britain in attempts to ameliorate the difficult conditions troubling their beleaguered communities through engaging in activism. Funding from the IU New Frontiers program allowed me to continue this work in Summer 2014. I am contributing an article comparing the CDP and the War on Poverty to a special issue of the British journal, *Community Development*. Just as the 50<sup>th</sup> anniversary of the War on Poverty occasioned a number of retrospective analyses in the US, so is the CDP era now of renewed interest in Britain, as these kinds of large-scale anti-poverty initiatives represent an earlier period in social policy in both countries. I have conducted more than 20 in-depth interviews with former CDP

workers and carried out extensive archival work on these programs. I am currently transcribing, coding, and analyzing this material, some of which is available [on a website hosted by the IUPUI university library](#). This contribution also attracted interest from British scholars, including Professor Rosie Read, who has published [a blog on this work](#).

During my sabbatical I was awarded a research fellowship from one of Durham University's residential colleges, Trevelyan, which provided room and board for one 12-week college term. As part of that award, I presented the Trevelyan College Fellowship Lecture in May 2013. While in Durham, I also participated in a conference on research ethics and my remarks were featured in a [short film](#) about that conference (see the third film, entitled Conference Overview). I was also appointed Visiting Research Fellow at Durham University from 2013-2017 in conjunction with my appointment as an international advisor to a project funded by the U.K. Economic and Social Research Council, called "Imagine: Connecting Communities Through Research." I presented the keynote address, entitled "Community Activism in Unexpected Places," at the second annual Imagine conference held in Durham, UK in September 2014.

I have just returned from a research trip to England this summer (funded by IAHI) during which time I interviewed housing experts and elected officials in the municipality of Bradford, and revisited the housing developments where my initial doctoral research was based. Given the outcome of the recent general election in the United Kingdom which put the Conservative party back in control of government for the first time since 1997, this new material will provide me with an important conclusion for my book manuscript; this current regime is both a predictable moment in the trajectory of shifts in poverty policy and yet it may also mark something of a definitive break from the logics of the earlier eras of the public sector-dominated welfare state.

The intersections between my teaching and research interests have been recognized with three competitive awards. In 2010, I was honored by receipt of the statewide award, The [Hiltunen Award](#) for Outstanding Contribution to the Scholarship of Engagement. In 2012, I received the Chancellor's Faculty Award for Civic Engagement. And, also in 2012, in recognition of excellence in both teaching and research, I served as the [Harman Distinguished Visiting Scholar](#) in Applied Anthropology at California State University in Long Beach where, in addition to teaching two courses, I also presented two public lectures on my collaborative research and community-based teaching.

### Service

After joining the department in 2005, I developed and implemented the department's Masters' Degree Program and served as the first Graduate Program Director (2010-2012). I have overseen two faculty hires, one for a tenure track Cultural Anthropologist in 2012, and the other for a permanent lecturer in Cultural Anthropology in 2015. I have just begun a 3-year term as chair of the department. My role in overseeing over 40 senior capstone projects, in addition to my redesign of the Senior Capstone (described in the next section), and my development of the Ethnographic Methods courses are also indicative of my hands-on engagement in shaping the curriculum of our department.

On campus, I have served as chair of the board for our Masarachia Scholars Program, a prestigious award given to undergraduates interested in pursuing careers in community and labor union organizing. Each year, I have had the opportunity to serve on the selection committee for this scholarship. During academic year 2014-15, I served as a member of the search committee for the new dean of the IU School of Nursing.

Nationally, I have worked with several units of the American Anthropological Association (AAA), including the Society for the Anthropology of North America (SANA) and the Association for Feminist Anthropology (AFA). In those capacities, I have coordinated those sections' programs for our annual conference and have edited various publications, including a newsletter and a column that appears in our monthly newsletter, *Anthropology News*. I have served on the boards of these organizations and am currently an elected member of the AAA Committee on Public Policy. For three years, I served as co-chair of the Consortium of Practicing and Applied Anthropology Programs (COPAA), which is intended to foster the development of Applied Anthropology programs in a range of institutions. I continue to serve

on the editorial board of the British journal, *Anthropology in Action*. I am regularly asked to review journal submissions and have done so for such publications as *Human Organization*, *Cultural Anthropology*, *Collaborative Anthropologies*, *PoLAR (Political and Legal Anthropology Review)* and others. I recently reviewed a book manuscript for the University of British Columbia Press and a textbook proposal on collaborative community research for Sage Publishers. In addition, I have also been asked to review research proposals for several prominent funders, including the National Science Foundation, the Wenner-Gren Foundation for Anthropological Research and the Charlotte Newcombe Doctoral Dissertation Fellowship (a program of the Woodrow Wilson Foundation). I have been pleased to be invited to two Mellon-funded workshops, one on “Tracking Down Industrial America: New Research Agendas in Industrial History” in New Jersey in 2008, the other on “Global Work and Global Working-Class Community in the Midwest,” held in Chicago in Fall 2014.

### Concluding Thoughts

The values of IUPUI that attracted me here in the first place have provided multiple opportunities for the kind of community-based work and collaborations—involving students, community residents, and multiple units of the institution—that I had hoped for. Community-based research, when undertaken in a spirit of egalitarian partnership and democratic participation, is painstaking and time-consuming work. And yet, it embodies the commitment to scholarship in the service of social justice that has long been at the heart of my work as a teacher and a scholar.

As universities continue to embrace the values of public scholarship and civic engagement, new ways to assess the significance of this kind of work are being developed and implemented. When done right, this kind of work is no less intellectually rigorous than are other modes of scholarship. Toward the end of helping to institutionalize new methods for assessment that recognize the contributions of public scholarship, I serve as an invited member of the American Anthropological Association’s Resource Panel for External Tenure and Promotion Review (T&P) and External Program Review (EP). As stated on [the IUPUI website on community engagement](#), “an engaged campus means our students, faculty, staff, and alumni partner in the surrounding communities to benefit the public good. These relationships enrich your life and learning at IUPUI, while helping to address social issues and spur the economy in Indianapolis and beyond.” I am grateful for the opportunity to contribute to that mission and anticipate continuing to do so in the years to come.

### Teaching Statement for Promotion to Full Professor

My teaching has been at the heart of my scholarly activities at IUPUI. Over the years, I have re-designed existing courses for our departmental curriculum and introduced new ones. My primary goal has been to advance IUPUI’s commitment to civic engagement and to involve students in meaningful intellectual collaboration with local organizations and agencies. In fact, this dimension of my teaching was mentioned in the comments our department received from our external reviewers last fall. As that report noted, “It is clear that the department has taken to heart the University’s goal of local civic engagement. The administration, faculty from other departments, and the students praised the department for their impactful community projects, as well as regional and international community projects. Sue Hyatt’s work was specifically mentioned multiple times.” My teaching has been well regarded by students and I have received two Trustees Teaching Awards, one in 2009 and the second in 2012.

Local fieldwork projects have always been a key part of our departmental curriculum. When I took on the teaching of our research methods course, Field Work in Ethnography (ANTH 404), I created a new model whereby students undertake their projects in partnership with a local organization. In 2009, for example, the class worked with the newly formed Community Heights Neighborhood Organization (CHNO) to put together a [small book](#) about the community, entitled [Eastside Story: Portrait of a Neighborhood on the Suburban Frontier](#). With assistance from an internal grant, from an external source (the Indianapolis Neighborhood Resource Center) and from a local business (Justus Homes), we were able to print and distribute 1,000 copies of this document to the local community at no charge.

In 2010 and 2011, the Field Work classes worked on another project, which came to be known as The Neighborhood of Saturdays. In addition to the news articles and WFYI documentary mentioned in the previous section of this statement, the students also wrote and produced an oral history play based on their interviews, which was performed for an enthusiastic audience at the [Jewish Community Center](#). Since students are collecting their own primary source data through these projects, I encourage them to publish scholarly articles about their work. Two students (Baurley & Branstrator) wrote a reflection on researching and writing *Eastside Story* that was published in the monthly newsletter of our main professional organization, *Anthropology News* (October 2010). Several of the students involved in both projects wrote short essays that were published in a peer-reviewed article that appeared in the journal *Collaborative Anthropologies* (Hyatt *et al.* 2011). I have also taken students to present papers and posters at a number of local, regional and national conferences. These include the Butler Undergraduate Research Conference, the Central States Anthropological Society Semi-Annual Conference, and the national annual conference of the Society for Applied Anthropology. They also regularly present posters at IUPUI's Research Day and at the Civic Engagement Showcase.

The Neighborhood of Saturdays project has also provided opportunities for collaboration across disciplinary boundaries. In Spring 2014, students enrolled in a Museum Studies methods course built on the ethnographic work done by my students for the book, and presented an exhibition entitled, "[Split but not Separated: Recapturing the Legacy of the Near Southside](#)." The exhibition opened at the Concord Center in April 2014 and drew over 100 people. Also in Spring of 2014, an anthropology student who was interested in early childhood education developed a curriculum for children ages 9-14 on doing neighborhood history. She taught the curriculum at the Concord Neighborhood Center over the two week IPS spring break. A high point was a day when elders from the project came in to answer questions from the children about what the neighborhood was like when they were growing up.

When I arrived at IUPUI in 2005, the department had just re-structured the senior capstone experience for our undergraduate majors. In the fall, the students would take a 1-credit seminar to help them develop a proposal for a research project or internship that they would then carry out in the spring as a 3-credit independent study overseen by a faculty supervisor. Our top students were able to design realistic projects and to complete them by the end of the spring semester. (I have listed 41 such projects that I supervised on my CV). In 2008, one of my students, Guy Kuroiwa, was [first runner up in a national competition for undergraduate research papers](#) sponsored by the National Association for the Practice of Anthropology. Guy's paper, "Preparing for the Outside: Professionals and their Role in Prisoner Re-entry," was inspired by his participation in the very first Inside-Out Prison Exchange class taught by a colleague and me at IUPUI in Summer 2007. Guy also published a short essay on his Inside-Out class experiences ("Learning Anthropology Behind the Walls") in the November 2007 issue of *Anthropology News*. Another of my students, Stephanie Harris, had a revised version of her senior project published as an article in an editorial board reviewed newsletter (*North American Dialogue*).

While our top students flourished under the Senior Project model, many of our other students struggled to finish their final reports, delaying their graduation. Based on my survey of capstone courses in comparable departments at peer institutions, I designed a new capstone sequence, which I launched in 2014-15. Students now produce an ePortfolio in which they include various assignments that call upon them to summarize and evaluate their undergraduate training in Anthropology. They also execute a more modest research assignment for which they investigate an area of anthropology of particular interest to them. The assignment requires them to complete a short annotated bibliography, a review of the literature and an interview with an anthropologist about his or her work. That project takes place in the fall during the 3-credit course, ANTH A412. In the Spring, the students complete their ePortfolio, incorporating such elements as a CV and short statement of purpose in a 1-credit course (ANTH A413). Both courses garnered positive evaluations, with ANTH A412 earning an overall score of 4.6 and 413 scoring 4.8. Five of the students who participated in that class were chosen to present their work at IUPUI's first annual ePortfolio Showcase.

In addition, I have also voluntarily worked with undergraduates on independent research projects through our MURI (Multi-disciplinary Undergraduate Research Institute). Located in our Center for

Research and Learning (CRL), MURI provides an opportunity for two faculty members to collaborate across disciplinary boundaries and to work with a group of students on a research project. My colleague in our School of Public and Environmental Administration (SPEA), Drew Klacik, Urban Policy Analyst, and I have co-mentored students in three such projects and a fourth was co-mentored with another member of our SPEA program (Sheila Kennedy); all of these projects are described on my CV.

Along with the undergraduates and MA students whom I have mentored, I have also enjoyed working with our Future Faculty Teaching Fellows, and have mentored four of them, two of whom have kept in touch with me and have gone on to teaching positions in other institutions.

While I was on sabbatical in the UK in Spring 2013, I presented a seminar entitled, “Teaching for Social Justice: Off the Campus and Into the Community.” My talk described several of my community-based research courses and my involvement in the Inside-Out Prison Exchange program. When I presented this talk at Bournemouth University, a member of the Anthropology faculty there, Dr. Rosie Read, was inspired to spend her sabbatical at IUPUI in Spring 2015, where she observed my classes and explored more broadly IUPUI’s enactment of the values of civic engagement in our pedagogy. She hopes to bring [many of the ideas she encountered here](#) back to her university in Bournemouth.

My involvement with Inside-Out has influenced not only my research but also my pedagogy. One student who took an Inside-Out class with me at Indiana Women’s Prison was inspired to [herself become an Inside-Out instructor](#). And, the seminar I presented in 2013 on community-based teaching and learning at Durham University in the UK inspired a faculty member in the Criminology Department to set up [Europe’s first Inside-Out program](#).

When I was hired, one of my responsibilities was to help establish the state’s first MA in Applied Anthropology. This step made sense given our belief that increasingly more of the job opportunities for anthropologists will lie outside the academy, in applied settings ranging from municipal governments to grassroots organizations to institutions specializing in cultural resources management. I designed the program, oversaw its implementation and served as its first Graduate Program Director.

In short, through my teaching at IUPUI, I have tried to enact what bell hooks has described “education as the practice of freedom.” As she puts it, “To educate as the practice of freedom is a way of teaching that anyone can learn. That learning process comes easiest to those of us who teach who also believe that there is an aspect of our vocation that is sacred; who believe that our work is not merely to share information but to share in the intellectual and spiritual growth of our students. To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin” (hooks 1994: 13).