

SYRACUSE UNIVERSITY
OFFICE OF ACADEMIC AFFAIRS

2010 CURRICULUM VITAE UPDATE FORM

Name of Faculty Member
Timothy K. Eatman

School or College/Department
School of Education Higher Education
Imagining America

In describing your activities during the 2010 calendar year, reflect on how they have contributed to the University's mission and vision.

I. Teaching Contribution:

Courses Taught		Enrollment
Spring 2010		
HED 616	Understanding Educational Research	20
Fall 2010		
HED 605	American College and University	24
EDU 101	First Year Forum	14
HED	Independent Study	1

(a) Improvements in teaching and learning, curriculum, or course design; participation in programs or conferences related to teaching; program or course assessment:

During the Spring term of 2010 I taught my first research methods course at Syracuse University, **HED 616**. I had anticipated being able to teach Organization and Administration (HED 761) building on some ideas that I had for improving that course which I only taught once (Spring 2008), but a health concern for one of our faculty members necessitated a shift in teaching responsibilities. Overall I felt that for a first run the course went quite well both based on my sense of student learning gains. I did begin with the existing course syllabus and plan but chose a text that I thought might be better suited to my pedagogical style and also leverage available web based technologies - including an online portal for the text containing study and test exam modules for the students.

In addition to the web companion for the course text I introduced several online tools and resources designed to assist students in understanding and conducting educational research. I framed the course as research in the social sciences and worked both through the qualitative and quantitative components to focus on helping student to gain solid understanding about research design, execution and dissemination/reporting.

In Fall 2010 I taught **HED 605 - The American College and University** for the third time since joining the faculty. I am feeling increasingly more comfortable with this course and made several adjustments in response to student feedback and my own sense of what worked well and what needed to be changed. Some improvements included less frequent use of the Blackboard course discussion thread tool, elimination of the weekly question/comment queue, addition of a course midterm, and including two guest lecturers, both authors of course readings

The first guest, noted educational historian Professor James D. Anderson from the University of Illinois at Urbana-Champaign, visited the course via Skype. Syracuse University's own Professor Linda Carty delivered the second guest lecture. Both were received very well bringing to life some of the concepts and context that we discussed in class. Regarding the impact of this addition to the course a student comments, "Although the Thelin text was a very helpful framework for the course, I found certain articles like the Linda Carty text a lot more useful to my knowledge base. It helped to have the speakers both on Skype and in the classroom to provide us a background on their articles." Another student opines, "...also having guest lectures was also a great feature." I am pleased at the response and will seek to include guest lecturers especially via Skype in the future.

Even though I have made adjustment to the course workload by eliminating some assignments I continue to receive mixed reviews regarding this issue. On the one hand there are students who make comments like, "Overall the assignments enhanced my learning in the course. I really enjoyed the research project and the facilitation (student life and the readings). Although resistant to the idea, I have to say I truly gained a lot from my book review as well." Another student agrees, writing, "I enjoyed the assignments and thought they helped me reflect on class discussions and readings. They allowed me to think critically about the information we were learning." On the other hand some felt the workload to be too much. One student put it this way, "I felt like the amount of work for the course was a bit on the heavy side. There were many little assignments that I felt could have been constructed into a paper, which would have been more helpful and beneficial to the class." I continue to be frustrated by students who believe that the course is overloaded and even more so by students (two in this class), who indicate that some assignments seem like busywork. For example, one student reports, "At times, I felt that the assignments were almost tedious. There were a lot of "little or busy" assignments that were somewhat unnecessary." There is nothing that I want more than for students to see the relevance of all the work.

I take great care in providing substantive feedback to my student's work. Their initial essay includes the following individually completed rubric (see template).

Critical Essay Rubric (TEMPLATE)

	Range			Possible	Your Score
	Emerging 1 to 4 Many errors	Developing 5 to 7 Moderate errors	Proficient 8 to 10 Minimal errors		
Spelling	1 to 4 Many errors	5 to 7 Moderate errors	8 to 10 Minimal errors	10	
Grammar - Sentence structure; punctuation; syntax	1 to 4 Many errors	5 to 7 Moderate errors	8 to 10 Minimal errors	10	
Summary	1 to 7 Adequate	8 to 14 Average	15 to 20 Exceptional	20	
Argument & Evidence	1 to 7 Underdeveloped	8 to 14 Probing	15 to 20 Critically astute	20	
Analysis, Critique & Insights	1 to 7 Minimal	8 to 14 Thoughtful	15 to 20 Deeply Reflective	20	
Style, Paralance & Citations	1 to 4 Scholarly tone, Active voice and Attribution	5 to 7	8 to 10	10	
Organization	1 to 4 Structure; Logic and Formatting	5 to 7	8 to 10	10	
Total				100	0
				10 percent conversion	0

Throughout each paper I provide feedback to content as well as editing even at the level of suggestions that address issues of parlance. I realize that I will need to think about this in a different way so as to improve the timeliness of assignment feedback. The comments of one student who writes, “More feedback regarding assignments, it seemed to take a long time to get papers back that we wrote,” exemplify those of at least two others. This represents an area of growth opportunity for me.

One other significant adjustment/improvement to the course was the introduction of a web based conceptual mapping tool called CMAP (<http://cmap.ihmc.us/>). This tool (see example of student map in appendix) is useful to address the single most common issue that I hear from graduate students – “how do I hone my research topic” by allowing them a virtual canvas to conceptualize their research questions, articulate the relationship between concepts and gather key resources in a collaborative environment. I learned to use the tool at a preconference seminar on qualitative software and data visualization at the 2010 American Educational Research Association. This tool has transformed the way that I think about brainstorming and articulating concepts both in my own research and I have seen a difference it makes on student work. While most students seemed to be very pleased to use the tool I will probably need to work on the degree to which I emphasize it. Saying, “I really do appreciate the exposure to technology options, but making them a requirement doesn’t meet everyone’s best learning styles” one insightful student reminds me of the need to strike a balance. Another excited student says, “Tim challenges my comfort level with technology.” I like the fact that this is feedback in a foundational Higher Education history course.

Obviously I tend to agree with students who experience my class like the following who says, “He plans class well, holds us accountable for reading and is flexible when we need extra time for assignments.” Yet there was one student who complained that, “sometimes the course was a little disorganized and I wasn’t sure what was due when.” I work very hard to have good organization but recognize that there are times when communication could be stronger especially when I am making adjustment to assignment due dates.

Because it was important to me to examine the concentration of student feedback - both positive and negative - I decided to take the narrative feedback and to create a wordle (<http://www.wordle.net/create>) out of each course evaluation questions. Wordle is a web-based data visualization tool that develops a graphical representation of narrative data such that the words that are used the most receive are displayed in larger sizes than less commonly used words. This exercise has reassured me that while there is always room for improvement, the lion share of my evaluations suggest that students are enlarged by the courses that I deliver on behalf of our College.

I am also very pleased with the peer review process that I have established in the course (Peer review form in appendix). Each student receives substantive feedback and an overall rating on the presentation of their research from at least seven of their peers. This is quite a challenge to coordinate, but I am excited about the democratic aura that this engenders within the class. I continue to videotape presentation, but only make them available upon request. Finally I mention a grade-reporting format that I am using (see example in appendix). I am finding that while generating these reports is quite time consuming, it helps students take away from the course an integrated assessment of what we covered in the course.

(b) Advising students, thesis or dissertation supervision; informal work with students or student groups; methods for assessing and improving your effectiveness:

- My advising activities this year include seventeen (18) students officially assigned through HED including seventeen masters and one doctoral student. I have also committed to serve on the dissertation committees for two students in HED, David Gerlach and Josh McIntosh. Outside of the department but in the School I am serving on doctoral committees for two students, one in CFE and one in IDDE. Concerning informal advising in the SOE I have working with two students (1 graduate and 1 undergraduate) outside of the department. The graduate student is a doctoral student in the CFE program and the undergraduate student is a student in the SOE Teaching and Leadership department. I am serving on the doctoral committee of one graduate student outside of the School of Education. Redell Hearn is a graduate student in Newhouse working under the direction of Dr. Rick Wright.
- General description of advising activities
 - Face to face meetings, e-mail, and telephone correspondence.
 - Surface assessment of library skills and presentation of tools to assist in the enhancement of advisee's research skills.
 - Writing samples collected and reviewed.
- I facilitated the addition of one CFE doctoral student, Wendy Nastasi, to fill an hourly assistantship position with Imagining America. Wendy now serves as the New York director of the Publicly Active Graduate Education (PAGE) program. Staci Weber, my HED doctoral advisee maintains her work as a graduate research assistant work with me in my capacity as Director of Research for Imagining America: Artists and Scholars in Public Life (IA).
- A research team that I lead for an IA sponsored research national research project entitled, "Aspirations and Decisions of Early Career Publicly Engaged Scholars and Artists in the Cultural Disciplines" (PES) provide evidence of one other significant advising role. Members of the research team include three students from HED, two which were students in my Spring 2010 Understanding Educational Research (HED 616) class. I also conducted an independent study in Fall 2010 with Amanda Johnson, one of the HED students on this research team. Amanda developed an Syracuse University IRB approved study and has been accepted to present on her research at American College Personnel Association (ACPA). Under my guidance, members of the PES research team have developed successful peer reviewed proposals for several national educational conferences including the American Education Research Association (AERA) and the ACPA. The team met weekly throughout the Spring and Fall of 2010 working through all aspects of the research process for this ongoing study. Students participated in data collection analysis and reporting.
- Prospective Ph.D. applicants are directed to me for information about the HED program.

(c) Recognition and awards for teaching or advising:

Not applicable

(d) Integration of research into teaching:

Aforementioned in the section on advising I included a brief statement about a research team that I am guiding for a study on the aspirations and decision of publicly engaged scholars. Using data from a web based survey and structured telephone interviews the study will enlarge our understanding of what matters in terms of the graduate school preparation and career planning of community engaged scholars. I am pleased to have attracted students from my Understanding Educational Research course (SP 2010) to be members of that team. I believe that they may have been compelled by the way that I integrate research into teaching. HED 616 lends itself to this integration in a special way. I frequently use examples of research design approaches, survey instruments and interview protocols in this course.

The American College and University (HED 605) seminar also provides students with an opportunity to develop research inquires because a research paper using primary sources is required for the course. I arrange for students to visit the University archives and work with archivists in the development of their work. I have also been able to draw upon my research from the funded NSF study on the aspirations and decision of GIs who plan to use Post 911 education benefits in engineering degrees. I believe that drawing on examples from this research enhanced the content of the course as we explored the revolutionary impact of the initial GI Bill on American higher education and society.

II. Research, Creative and Professional Activities:

My scholarly productivity has gained great traction during calendar year 2010. While many of the writings are still in preparation, they represent promising contributions and significant collaborations of national scope and impact. This work includes one peer-reviewed article (in review), one book chapter, five peer reviewed conference presentations and one book contract under review. Also during this time I have had the good fortune to be part of an interdisciplinary team of Syracuse University researchers who have secured a second NSF grant.

During 2010 I have made progress on several scholarly papers and received strong encouragement for the development of a book project through a noted publisher. I was honored to receive the International Association of Research on Service Learning and Community Engagement (IRASLCE) Early Career Research Award. Other acknowledgements of my developing posture within the scholarly community continue to manifest including invitations to editorial and conference planning boards. I have developed a web presence [timothykeatman.com] to extend the accessibility of my scholarly contributions and to make the corpus of my work more transparent in a creative and engaging way that appropriates the available technologies.

(a) Work published, patents issued, recitals and exhibitions during calendar year 2010:

Book Chapter

Eatman, T.K., (forthcoming 2011). Annotated Bibliography on Black Males in Education. In Brown et. al. (ed.) *Educating African American Males: Contexts for Consideration, Possibilities for Practice* New York: Peter Lang.

Conference Papers (Peer reviewed)

1. Ellison, J., **Eatman, T.K.**, Association of American Colleges and Universities – Network for Academic Renewal Conference. Faculty Roles in High Impact Practices (March 25-27). Engaged Early Career Faculty in the Global Campus and the Global City: Redefining Diversity and Changing Humanities Education.
2. **Eatman, T.K.**, Weber, S.A., Goettle. R., Aspirations and Decision of Publicly Engaged Scholars. Imagining America: Artists and Scholars in Public Life National Conference – Seattle, WA (Septemeber 23 - 25).
3. International Research Conference on Service Learning and Community Engagement (IRCSLCE) conference. October 28-29 2010
 - a. **Eatman, T.K.**, Aspirations and career decisions of publicly engaged scholars
 - b. **Eatman, T.K.**, & Bush, A. Identity and engagement in higher education: College Unbound
 - c. **Eatman, T.K.**, Research Presentation for IRASLCE Early Career award

(b) Work accepted for future publication during calendar year 2010:

Book Review

Marcelle M. Haddix, Kelly Chandler-Olcott, **Timothy K. Eatman**, and Kathleen Cullen (In Press). *Counterstories of Achievement* book review of *Why race and culture matter in schools : closing the achievement gap in America's classrooms* by Tyrone Howard. Language Arts

Conference Papers

1. Publicly Engaged Scholarship: Educational Aspirations, Career Pathways and Conceptualizing Knowledge Production for the 21st Century” symposium accepted for presentation at 2011 AERA Annual meeting
 - a. **Eatman, T.K.**, Weber, S. Nastasi, W, &and Bush, A., Profiles and Pathways: A Mixed Methods Study of the Aspirations and Career Decisions of Early Career Publicly Engaged Scholars

- b. **Eatman, T.K.**, & Meacham, S. J., From Ivory Tower to Lookout Tower: Evolving conceptualizations of Knowledge Making in the 21st Century
 - c. Bush, A., & **Eatman, T.K.**, College Unbound: Imagining and Operationalizing Publicly Engaged – Scholarly Practice in a New College Model.
2. **Eatman, T.K.**, & Weber, S.A, (Accepted) Publicly Engaged Students: Today and tomorrow. Paper accepted from presentation at 2011 American College Personnel Association (ACPA).
 3. Johnson, A.J., & **Eatman, T.K.** (Accepted) Partnerships in action: A critical look at service learning partnerships. Paper accepted from presentation at 2011 American College Personnel Association (ACPA).
- (c) Work submitted for publication, technology transfer disclosures, and progress made on unpublished work during calendar year 2010:**

Work Submitted

Peer Reviewed Journal Articles

Eatman, T.K., (In Review). Scholarship in Public: Changing the Culture of Faculty Rewards in the Cultural Disciplines. Michigan Journal of Community Service Learning.

Books

Saltmarsh, J., Longo, N., Bush, A., **Eatman, T.K.**, Orphan, C., (eds) (contract under review) Beyond Teaching and Learning: Voices of the Next Generation of Engagement. (Stylus/Kumarian)

Works in Preparation

Books

Eatman, T. K., (ed.) Publicly Engaged Scholars: Profiles, Prospects and Products (Peter Lang)

Journal Articles

1. **Eatman, T.K.**, & Alston, K. Epistemologies of Tenure (Educational Theory)
2. **Eatman, T.K.**, & Meacham, S.J., From Ivory Tower to Lookout Tower: Evolving Conceptualization of Knowledge Making in the 21st Century.
3. Johnson, A. & **Eatman, T.K.**, - Partnerships in action: A critical look at service learning partnerships

Reports, Monographs and Papers

1. **Eatman, T.K.**, Background study for Tenure Team initiative on Public Scholarship Impact Collaboratory (with Julie Ellison)

2. Imagining America Catalyst/Policy Paper - Full Participation: Systemic Integration of Civic Engagement, Diversity, and the Postsecondary Success of Underserved Students (with John Saltmarsh, Susan Sturm and Adam Bush)

(d) Other professional activities (such as active grants, proposals submitted, editorial boards, peer review committees, invited lectures, conference papers):

Grants

1. "Battlefield Perceptions of Engineering: An Institutional Response to Absent Pathways and Missing Engineering Students," Laura J. Steinberg, Andria Costello Staniec, Corrinne B. Zoli, **Timothy K. Eatman**, Yingyi Ma.
2. National Science Foundation (award no. EEC-0948147) – From Battlefield to Classroom: Designing Pathways to Engineering for American GIs, Co-PI
3. Proposal to Social Science Research Council (SSRC) - Full Participation: Engagement, Diversity, and the Success of Underserved Students (In Review)

Peer Review Committees

- Association of American Colleges and Universities (AAC&U) – planning team for Arts and Humanities conference “Towards a Flourishing State” Nov 3-5 2011. Providence Rhode Island - <http://www.aacu.org/meetings/ah11/index.cfm>
- International Research Association for Service Learning and Community Engagement (IRASLCE) 2011 awards committee.
- International Research Association for Service Learning and Community Engagement (IRASLCE) 2012 conference planning board
- Association of American Colleges and Universities (AAC&U). Faculty Roles in High Impact Practices (March 25-27). Member of 2010 conference program committee. <http://www.aacu.org/meetings/faculty/2010/index.cfm>

Editorial Boards

1. The New Public Scholarship (UM Press)

Invited Keynotes, Panels, Workshops and Lectures

- Invited to serve on the faculty of the Association of American Colleges and Universities 2011 Institute on High-Impact Practices and Student Success, June 14-18, 2011. The

University of Vermont, Burlington, Vermont -
<http://www.aacu.org/meetings/hips/faculty.cfm>

- Guest lecture in EDU 781 – Profess Gretchen’s Lopez November 1
- University of Michigan Ann Arbor – Arts of Citizenship Graduate Student and Junior faculty workshop. Sept 17
- American Democracy Project of the Association of American State Colleges and Universities, Providence RI, June 18 & 19 - NERCHE Next Generation Engagement Project
- Stonehill College Academic Development Day – invited Planery speaker April 21
- Michigan State University Workshop on Faculty Rewards for Publicly Engaged Scholarship – April 7 & 8
- Workshop Series on Public Scholarship at UM-Flint. With Julie Ellison (April 9)
- Lee University, Cleveland TN – University Lectures February 28
- Western Kentucky University workshop on faculty roles and reward for publicly engaged scholarship. February 15

Interviews

Central Issues with George Kilpatrick, Dan Lowengard and Janice Turner – December 6
<http://video.pbs.org/video/1687308462>

Reviewer

- International Research Association for Service Learning and Community Engagement
- Journal of Negro Education
- American Educational Research Association
 - Div G, Div J, SIG – Research Focus on Black Education
- Journal of the Professoriate
- Journal of Community Engagement and Scholarship

Other Projects

- Burton Blatt Institute Fellow - http://bbi.syr.edu/scholarship/bb_fellows.htm
- Advisory Board - National Center for Institutional Diversity Univ. of Michigan – “A Mixed-Method Study of Exemplary Research Opportunity Interventions.” (NIH) National Institute of General Medical Science.

- New England Research Association for Higher Education (NERCHE) Fellow – Next Generation Engagement project - http://www.nerche.org/index.php?option=com_content&view=article&id=355&Itemid=96#ProjectTeam

(e) Recognition of published works, recitals and exhibitions (such as awards and prizes; reviews in journals; references in papers, books, symposia):

Awards:

2010 Early Career Research Award – International Association for Service Learning and Community Engagement - <http://www.researchslce.org/conferences-awards/awards/>

III. Service to Department, College, University, Profession and the Community:

College and Department

- Dissertation reader – IDDE - Yongjin Lee
- HED Ph.D. prospective applicant representative
- Member of Teaching committee for Richard Shin

University

- Academic Affairs Committee of the Senate

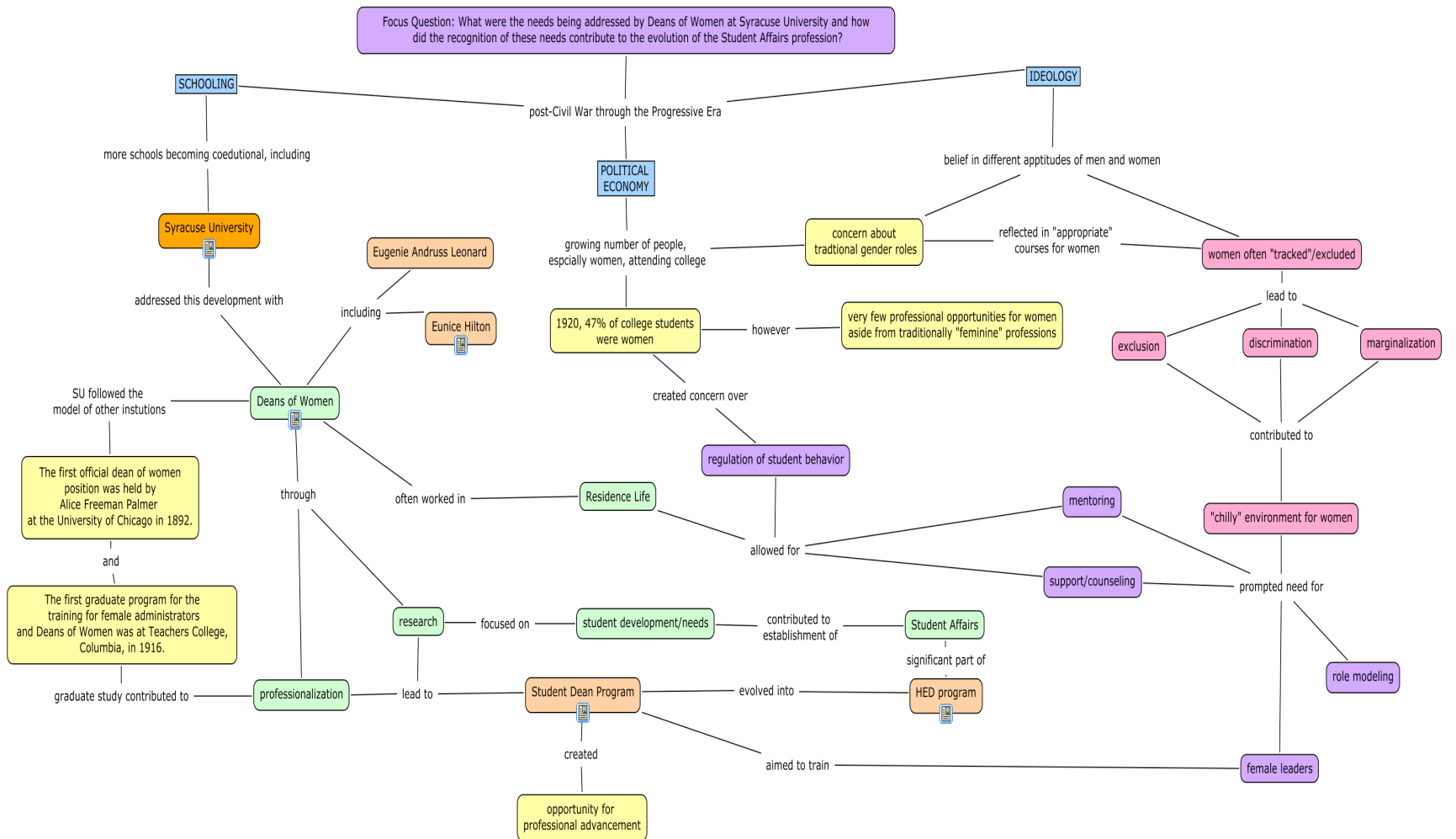
Community

- Board of Directors – Friends of the Central Library
- Levy – Black male book project
- Mt. Pleasant Christian Academy (MPCA) Summer scholars program
- College Unbound – National Advisory Board

APPENDIX

1. Wordle - Student narrative evaluation data
2. CMAP example
3. Peer Review form template
4. Grade Report example

CMAP Example



PAPER PRESENTATION PEER REVIEW FORM (STUDENT EXAMPLE WITH NAME REMOVED)

OVERALL RATING	
POINTS POSSIBLE	MY RATING
0 - 7	5

Presenter Name: Student Name

Paper Title: Cornell Crisis: How integration followed desegregation

Research Focus and Overall Content	
<i>Select One</i>	
<input type="checkbox"/> Needs further development	<input type="checkbox"/> Average
<input type="checkbox"/> Well conceived, but further development needed	<input checked="" type="checkbox"/> Clear and concise
<input type="checkbox"/> Adequate	<input type="checkbox"/> Outstanding

Question/Comment1: Your concept is really good/ you need some more research about the aftermath of the event. your first sources seem to be good. During you presentation you never really talked about the actual crisis and it wasn't until question and answer did I truly realize what happened.

Presentation Devices, Style and Impact	
<i>Select all that apply</i>	
<input type="checkbox"/> Lacking	<input checked="" type="checkbox"/> Clear and concise
<input type="checkbox"/> Adequate	<input type="checkbox"/> Outstanding
<input type="checkbox"/> Average	<input type="checkbox"/> Stellar

Question/Comment2: Your voice inflection and loudness was hard to follow. i couldn't hear you on the other side of the Using Prezi was nice, but not just reading off the slides would have been more helpful. The video was a nice touc. THE organization was hard to follow, which happens with prezi sometimes.

HED 605: THE AMERICAN COLLEGE AND UNIVERSITY
FALL 2010

PROFESSOR: TIMOTHY K. EATMAN, PH.D.
 FINAL GRADE TABULATION SHEET
 (Example with student name removed)

STUDENT NAME: **Student name**
 Course Grading System

	POINTS		NOTES
	POSSIBLE	EARNED	
STUDENT LIFE PRESENTATION (TEM)	15	15	Team 6 - 1970 – present Siv, Rocco, Erica Informative and creative presentation. Well-developed balance of comprehensive view and focus on salient issues.
READING FACILITATIONS (TEM)	10	10	Perkins, “The impact of the Arnold, “Academically talented...”
DISCUSSION BOARD POSTINGS (IND)	10	10	
MIDTERM EXAM (IND)	10	11.14	1.1 extra credit
CRITICAL RESPONSE ESSAY 1 (IND)	10	9.4	See feedback in document
BOOK REVIEW (IND)	10	9.5	Great choice. Very smart connection to your research. See my minor comments about parlance.
RESEARCH PRESENTATION (IND)	10	9	6.43-peer review mean score. One of the highest in the class. See comments in reviews
RESEARCH PAPER (IND)	25	23	This paper was well developed reflecting a strong primary data research base, conceptually rich and well structured. Full comments in document.
TOTAL	100	97.04	

LETTER GRADE - A

(IND) = INDIVIDUAL ASSIGNMENT & (TEM) = TEAM ASSIGNMENT

ADDITIONAL COMMENTS:

I enjoyed having you in class and watching you develop as a critical thinker and writer. Each of your assignments has been developed solidly. I am very pleased by the contributions you made throughout to the course. Congratulations.