

# INST800 - The Engaged Intellectual: An Introduction to Academic and Research Work



## Course Description

“The Engaged Intellectual” is a required, 3-credit course for doctoral students in the College of Information Studies. The course is run as an engaging seminar that is intended for first year Ph.D. students. Students will explore a series of issues and topics that confront academic and professional life during and after the Ph.D. process, including (but not limited to) research, teaching, service, and public engagement. Students will also learn the process of acquiring knowledge and experiences to navigate various topics including mentoring, collaborating, networking, and building relationships with scholars, practitioners, and policy makers. One premise of the course is that academic and professional life is much more than a recipe for undertaking rote analytical procedures. Instead, academic pursuit is intimately linked to one’s beliefs about knowledge, scholarly community, and the impact one wants to make on the world. By the end of the semester, students will have a better understanding on what paths are available after Ph.D. and what opportunities and challenges are associated with these paths. Students will also be able to reflect on their own interests and construct a future map of their professional trajectory. The course will ask students to reflect on their identities as individuals, colleagues, researchers, teachers, and public intellectuals, both now and in the future.

After successfully completing this course you will be able to:

- Develop a personal philosophy about professional life which includes trajectories in research, teaching, service, and/or public engagement;
- Explain the challenges and opportunities of professional life that scholars may encounter in various paths after a doctoral degree in information studies;
- Explain how the process of research, including theory and methodology, reflects and informs your evolving development as scholars and professionals;
- Describe how the process of teaching and mentoring shapes your evolving development as effective teachers and mentors in various paths after attaining a doctoral degree in information studies;
- Reflect on the significance of service and public engagement in advancing the field of information studies;
- Assess and reflect on your own academic writing.

**Dr. Mega  
Subramaniam**

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## Preferred Pronoun:

she/her/hers

## Class Meets:

Choose one:

Tuesdays – 8 to 9.30 am

Thursdays – 8 to 9.30 am

## Office Hours

By appointment

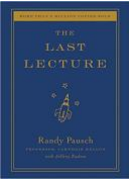

## Course

### Communication

Via Canvas and Canvas  
messaging system

[elms.umd.edu](https://elms.umd.edu)

## Required Text

	Pausch, Randy (2008). <i>The Last Lecture</i> . New York: Hyperion. ISBN #9781401323257
	Sword, Helen. (2017). <i>Air &amp; Light &amp; Time &amp; Space: How Successful Academics Write</i> . Cambridge: Harvard University Press. ISBN #9780674737709

Other readings are assigned at the end of the syllabus. Take note – the topics that we discuss are current and evolving, so as I find recent readings, I may ask you to read additional pieces. These typically are short pieces.

## Relevant Course Policies

### Academic Integrity

The University is an intellectual community. Its fundamental purpose is the creation and dissemination of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is the commitment to the principles of truth and academic honesty. The Code of Academic Integrity is designed to ensure that the principle of academic honesty is upheld. While all members of the University community share this responsibility, The Code of Academic Integrity is designed so that special responsibility for upholding the principle of academic honesty lies with students.

### Accessibility and Accommodations

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The University of Maryland provides reasonable accommodations to qualified individuals. Reasonable accommodations shall be made in a timely manner and on an individualized and flexible basis. Discrimination against individuals on the grounds of disability is prohibited. The University also strictly prohibits retaliation against persons arising in connection with the assertion of rights under this Policy.

Accessibility & Disability Service (ADS) facilitates reasonable accommodations to qualified individuals. For assistance in obtaining an accommodation, contact ADS at 301.314.7682, or [adsfrontdesk@umd.edu](mailto:adsfrontdesk@umd.edu). More information is available from the [Counseling Center](#).

**After receiving an Accommodations Letter from ADS, as a student, you are expected to meet with the course instructor online via Zoom or a student preferred video conferencing system or have a phone call, to share a copy of the Accommodations Letter via Canvas message, and to obtain their signature on the Acknowledgement of Student Request form. You and I will discuss a plan for how the accommodations will be**

implemented throughout the semester for the course. Specific details regarding the implementation of certain ADS approved accommodations agreed upon between you as the student and the individual course instructor must be documented on an Acknowledgment of Student Request Addendum, signed by the instructor, and submitted to ADS. You as the student are responsible for submitting the signed original forms to ADS and retaining a copy of the signed Acknowledgment of Student Request for your records. Please do this **before the second week of class**.

#### Office of Civil Rights & Sexual Misconduct

This is [where](#) students who believe that they have been denied reasonable accommodations can file a complaint.

### **Attendance Policy**

Regular participation is the best way to grasp the concepts and principles being discussed. However, in the event that participation must be missed due to an illness or family or personal emergencies, the policy in this class is as follows:

1. For every medically necessary delayed assignment submission or missed attendance, a reasonable effort should be made to notify me in advance of the due date. The notification (preferably in the form of a message through Canvas) must identify the assignment that will be delayed or the session that will be missed, and the reason for the delay, and acknowledging that the information provided is accurate.
2. If you are delayed more than TWO times consecutively (without advance notification), I may require documentation signed by a health care professional.
3. That said, please take note that I understand that this is difficult time for everyone, so please feel free to share with me if you have issues that you have to deal impacting your ability to attend the synchronous sessions and/or may not be able to submit assignments for an extended period of time. Together, we will map out a submission timeline for the remaining assignments. See my *Special Care Message* below.

### **Extension**

Timeliness is extremely important in graduate work, and extensions will only be available during personal or family emergencies. Students who need to request an extension should discuss the matter in advance with the instructor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the assignments will result in a deduction of half of a letter grade for each day the assignment is late. Take note of bullet (3) above in the “*Attendance policy*” section and read the *Special Care Message* below.

Please visit <https://academiccatalog.umd.edu/graduate/policies/> for the Office of Graduate Studies’ full list of campus-wide policies and follow up with me if you have questions.

### **Syllabus Change Policy**

This syllabus is a guide for the course and is subject to change with advance notice.

## Special Care Message

These are extremely strenuous times. We are facing the COVID-19 pandemic and blatant systemic racism. Some of us have lost loved ones (or have colleagues or friends who did), and are in constant fear on what is going to happen next. As your professor, these are my commitments to you throughout the semester:

- **My paramount commitment to you: I will prioritize your well-being.**
- **I will invite your feedback – I ask you to actively provide feedback to improve the quality of our activities, assignments, and interaction. I ask that you be co-designers of our learning experiences in this course.**
- **I will listen to your concerns – At any moment, if you are having difficulty with the course, please reach out to me. I will listen to you and we will map out a pathway for you to achieve the course objectives.**
- **I will be flexible with expectations – If you have any questions or concerns about assignment deadlines, please reach out to me.**

**Together, we will pursue creative solutions to the messy work of teaching and learning in this course.**

*(adapted from Dr. Remi Kalir, University of Colorado, Denver, @remikalir)*

## Get Some Help!

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [tutoring.umd.edu](https://tutoring.umd.edu) to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting <https://english.umd.edu/writing-programs/writing-center> and schedule an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need (see [go.umd.edu/assistance](https://go.umd.edu/assistance)), and if you just need someone to talk to and/or mental health support, visit [counseling.umd.edu](https://counseling.umd.edu) or [one of the many other resources on campus](#).

Most services are free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

## Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit [go.umd.edu/basic-needs](https://go.umd.edu/basic-needs) for information about resources the campus offers you and let me know if I can help in any way.

## Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to

both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu) to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

## Emergency Preparedness

Please check the University's inclement weather number (**301-405-SNOW [7669]**), which is used for inclement weather and other emergency situations. The University announces closings for snow early each day, not the night before. While local television and radio stations report on University closings, the information is not always correct. Information about the status of the campus and procedures for delayed openings and campus closings is available at <http://www.umd.edu/emergencypreparedness/>. \*University closing will likely not have an impact on our course, since we are completely online and synchronous, however weather situations may impact our ability to login to Canvas to complete work and participate in synchronous session. In such situation, get in touch with me in any way you are able to. \*

## Course Method

In order to engage various learning styles, this course will utilize several assessment methods to measure the achievement of learning objectives. It is essential that every student read the course readings, participate in class discussions actively, and complete all the assignments. Based on critical examination of course readings and class discussions, each student should develop an analytical stance concerning the issues in the course. Students are expected to question, challenge, argue, and discuss issues and topics brought forward in this course.

## Classroom Environment

As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Remember—others may have different perspectives on issues than you, but they still deserve your respect.

## Grades

Students' grades will be determined through performance on class participation, blog reflections and responses, co-leading synchronous session, virtual professional development attendance and reflection, and the final paper.

<b>Learning Assessments</b>	<b>#</b>	<b>Points Each</b>	<b>Category Total</b>
Class participation	12	25	300
Co-leading a synchronous session	1	100	100
Blog 1-2 reflections & responses	2	25	50
Blog 3 reflections & responses	1	50	50
Virtual professional development attendance and reflection	1	200	200
Final Paper	1	300	300
<b>Total Points:</b>			<b>1000</b>

Each component is expected to reflect the highest professional standards, and both substantive and technical

quality will be considered in determining your grade for each. Thoroughness, accuracy, salience, and effective organization are required; correct English grammar, spelling, punctuation, and usage are expected. Adherence to University policies on matters of intellectual integrity is also imperative.

The grade range that will be used to determine the final grade for this class is:

<b>Letter grade</b>	<b>Range</b>
A	94 - 100
A-	90 – 93.9
B+	87 – 89.9
B	83 – 86.9
B-	80 – 82.9
C+	77 – 79.9
C	73 – 76.9
C-	70 – 72.9
D+	67 – 69.9
D	63 – 66.9
D-	60 – 62.0
F	0 – 59.9

## Course Schedule

<b>WEEK/ DATES</b>	<b>TOPIC</b>	<b>READINGS (SEE END OF THE SYLLABUS FOR COMPLETE CITATIONS)</b>	<b>ASSIGNMENTS DUE</b>
<b>1 SEPT 1 &amp; 3</b>	<b>COURSE OVERVIEW &amp; INTRODUCTIONS (MEGA LEADS)</b>		
<b>2 SEPT 8 &amp; 10</b>	<b>THE SPECTRUM OF RESEARCH AND ITS SIGNIFICANCE (MEGA LEADS)</b>	Aboulaflia, M. (2018). Dillon, A. (2012) Peck, E. (2019)	
<b>3 SEPT 15 &amp; 17</b>	<b>PUTTING TOGETHER YOUR RESEARCH AGENDA (LEAD: TBD)</b>	Randy Pausch's Last Lecture (2008) (video and book)	
<b>4 SEPT 22 &amp; 24</b>	<b>IRB TRAINING (GUEST LECTURE: LUIS CORTES; MEGA LEADS)</b>	Cohen, J. (2018) Gupta, S. (2020) Kafka, A.C. (2019) Logue, J. (2018)	Choice of PD Due: Sept 21
<b>5 SEPT 29 &amp; OCT 1</b>	<b>RESEARCH MENTORING (LEAD: TBD)</b>	Pfund et al. (2016) Langin, K (2019) Ruggeri, A. (2020)	
<b>6 OCT 6 &amp; 8</b>	<b>COMMUNITY ENGAGED RESEARCH (LEAD: TBD)</b>	Coburn, C. & Penuel, W. (2016). Farrell, C., Harrison, C. & Coburn, C. (2019)	Blog Reflection 1 Due: Oct 5
<b>7 OCT 13 &amp; 15</b>	<b>TEACHING IN INFORMATION SCIENCE (LEAD: TBD)</b>	Benekos (2016). Elmqvist, N. (2018). McMurtrie, B. (2018).	
<b>8 OCT 20 &amp; 22</b>	<b>SERVICE IN INFORMATION SCIENCE (LEAD: TBD)</b>	Elmqvist, N. (2014). Pfeifer, H. (2016).	
<b>9 OCT 27 &amp; 29</b>	<b>ACADEMIC WRITING (GUEST LECTURE: FIONA JARDINE; LEAD: TBD)</b>	Sword, H. (2017).	

<b>WEEK/DATE</b>	<b>TOPIC</b>	<b>READINGS (SEE END OF THE SYLLABUS FOR COMPLETE CITATIONS)</b>	<b>ASSIGNMENTS DUE</b>
<b>10 NOV 3 &amp; 5</b>	<b>LIFE AFTER PH.D PART 1 – ACADEMIC CAREER FOCUS</b> (GUEST LECTURES: DIANA MARSH, DAN GREENE, JOEL CHAN) (LEAD: TBD)	McConnell et al (2018). Das, S. (2017) Das, S. (2018) Nagpal, R. (2013). Sinche, M. (2016).	Blog Reflection 2 Due: Nov 2
<b>11 NOV 10 &amp; 12</b>	<b>LIFE AFTER PH.D PART 2 – NON ACADEMIC CAREER FOCUS</b> (GUEST LECTURES: NIKKI CRENSHAW, AMY STEPHENS, TREVOR OWENS) (LEAD: TBD)	P. Guo (2014). Hayter, C. & Parker, M. (2019) Turk-Bicakci, L., Berger, A. & Haxton, C. (2014).	
<b>12 NOV 17 &amp; 19</b>	<b>PUBLIC INTELLECTUAL</b> (LEAD: TBD)	Bik, H. & Goldstein, M. (2018) Côté, I. & Darling, E. (2018) Evans, M. & Cvitanovic, C. (2018) Golbeck, J. (2013). Oliver & Kairney (2019)	Blog Reflection 3 Due: Nov 23
<b>THANKSGIVING BREAK</b>			
<b>14 DEC 1 &amp; 3</b>	<b>BALANCING RESEARCH, TEACHING, SERVICE, ETC – WHAT DO I WANT TO BE WHEN I GROW UP?</b> (MEGA LEADS)	Read all the blog posting #3 Wickre, K. (2018) Whitaker, M. (2019).	
<b>15 DEC 8 &amp; 10</b>	<b>WORK LIFE BALANCE</b> (LEAD: TBD)	Lee, D. (2014) Terras, M. (2012) Vitak, J. (2017)	Prof Dev Reflection Due: Dec 7
<b>16 FINALS WEEK</b>	<b>FINAL PRESENTATIONS</b>		Final Paper Due: Dec 11

**Note:** This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.



## CLASS PARTICIPATION

You only need to attend **ONE** of the synchronous sessions via Zoom per week – the link to these sessions have been pre-populated in Canvas. Before the beginning of the semester, I will distribute a Google survey for you to indicate which session you would like to attend. Prior to the beginning of the semester, I will assign you to ONE session (Tuesday or Thursday) that you will attend. If you are flexible, I can switch you to another day in the middle of the semester, so that you get to interact with other doctoral cohort members.

This is a highly interactive course and is conducted in a discussion format that varies from week to week. Recorded lecture/conversations will be posted at least ten days before the session (with the exception of Week 2 lecture which you can view after Sept 3 class introductions). You are expected to watch the recorded lecture/conversations and read all of the assigned readings, and come to the weekly discussion sessions ready to think through the issues raised in the readings/lectures/conversations and to articulate your thoughts on the topic. The syllabus is built upon 13 weeks of active discussion. Attendance will be taken every week, with absences being excused in cases of illness, religious observances, and other reasons in line with university policies, or if the university is closed due to inclement weather (but see my *Special Care Message* above). In order to receive an excused absence, please notify me in advance of the class meeting (see attendance policy above). Points are assigned for 12 weeks of active discussion, which means you can miss one class due to illness, religious observances, and other reasons in line with university policies.

There is no requirement to turn on your video in the Zoom synchronous sessions. While we get more personalized discussion when you turn on your video during these meetings, I leave that choice totally up to you. We will record each session, and these recordings stay in the Canvas site for your reference later. I designate these Zoom sessions as safe space for discussion, hence you **ARE NOT ALLOWED** to download these recordings for your personal use or distribute it.

## LEADING SYNCHRONOUS SESSION

Each of you will be responsible to lead ONE session throughout the semester, which you will co-plan with another classmate (who will also be leading the same session the same week but on a different day) and I. First, both of you (the students leading the session on Tuesday and Thursday) will meet and plan how you are going to lead the sessions, and then you will meet with me synchronously one week before the session to share your session plan and obtain feedback. Please also indicate in your session plan what role you and I will play. You will assume that everyone has completed the readings and have watched the recording of the lecture/conversations, which will be posted ten days before the first synchronous session. The sessions should be interactive and also allow everyone to participate and share their thoughts and questions that they have. There will be an opportunity for you to pick the topics of the sessions that you want to lead in the Google survey that I will send you prior to the beginning of the semester. You **DO NOT** need to be an expert in the topic – we are going to be co-learning together.

## BLOG REFLECTIONS

### Reflections Due:

October 5; November 2; November 23 at 11.59 PM EST

These blog reflections document the growth and variations in your thinking of your scholarly endeavors as you read, discuss, and interact with your peers/iSchool faculty/guest speakers and the readings. These blog reflections are meant to promote and enrich interactions between reading and writing, as well as triangulate the activities of reading, writing, and classroom participation. They are also intended to foster greater intellectual exchange among you, me, and your peers. Finally, they may also serve as an incubator for class assignments, such as the final reflective paper. You may share some of the new knowledge that you have received about the academy (or another career path), something that

surprised you in our class discussions and sharing, something that you want to learn more about, any growth or ideas on the academic pieces that we read/discuss (research, teaching, service, public intellectual, etc.), areas that you will need to personally improve and why, what puzzles/impresses you, etc. These blog reflections can be posted as a text post in the Blog Reflection discussion board on the course website (the general guidance in terms of length is about 500 words for each posting) or a vlog (5-10 minutes for each posting), AND you should also respond to at least two of your classmates' postings (these responses are due a week after the reflections are due).

Here are some ideas for how to use the blog (list is adapted with modification from my friend and colleague Kari Kraus):

- Isn't it cool the way that academic author X reaches large, mainstream audiences?
- Aargh, I just can't get my head around this week's reading. How come reading A says this, and reading B says that, and in our class, we talked about something completely different?
- Does "jargonterm" mean P or Q — or something else entirely?
- Wow, Reading Z really reminds me of last week's Reading S (or entirely dismantles Reading K).
- Hey, Author X sounds a lot like Author Y, whom we just read in my other class . . .
- I could use some feedback on this idea I've been wrestling with...

**\*\*\*Special instructions for blog post 3:** For this reflection, you have a specific prompt that everyone will follow. Identify a faculty member, scholar, or someone that you want to be like when you grow up. Download their CV, and examine their research, teaching, service, and/or public intellectual work. This may include where they have published, what experiences they had when they were a doctoral student, what service with which they have engaged themselves. You are welcome to interview or e-mail him/her/they some questions (if you like, not required). After doing this, I would like you to map out what activities you need to be engaged in (in the next five years) if you want to become like this person (that you have chosen) when you grow up. This can be in the form of a write-up, concept map, diagram, or a vlog. These blog postings will serve as basis for our synchronous discussion in Week 14.

## VIRTUAL PROFESSIONAL DEVELOPMENT

**Professional development can be completed any time before Dec 7, 2020, and the reflections are due one week after your professional development experience (date varies depending on your chosen experience)**

Professional development is an important element in the career of a scholar. As a member of local, state, regional, and/or national/professional organizations, scholars have the opportunity to participate in conferences, meetings, and workshops; receive print and online journals and newsletters; contribute to online discussions and listservs; mentor or be mentored by other professionals; and build and sustain valuable research and teaching networks. Through ongoing engagement in such activities, a scholar models a commitment to lifelong learning.

To demonstrate the value of ongoing professional development and to enable you to begin building professional networks, you will be expected to participate in and reflect upon at least ONE professional development meeting. For this assignment, please avoid professional development sessions that are internally offered by the UMD iSchool. The professional development meeting should be at least 5-8 hours long. There are many online professional development activities that you can attend that are free or have a minimal fee, but you are welcome to attend any paid professional development sessions that are relevant to your field of interest. Here are examples of professional development meetings that are offered in the Fall:

- [ASIS&T conference](#) (Oct 23 – Oct 28) – \$205 (including one-year membership)
- [ALISE](#) conference (Oct 13 – Oct 22) - \$125 (including one-year membership)
- The [Information Behavior Conference](#) (Sept 28 – Oct 2) – Euro58 (there is significant discount in registration if you register as a group – amounting to approximately Euro20 each).
- [CSCW](#) (Oct 17- Oct 22) – Registration information is not yet available

There are also typically many FREE conferences offered by centers and other colleges at the University of Maryland System. We will start populating a spreadsheet with this information as we receive them.

The requirement is to attend and reflect on ONE professional development activity. However, you are very welcome to attend more than one, if you like to. Once you have decided on a professional development meeting/conference to participate in, please send a message via Canvas to me to seek approval for attending your choice of professional development before registering. You must inform me of your choice of professional development activity by **September 21, 2020**. I recommend registering for the professional development activity as soon as you decide, to take advantage of early bird registration discounts (if available).

Following participation in the professional development activity, you are to reflect on your experience by responding to the following questions (approximately 250-300 words for each question):

1. What did you find to be the most valuable aspect of the professional development experience?
2. What did you find to be the least valuable aspect of the professional development experience?
3. How might your experience contribute to your effectiveness as a potential academic faculty or other career path that you would like to pursue in terms of research, teaching, service, or being a public intellectual? [You don't have to talk about all of these components, but at the very least touch upon two]
4. Who are the professionals that you were able to connect or network with, to the extent that it was possible in a virtual environment? How do you intend to sustain the networks that you have built?

Submit via Canvas.

## **FINAL PAPER**

**Final Paper Due:** December 11, 2020 at 11.59 PM EST

For your final assignment, write a 5-7 page double-spaced paper that reflects on the kind of scholar, teacher, and colleague you hope to become, drawing on class readings and discussions. It's an aspirational paper that asks you to develop a personal philosophy about professional life and the role of the intellectual both within and outside the university or in any other contexts that you intend to be engaged in (industry, government, etc). You can think of it as your own personal template for the "engaged intellectual."

One of the challenges of an assignment like this is that it can be hard to identify models or touchstones to emulate. You already know how to write academic papers and research articles (or are in the process of learning!), but that's not what this is. In some ways, it's the inverse of Randy Pausch's Last Lecture; a "First Lecture" that is prospective rather than retrospective, counterfactual rather than factual. This is not to say, however, that it lacks real-world value or purpose. Indeed, there are many academic genres, venues, and occasions that will require just this type of thinking. Here are a few that come to mind:

- **The job interview.** A common question you will get as a job candidate for a position is some variation on the following: "Where do you see yourself in 5-10 years?" or "What are your long-term career goals?"
- **The job talk.** While the bulk of a typical job talk in the academy or industry will cover current research, most candidates spend a few minutes with closing slides discussing future work and how they see themselves contributing to the institution at which they're interviewing.
- **The personal statement.** Each time you are considered for tenure and/or promotion or apply for an academic or research job, you'll most likely be tasked with writing a so-called "personal statement," which basically

summarizes your academic achievements and explains or presents them through the lens of a particular research philosophy or personal set of intellectual values, goals, and commitments. The final section of a personal statement is usually prospective, opening a window onto future aspirations or endeavors.

- **Institutional vision statements and strategic planning documents.** Universities, industries, and government agencies, like many other types of organizations, are in the business of long-term thinking. Throughout your career, you'll participate on various committees charged with setting university-, college-, and/or departmental-level priorities and figuring out how to make Big Things Happen. This is future-oriented work that fundamentally shapes the character of the institution and its mission.

In addition to providing a training ground for these kinds of routine scholarly genres, the paper is also (and primarily) a space for personal reflection. As scholars, we're constantly flying by the seat of our pants, rushing to finish a paper by a midnight deadline or juggling family responsibilities while trying to be good colleagues, teachers, and collaborators. Given the constant scarcity of *time*, that most valuable of resources, it becomes all the more important to remind ourselves that while many aspects of our professional lives are out of our control, there is still some measure of self-determination. Use the final paper, then, as an opportunity to deliberately and thoughtfully articulate what kind of "engaged intellectual" you hope to be.

Here are some topics and themes you might consider discussing in your paper (note: this is not a checklist! Just potential questions you might want to address or think about):

- Do you envision yourself as a metadisciplinary, interdisciplinary, or antidisciplinary researcher? Identify which one and elaborate on why.
- Are there correlations between your writing style and epistemological or theoretical positions? Or does being, say, antidisciplinary necessitate a different academic writing style than being interdisciplinary (or metadisciplinary) would?
- How do you anticipate integrating your research with your teaching?
- Taking a page from Randy Pausch, what are your own personal "brick walls" and how do you intend to surmount them?
- What is your teaching philosophy? Can it be encapsulated in a single maxim or phrase, or is there a more diffuse set of principles at work?
- What is your equivalent of Randy Pausch's "Being Captain Kirk" or "Being a Disney Imagineer"? What childhood dreams do you want to realize as a researcher or teacher?
- How do you define "academic impact" for yourself? Citation counts? A NYT bestselling book? Making a difference in the lives of your students or your community? Affecting public policy? Something else?

Don't feel like you need to focus all your attention on big, sweeping, epic ideas. That's a lot of pressure! You are more than welcome to get down to brass tacks and address the everyday routines of academic life: workflows, time management, collegial interactions, drafting articles, publishing, writing proposals, and so forth. You will be required to check-in with me on what you want to cover in the paper. More information about the timing of this will be shared in class.

**REQUIRED READINGS (Readings not available as direct link, are available via course reserve link on Canvas)**

WEEK 2

Aboulafia, M. (2018, July 08). Higher education's real productivity problem. *The Chronicle of Higher Education*, Available at: <https://www.chronicle.com/article/Higher-Ed-s-Real/243867>

Dillon, A. (2012). What it means to be an iSchool. *Journal of Education for Library and Information Science*, 53:4, 267-273. Available: via Course Reserves in the course website

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