

Sample Dossier

Type of case: Promotion to Full Tenured Professor

Area of excellence: Teaching

Susan Hyatt

Department of Anthropology

School of Liberal Arts

This dossier omits all internal reviews, external review letters, post-submission items (there were a number of them) and appendix materials.

Pdf pages are not numbered.

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CURRICULUM VITAE

NAME: Hyatt, Susan B.
August 2015

EDUCATION:

GRADUATE		
University of Massachusetts	PhD	September 1996
University of Michigan	MA	December 1980
UNDERGRADUATE		
Grinnell College	B.A. with Honors	May 1976

APPOINTMENTS:

IUPUI	Associate Professor	January 2005 to present
Durham University (UK) School of Applied Social Sciences	Visiting Research Fellow	2013-2017
IU Bloomington Anthropology	Adjunct	2009-present
Lilly Family School of Philanthropy	Adjunct	2011-present
Temple University	Associate Professor	2002-2004
Temple University	Assistant Professor	1996-2002

PROFESSIONAL ORGANIZATIONS:

American Anthropological Association, 1989-present
American Anthropological Association Committee on Public Policy, 2011-2015
American Ethnological Society, 1989-present
Association for Political and Legal Anthropology, 2000-present
Association for the Anthropology of Policy, 2012-present (founding member)
British Association for Anthropology in Action, 1993-present
Consortium of Practicing and Applied Anthropology Programs, 2005-present
Royal Anthropological Institute, 1993-present
Society for the Anthropology of Europe, 1989-present
Society for the Anthropology of North America, 1995-present
Society for Applied Anthropology, 1987-; elected Fellow 2007
Society for the Anthropology of Work, 1989-present
Society for Cultural Anthropology, 1997-present
Society for Urban Anthropology, 1989-present
Society for Feminist Anthropology, 1989- present

PROFESSIONAL HONORS AND AWARDS

TEACHING

Robert C. Harman Applied Anthropology Visiting Scholar, California State University, Long Beach, Fall 2012.
IUPUI Trustees Teaching Award, IUPUI Trustees, Spring 2009, Spring 2012.
IUPUI Athletics Department "Favorite Professor" Award, January 2008.
Temple University College of Liberal Arts Distinguished Teaching Award 2003.

RESEARCH

Trevelyan College Scholar-in-Residence, Spring 2013, Trevelyan College, Durham University, United Kingdom.
Chancellor's Faculty Award for Excellence in Civic Engagement, IUPUI, Spring 2012.
Brian Douglas Hiltunen Award for Outstanding Contribution to the Scholarship of Engagement, Indiana Campus Compact, Spring 2010.

GENERAL

Indianapolis Colts, "Impact Person of the Game," November 27, 2011.
Grinnell College Alumni Award, Grinnell College Alumni Association, June 2001.

RESEARCH/CREATIVE ACTIVITY:

AWARDED GRANTS/FELLOWSHIPS

"E-Designing the Anthropology Capstone," development grant from the E-Portfolio Coordinating Committee," June 2015, \$5,000.

Indianapolis Arts and Humanities Summer Grant, "From Public to Private Housing: The Transformation of the Welfare State in Post-Thatcher England," May 2015, \$4,308.

Lilly Endowment Research Grant, administered by RecycleForce, Inc. Funding to support an evaluation of "Work Court," a diversion program for offenders convicted of technical rule violations in the terms of their parole or probation, Spring 2014, \$5,000.

IUPUI Solution Center Venture Grant in aid of the RecycleForce Study: Spring 2014, \$960 (to support a graduate research assistant).

Indiana University New Frontiers in the Arts and Humanities Grant, "Between the National and the Local: The British Community Development Projects and the Creation of New Knowledge," Summer 2014, \$17,000.

Trevelyan College Scholar-in-Residence, Trevelyan College, Durham University, United Kingdom—Scholarship for living expenses, Spring 2013. (Room and board for one college term—12 weeks).

Indiana University New Frontiers Traveling Exploration Grant, "Jewish Macedonia and the Indianapolis Connection: Reviving the History of a Sephardic Community and Exploring the Future of Macedonian National Identity," Spring 2013, \$2,925.

Economic and Social Research Council, UK. "Imagine – Connecting Communities through Research," International advisor, AYs 2013-2017, project budget: £2.2 million.

IUPUI Solution Center Venture Grant, support publication of community ethnography, The Neighborhood of Saturdays: AY 2011-2012, \$5,000.

IUPUI RISE Course Development Grant, Office of Academic Affairs and School of Liberal Arts, Summer 2010, \$5,000.

- IUPUI Arts and Humanities Initiative (IAHI) Grant, "Change Agents in a Time of Political Upheaval: An Oral History of Britain's Community Development Projects (1969-1977), School of Liberal Arts, Summer 2010, \$5,000.
- Indiana University New Frontiers Traveling Exploration Grant, "Change Agents in a Time of Political Upheaval: An Oral History of Britain's Community Development Projects (1969-1977), Indiana University Office of Research, Summer 2010, \$2,300.
- IUPUI Solution Center Venture Grant, support publication of community ethnography, Eastside Story, Spring 2009, \$1,500.
- Indianapolis Neighborhood Resource Center, IMAGINE Grant, to support publication of community ethnography, Eastside Story, 2009, \$5,000.
- Indiana University New Frontiers in the Arts and Humanities, New Perspective Grant for a conference on *Inside Out: Indiana's Prison Exchange Program: Linking Universities, Communities and Prisons through Education*, Co-PI with Roger Jarjoura, 2008, \$20,000.
- IUPUI Interdisciplinary Community Partnership Grant, Center for Service and Learning, "Community Organizing and Civic Participation on the Near Eastside," AY 2007-2009, \$27,333.
- IUPUI Summer Research Grant, School of Liberal Arts, "Life Histories of Low-Income Mothers' and Daughters' Participation in Grassroots Movements in Northern England, Summer 2007, \$4,475.
- IUPUI Interdisciplinary Community Partnership Grant, Center for Service and Learning, "Community Organizing and Civic Participation on the Near Eastside," AY 2006-2007, \$27,333.
- IUPUI Boyer Scholar, Center for Service and Learning, "Community Perspectives on Student Research as Service Learning," AY 2006-2007, \$5,000.
- IUPUI Honors Proposal for Introduction to Cultural Anthropology, School of Liberal Arts, AY 2005-2006, \$1,500.
- IUPUI Summer Research Grant, School of Liberal Arts, "Poverty and Civic Participation on Indianapolis' Near Eastside," Summer 2005, \$5,000.
- IUPUI Interdisciplinary Community Partnership Grant, Center for Service and Learning, "Community Organizing and Civic Participation on the Near Eastside," AY 2005-2006, \$27,333.

RESEARCH ACTIVITIES

Closing Recidivism's Revolving Door: One Year of Work Court at RecycleForce. Report published by RecycleForce. This was an evaluation of a pilot program intended to redirect ex-offenders in danger of re-incarceration because of technical rule violations in the terms of their parole or probation away from prison and into transitional jobs. Completed May 2015.

The Neighborhood of Saturdays: Memories of a Multi-ethnic Neighborhood on Indianapolis' Southside. Collaborators: Anthropology students, Solution Center, Etz Chaim Sephardic Synagogue, Babe Denny Neighborhood Group, Southside Picnic Committee, Concord Neighborhood Center. Book published winter 2013.

"Poverty Warriors: An Oral History of Britain's CDP, 1969-1977, Sabbatical Research, Spring 2013.

There is An Alternative: Grassroots Activism in Thatcherite Britain, Book Manuscript, Anticipated completion date 2016.

Eastside Story: Portrait of a Neighborhood on the Suburban Frontier." Collaborators: Indianapolis Neighborhood Resource Center, Community Heights Neighborhood Organization, Solution Center, Anthropology students. Community History book published, 2009.

Professional Development

Oral History Institute, Ohio Humanities, Kenyon College, June 4-6, 2012

National Science Foundation "Methods Mall," Short Course on Cultural Domain Analysis, Duke Marine Biology Laboratory, Competitive application, scholarship awarded for tuition, materials and room and board, July 26-August 6, 2015.

GUIDED UNDERGRADUATE STUDENT RESEARCH

Anthropology Senior Projects, AY 2013-14

Ilesha Musgrove, Tenant Activism and Displacement

Andrea McLaughlin, Participatory Learning: A Curriculum Based on an Undergraduate Collaborative Ethnography

Chelsea McClellan, Examining How Organ Procurement Operations Overcome Cultural Stigmas Regarding Organ Donation

Emily Duzan, Humanitarian Relief in Practice: Analytical dissections of a global industry in order to better understand the nature of humanitarian relief in the contemporary context.

Marsha Ratliffe, Security Workers and Union Membership

Katherine White, Snapshots in Time: The Death and Possible Rebirth of Retail Development in Small-town Indiana

Anthropology Senior Projects, AY 2012-13* (*on sabbatical)

Oaksoon Callahan, Ethnographic Needs Assessment of Burmese Refugee Students in Indianapolis, IN

Samantha Adamson, Asset-Based Community Mapping: Creating Community Driven Development on Indianapolis' Near Eastside

Anthropology Senior Projects, AY 2011-12

Klingler, Dustin V., New Brew: The Emergence of Microbrewing in the Midwest

Logan, Ryan, The Catholic Church and Mexican Immigrants in Indianapolis: The Immigrant Experience at St. Philip Neri Catholic Church

Waxingmoon, Anne, Death in the Neighborhood of Saturdays

Anthropology Senior Projects, AY 2010-11

- Baurley, Margaret, Life and Loss in the Village: The Effects of a Man-Made Disaster on Indianapolis' Eastside
- Danner, Evan, Stadium Fever: The Effects of a Superbowl on a Nearby Community (incomplete)
- Harris, Stephanie, Birthmother Ethnographies (Published in the editorially reviewed newsletter, North American Dialogue, October 2011, 14(2): 1,24-30).
- Kehrer, Brandi, A Kinder, Greener Gentrification: The Effects of Community Gardens on Gentrification
- Montalban, Stephanie, It's Time to Get Your Hands Dirty: An Ethnographic Study on Local Food Movement Supporters in the Indianapolis Metro Area
- Schaiper, Lindsay, Keeping Community Bonds: The Story of I-70 and the Babe Denny Neighborhood

Anthropology Senior Projects, AY 2009-10

- Brown, Jesse, Netbooks at the Met: Education, Technology and Identities at an Inner-City Charter School High School
- Dagon, Molly and Autumn Langley (Lowry), Returning Citizens: The Reality of Reentry
- Jennings, Julia, The Tines that Bind: A Look at Food Adherence Among Jews and Muslims
- Lobdell, Olivia, Social Service Professionals' Perception of Homeless Veterans' Access to Resources
- Yarian, Stephanie, Broken Homes, Brownfields and Lead: How Remediation in the Martinadale-Brightwood Community Can Benefit from Multi-disciplinary Methods (Joint project with SPEA)

Anthropology Senior Projects, AY 2008-09

- Cordry, Emily, History Remembered: Interviews Bringing Insight to Existing Archaeological and Historical Data at the Boxley Site
- Dindiyal, Amanda, Resettling Refugees in Indianapolis
- Ivy, Jacqueline, Deceive, Borrow, then Steal: How Ageism, Classism and Racism Fueled the Mortgage Meltdown
- Peterson, Kara, How Young People See Their Community: A Photography and Writing Project with Students from Thomas Carr Howe Academy
- Smith, Clare, Sex in the City: Women in Shelters

Anthropology Senior Projects, AY 2007-08

- Kuroiwa, Guy, Preparing for the Outside: Professionals and Their Role in Prisoner Re-entry (Winner 2nd Place, NAPA [National Association for the Practice of Anthropology] Student Award Competition)
- Potter, Silvia, An Anthropological Perspective on CSA Shareholders: The Creation of a Community Identity
- Stanfa, Kim, Bridging Education and Culture for Latino Children
- Watts, Jade, Renegade Janitors and the Call for Economic Justice: The Service Employees International Union Local 3

Anthropology Senior Projects, AY 2006-07

- Conaway, Dex, An Uncertain Future: The Ford Plant Closing and the Impact of Deindustrialization on Indianapolis' Eastside
- Gray, Justin, Home to Stay: Reentry and Recidivism

Kelley, Kim, Indianapolis Metropolitan Police Department Merger: Near Eastside Community Residents Responses and Concerns Immediately Following the Merger
Roche, Beverly, Filling the Void: How One Non-Profit Mentoring Organization Promotes Academic Achievement for Low-Income High School Students
Schmalz, Mandy, Dangers of Lead: A study of the dangers and difficulties lead presents to neighborhoods and their residents
Shank, Karen, When the Levee Breaks: Personal Accounts of Displacement and Reconnection from Post-Katrina New Orleans
Sprague, Lois, Haughville Branch Library: A Patron Usage Survey/Assessment
Taylor, Justin, Work Stories: Unionized Vs. Non-Unionized Workplaces in the Service and Manufacturing Sectors

Anthropology Senior Projects, AY 2005-06

Blanchard, Rachel, Envisioning Homelessness: An Assessment of the Impact of a Community Art Collaboration Between High School Students and Homeless Shelter Residents
Krouch, Thavary, Urban Space in Transition: Historic Preservation & the Marketing of Downtown Indianapolis

MURI (Multi-Disciplinary Undergraduate Research Institute) Mentor

MURI project, "From Public City to 'Philanthropolis': Two Models for Downtown Development in Indianapolis, 5 undergraduate collaborators, one undergraduate student learning assistant (SLA), co-mentor, Drew Klacik, Senior Policy Analyst, SPEA, AY 2014-15, \$9,000, including 5 student stipends

MURI project, "Urban Abandonment: Dilemmas of Space and Place," Seven undergraduate collaborators, one graduate student learning assistant (SLA), co-mentor Drew Klacik, Senior Policy Analyst, SPEA, AY 2013-2014, \$13,000, including 7 student stipends

MURI project: "Super Bowl City! The Impact of a Major Sporting Event on Indianapolis and Its Neighborhoods," five undergraduate student collaborators, co-mentor Drew Klacik, Senior Policy Analyst, SPEA, AY 2011-2012, \$9,000, including 5 student stipends

MURI project: "Memory and Displacement in an Indianapolis Neighborhood," October 2009-May 2010, co-mentor Professor Sheila Kennedy, SPEA, AY 2009-2010, \$9,000 including 4 student stipends

Mary Crisler Scholarships

Beverly Roche, 2006, "The Autobiography of a House"
Dan Branstrator, 2009, Web project for Southside Ethnographic Methods class
Lindsay Schaiper, 2010, Research on displacement due to the construction of I-70
Evan Danner, 2010, Research on the impact of Lucas Oil Stadium on the near Southside residential community
Nova Hornsby, 2010, Research on the history of Justus Homes.

Loretta Lunsford Scholarship

Kara Peterson, 2008, work with students at Howe High School on the Eastside on documenting their neighborhood

Student Learning Assistantships (SLA), BA and MA Students, Center for Service and Learning

Derek Blice, Ethnographic Methods, Spring 2015, \$1,125*
Christina Chapman, Inside-Out, Spring 2015, \$1,125*
Kelli Cantrell, Urban Anthropology, MURI, Academic Year 2014- 2015, \$1,500
Maria Rooijackers, Inside-Out, Spring 2014, \$1,125*
Lian Thang, Urban Anthropology, MURI, Academic Year 2013-2014, \$2,250*
Margaret Baurley, Ethnographic Methods, Summer 2012, \$1,500*
Kirsten Lewis, Ethnographic Methods, Spring 2012, \$2,250*
Hannah Cowles, Inside-Out, Spring 2012, \$1,125*
Oaksoon Callahan, Urban Anthropology, Fall 2011, \$750
Margaret Baurley, Ethnographic Methods, Academic Year 2011-2012, \$2,250*
Margaret Baurley, Ethnographic Methods, Summer 2010, \$900
Evan Danner, Ethnographic Methods, Summer 2010, \$600
Daniel Branstrator, Ethnographic Methods, Summer 2010, \$600
Breana Sowers, Ethnographic Methods, Spring 2011, \$1,500*
Lindsay Schaiper, Ethnographic Methods, Spring 2011, \$1,500
Melissa Benton, Inside-Out, Fall 2010, \$2,250*
Adam Roth, Fall 2006, Ethnographic Methods, \$1,500

*graduate students

Student Publications

Hyatt, Susan, Marcela Castro Madriaga, Margaret Baurley, Molly J. Dagon, Ryan Logan, Anne Waxingmoon, David Plasterer, 2011. "Walking the Walk in Collaborative Fieldwork: Responses to Menzies, Butler, and Their Students," Collaborative Anthropologies 4:243-251

Stephanie Harris, October 2011. "Redefining the Family Post-Placement: Birthmothers and Kinship through the Adoption Lens," North American Dialogue, October 2011, 14(2):1, 24-30

Margaret Baurley and Daniel Branstrator "Notes from the City," Anthropology News, October 2010, pp. 61-62.

Hyatt, Susan B. and Jacqueline Ivy 2008. "Teaching Ethnographic Methods During a Housing Crisis," Anthropology News, p. 27.

CURRENT OR RECENT MA COMMITTEES

Derek Blice, first-year MA student, graduate advisor, expected completion May 2016
Christina Chapman, first-year MA student, graduate advisor, expected completion May 2016
Harvey, Heather, "Civic Engagement in an Age of Devolution," expected completion date, December 2015
Khokhar, Valerie, "Collaborative Strategies to End Human Trafficking in Indiana: What Indiana is Doing Right," expected completion date, December 2015
Karim Karim, "Reaching out to Local Agencies: Understanding the Role of the Central Public Library as An Alternative Temporary Shelter for Homeless People in Indianapolis Committee Chair, completed, May 2014
Logan, Ryan, "'*Cuando Actuamos, Actuamos Juntos*': Understanding the Intersection of Religion, Faith-Based Organizations, Social Justice and the Latino Community in Indianapolis," Committee Member, completed, May 2014

Jason Green, "A Healthy Amount of Waste," Committee Member, completed, May 2014

CURRENT OR RECENT DOCTORAL COMMITTEES (Member)

Kelly, Sharon, "Reconstructing Social Housing: The Socio-Spatial Effects of Welfare State Transformation in Toronto's Regent Park," external examiner, University of Toronto, February 2015

Ellender, Caroline, "Growing Gaps: Children's Experiences of Inequality in a Faith-Based Afterschool Program," University of Kentucky, completed Fall 2012

Houser, Annie Beisswanger, "Aesthetic Discrimination: How North American Ideologies of Beauty Impact the Social Exclusion of People with Severe and Chronic Skin Disorders," Temple University, completed July 2011

Knauer, Cecily, "Restructuring Birth: Shifts in Maternity Care, the role of the NGOs, and the Impact on the Philadelphia Community," Department of Anthropology, Temple University, completed July 2011

Uzwiak, Beth, "Mediating Gender Violence: Transnational 'Witnessing Publics,' Activism and the Ethics of Human Rights Claim-Making," Department of Anthropology, Temple University, completed November 2010

DOCTORAL COMMITTEES (CHAIR)

Milestone, Juris, "University Expertise and Community Design: An Ethnographic Study of an Urban Design Workshop," Temple University, completed November 2006

Robison, Lenore, "Medical Adherence: Power to the People?" Temple University, completed October 2004

Hanson, Natalie, "Consuming Work, Producing Self: Market Disclosure in Dispersed Knowledge Work," Temple University, completed June 2004

DeCuyper, Sheila, "Poverty and Professionals: Social Exclusion and the Growth of 'Regeneration' as a Field of Expertise in Britain," Temple University, completed June 2004

Tran, Hoa, "Collective Memory and Identity: Creating a Sense of Home," Temple University, November 2003

TEACHING

UNDERGRADUATE

<u>Course #</u>	<u>Short Title</u>	<u>Format</u>	<u>Role</u>	<u>Term</u>	<u>Enrollment</u>
360	Anthro Thought	lecture/ discussion	Prof	SP '05	32
104	Intro Cult Anth	lecture/ discussion	Prof	Fall '05	96
380	Urban Anth	lecture/ discussion	Prof	Fall '05	28
360	Anthro Thought	lecture/ discussion	Prof	SP '06	30
404	Fieldwork	community research	Prof	SP '06	12
104	Intro Cult Anth	lecture/	Prof	Fall '06	90+

380	Urban Anth	discussion lecture/ discussion	Prof	Fall '06	18
460	Social Action (Masarachia Seminar)	seminar	Prof	SP '07	14*
*An unexpected illness in Spring '07 necessitated that I teach only one course that semester.					
460	Inside-Out Prison Exchange	seminar	Co-Inst	Smr '07	8
104	Intro Cult Anth	lecture/ discussion	Prof	Fall '07	45
360	Anthro Thought	lecture/ discussion	Prof	Fall '07	35
404	Fieldwork	community research	Prof	Fall '07	14
460	Social Action	lecture/ discussion	Prof	SP '08	10
380	Anthro Thought	lecture/ discussion	Prof	SP '08	30
104	Intro Cult Anth	lecture/ discussion	Prof	SP '08	45
460	Inside-Out Prison Exchange	seminar	Co-Inst	Smr '08	11
201	Survey Applied	lecture/ discussion	Prof	Fall '08	26
413	Senior Seminar	seminar	Prof	Fall '08	23
404	Fieldwork	community research	Prof	SP '09	18
360	Anthro Thought	lecture/ discussion	Prof	SP '09	35
460	Inside-Out Prison Exchange	seminar	Prof	SP '09	15
413	Senior Seminar	seminar	Prof	Fall '09	22
380	Urban Anth	lecture/ discussion	Prof	Fall '09	28
404	Fieldwork	community research	Prof	SP '10	16
360	Anthro Thought	lecture/ discussion	Prof	SP '10	34
460	Inside-Out Prison Exchange	seminar	Prof	SP '10	11
380	Urban Anth	lecture/ discussion	Prof	Fall '10	28
404	Fieldwork	community research	Prof	SP '11	16
360	Anthro Thought	lecture/ discussion	Prof	SP '11	32
380	Urban Anth	lecture/ discussion	Prof	Fall '11	20
404	Fieldwork	community	Prof	SP '12	12

460	Inside-Out Prison Exchange	research seminar	Prof	SP '12	15
360	Anthro Thought	lecture/ discussion	Prof	SP '12	28
380	Urban Anth	lecture/ discussion	Prof	Fall '13	29
413	Senior Seminar	community research	Prof	Fall '13	24
104	Intro to Cult Anth	lecture/ discussion	Prof	Fall '13	49
360	Anthro Thought	lecture/ discussion	Prof	SP '14	30
460	Inside-Out Prison Exchange	seminar	Prof	SP '14	9
412	Anth Senior Capstone	lecture/ discussion	Prof	Fall '14	25
380	Urban Anth	lecture/ discussion	Prof	Fall '14	19
413	Senior Seminar	community research	Prof	SP '15	21
460	Inside-Out Prison Exchange	seminar	Prof	SP '15	10
404	Fieldwork	community research	Prof	SP '15	10

GRADUATE

<u>Course #</u>	<u>Short Title</u>	<u>Format</u>	<u>Role</u>	<u>Term</u>	<u>Enrollment</u>
501	Fundamentals Applied	seminar	Prof	Fall '10	12
565	Anthro Thought	lecture/ discussion	Prof	SP '11	6
501	Fundamentals Applied	seminar	Prof	Fall '11	5
606	Field Meth in Cult Anth	community research	Prof	SP '11	3
606	Field Meth in Cult Anth	community research	Prof	SP '12	3
565	Anth Thought	lecture/ discussion	Prof	SP '12	2
681	Seminar in Urban Anth	seminar	Prof	Fall '13	3
PHST P527	Philanthropy and Culture	seminar/ research	Prof	SP '14	11
565	Anthro Thought	lecture/ discussion	Prof	SP '14	6
681	Seminar in Urban Anth	seminar	Prof	Fall '14	2
560	Fieldwork	community research	Prof	SP '15	4
606	Field Meth in Cult Anth	community research	Prof	SP '15	5

PROFESSIONAL SERVICE

LOCAL

Diversity Roundtable of Central Indiana Speaker, "The Neighborhood of Saturdays: The Story of a Multi-Racial Community in South Indianapolis, June 25, 2015

Spirit & Place Presentation, "The Journey Home from Prison," November 13, 2014, Indianapolis Public Library

Prepared and submitted two successful nominations for the Chancellor's Community Award for Excellence in Civic Engagement: Community Heights Neighborhood Organization, 2010; Concord Neighborhood Center, 2014

Discussion Leader, Indiana Repertory Theatre, January 2012.

Indiana Historical Society, Community Advisory Committee for, *You Are There 1950: Making a Jewish Home*, Outcome: HIS exhibit, July 2011-October 2011.

"The Inside-Out Prison Exchange: Expanding the Boundaries of Learning," IUPUI, Conference Co-Organizer (with Dr. Roger Jarjoura), October 2-3, 2008, funded by the New Perspectives Program, \$20,000.

Indianapolis Peace Institute, Special Projects Consultant, 2007-2008.

Four 2-day workshops:

- Hispanic Migration to Central Indiana
- Labor Issues in Central Indiana
- Understanding the War in Sudan
- Local Food and Sustainability

REGIONAL

Statewide Coordinator, Inside-Out Prison Exchange Program Indiana, 2008-present

Department of Natural Resources, Advisory Committee member, 2012-2013

Indiana Cultural Resources Management Plan, September 2011-June 2012

NATIONAL

Charlotte Newcombe Fellowship Program, Grant Reviewer, Woodrow Wilson National Fellowship Foundation, 2014-2015, 2015-2016

Inside-Out Prison Exchange National Executive Committee, 2015-

Associate Editor, *Collaborative Anthropologies*, 2014-present

Consortium of Practicing and Applied Anthropology Programs (COPAA), Co-Chair, March 2011-2015

Association for Feminist Anthropology, Board Member, 2011-2015

American Anthropological Association, Committee on Public Policy, Board Member, 2012-2015

American Anthropological Association, External Reviewer Panel, 2012-present

National Science Foundation, Graduate Fellowships Grant Reviewer, Cultural Anthropology and Linguistics Panel member, Washington, DC, January 2012

External Program Reviewer, Indiana University Pennsylvania, Department of Anthropology, April 2012

Wenner-Gren Foundation for Anthropological Research, Grant Reviewer, 2010-2011

National Science Foundation, Graduate Fellowships, Geography, Economics and Public Policy Panel member, Washington, D.C., 2005 and 2009

John Jay College of Criminal Justice, City University of New York, External Program Reviewer, "Deviant Behavior and Social Control," New York, February 2009

Inside-Out Prison Exchange Program, National Steering Committee Member, 2008-present.

Queens College, City University of New York, Tenure Case Reviewer, 2008

Purchase College of the State University of New York, Tenure Case Reviewer, 2006

University of Massachusetts-Amherst, Tenure Case Reviewer, 2006

Society of the Anthropology of North America monthly column, Section Editor, Anthropology News, 2004-2008

American Anthropological Association Committee on Public Policy, column editor for *Anthropology News*

VOICES: The Journal of the Association for Feminist Anthropology, Editor, 2003-2008
Three issues published: 2003, 2005, 2008

Anthropology in Action; Collaborative Anthropologies; Human Organization; Journal of the Society for the Anthropology of Work; Ethnography; American Ethnologist; POLAR (Political and Legal Anthropology Review): Manuscript Reviewer

INTERNATIONAL

"Imagine: Connecting Communities Through Research," Economic and Social Research Council UK, Connected Communities Initiative, International Advisor, 2013-2017

Independent External Assessor, University of Bristol, School of Clinical Sciences, Candidate Promotion to Readership, March 2015

University of British Columbia Press: Book manuscript reviewer, 2013

Learning and Teaching in the Social Sciences, (Berghahn UK Publisher): Manuscript Reviewer, 2013-2015; Guest co-editor, Vol. 3, Winter 2010, "Learning Under Neoliberalism"

Anthropology in Action, British Association for Applied Anthropology: Editorial Board Member, Manuscript Reviewer, 2008-present

Journal of the Royal Anthropological Institute: Editorial Board Member, 2006-2009

UNIVERSITY SERVICE

DEPARTMENT

Chair, Lecturer Search Committee, AY 2014-2015

Redesigned and piloted new Senior Capstone Course, AY 2014-2015

Graduate Program Director, MA in Applied Anthropology, AY 2009-2012

Chair, Faculty Search Committee, AY 2011-2012

Graduate Program, MA in Applied Anthropology, Developed and got implemented new program proposal, AY 2005-2008

SCHOOL OF LIBERAL ARTS

Member and Chair, Masarachia Scholars Board, 2006-present

Chair, Graduate Curriculum Committee, College of Liberal Arts, 2006-2007

Chair, Eighteenth Annual Joseph Taylor Symposium, "Urban Universities, Urban Communities: Partners in Social Justice," February 15, 2007

CAMPUS

IU School of Nursing, Dean Search Committee member, AY 2014-15

Norman Brown Diversity and Leadership Program, Mentor, 2009-2011

Faculty Advisor, Filipino Student Association, 2009-2012

IRB, Expedited Review Member, 2009-present

IRB-01, Board Member, 2005-2009

UNIVERSITY

New Frontiers in Arts and Humanities, Selection Committee Member, 2006-2011

OTHER PROFESSIONAL ACTIVITIES-- RESEARCH

PRESENTATIONS-REFEREED

LOCAL

Presenter, "Community Research as Community Service," International Symposium on Service Learning, University of Indianapolis, Indianapolis, IN, May 15, 2007

NATIONAL

Presenter, "Recycling People: Evaluating Success and Failure for Ex-Offenders in Re-entry," Paper session, "Cultural Consensus and Variation in Personal and Collective Identity," Society for Applied Anthropology Annual Meeting, Pittsburgh, PA, March 2015

Discussant, "Human Rights, Public Policy and Political Movements: Anthropologists Addressing the Challenges and Changes Advanced by Frances Fox Piven," Society for Applied Anthropology Annual Meeting, Pittsburgh, PA, March 2015

- Presenter, "We never met strangers—we met people;" Anthropology as an Agent of Racial Reconciliation," Paper session, "Producing Anthropology through Community Engagement," American Anthropological Association Annual Meeting, Washington, D.C., December 5, 2014
- Discussant, "Learning and Teaching: Ethnographies of Governance, Resistance and Possibility in Higher Education," American Anthropological Association Annual Meeting, Washington, D.C., December 5, 2014
- Presenter, "Ethnographic Collaborations and Digital Scholarship," Paper session, "Collaborative Ethnography, Interdisciplinarity, and Local Publics," Society for Applied Anthropology Annual Conference, Albuquerque, NM, March 21, 2014
- Discussant, "Destination Incarceration: Policing Practices and the Criminalization of Profiled Populations," Society for Applied Anthropology Annual Conference, Albuquerque, NM, March 20, 2014
- Discussant, "Philanthropia: Putting Policy-Making in the Hands of the 1%," American Anthropological Association Annual Meeting, Chicago, IL, November 20, 2013
- Presenter, Coalition of Urban and Metropolitan Universities Conference, "Research-Based University and Community Partnerships: Lessons from Anthropology, October 28, 2013, Louisville, KY
- Roundtable participant, "Policymaking for Future Publics: What Anthropology Should Contribute to Professional Education," American Anthropological Association Annual Meeting, Chicago, IL, November 21, 2013
- Presenter, "'Philanthropolis': Public Participation in the Philanthropic City," American Anthropological Association Annual Meeting, San Francisco, CA, November 14, 2012
- Discussant, "Blurred Boundaries and Breaks in the Law: Engaged Ethnography, the Anthropology of Public Policy, and Prospects for Shifting Paradigms through Critical Praxis," American Anthropological Association Annual Meeting, San Francisco, CA, November 15, 2012
- Roundtable Presenter, "Uncovering Alternative Histories of Race, Class, and Urban Development through Student-Community Collaborative Ethnography," Coalition of Urban and Metropolitan Universities, Indianapolis, IN, October 5, 2011
- Symposium participant, National Outreach Scholarship Conference, Symposium 3: "Ethnographers' Experiences with Long-term Community Engagement and Collaborative Documentation," Lansing, MI, October 3, 2011
- Presenter, "Applied Anthropology and Civic Engagement in Indianapolis: Starting a New MA Program at a Time of Fiscal Constraints," Society for Applied Anthropology Annual Meeting, April 1, 2011, Seattle, WA
- Discussant, "Prison Rebellions, City Dumps, Feminist Organizing and Survey Workers: Developing a Counter-Hegemonic Vision to Neoliberal Social Order," Society for the Anthropology of North America/Association for Black Anthropologists Conference, Denver, CO, April 17, 2010

- Presenter, "The Neighborhood of Saturdays': Complex Relationships Between Sephardic Jews and African Americans in an Indianapolis Neighborhood," American Anthropological Association Annual Meeting, New Orleans, LA, November 21, 2010
- Organizer and Chair, Invited Session: "Grassroots Activism and Fiscal Crisis: A Celebration of Metropolitan Avenue and Norman Street," American Anthropological Association Annual Meeting, Philadelphia, PA, December 2009
- Organizer and Discussant, Invited Roundtable: "Pedagogy and Prison: Knowledge, Selves and the Inside-Out Model," American Anthropological Association Annual Meeting, Philadelphia, PA, December 2009
- Presenter, "Predatory Lending, Housing Foreclosure and the "Disappeared": Making Poverty Invisible in the Revanchist Economy," Society for Applied Anthropology Annual Meeting, Memphis, TN, March 2008
- Invited Panelist, "African Americans and the US community-Prison Continuum: A 'Cultural Systems Analysis,'" American Anthropological Association Presidential Session, San Francisco, CA, November 2008
- Presenter, "From Communitarianism to Asset-Counting: Expertise and the Depoliticization of Community Activism," Annual Meeting American Anthropological Association, Washington, DC, December 2, 2007
- Discussant for Session, "Governmentality, Citizenship and Social Policy in the Age of Neoliberalism," American Anthropological Association Annual Meeting, Washington, DC, December 2, 2007
- Presenter, "Who is the Public in 'Public Anthropology?'" Society for Applied Anthropology Annual Meeting, Tampa, FL, March 30, 2007
- Presenter, "Community Collaboration, Accountability, and Civic Participation on Indianapolis' Eastside," Paper session, "Confronting Urban Uncertainty: Anthropologists Engaging the Public in American Cities," Society for the Anthropology of North America Annual Conference, Baruch University, New York City, April 23, 2006
- Presenter and Co-Organizer, "Being Raised to Give Back: Restoring Agency to Low-Income Girls through Participatory Research," with Dana-Ain Davis, Paper session, "Girls Rule! Social Production and Agency among Low-Income Adolescents," American Anthropological Association Annual Meeting, Washington, D.C., December 2005
- Presenter, "Radicals vs. Mainstreamers: Using Consensus Modeling to Understand Social Movements and Social Change," Society for Applied Anthropology Annual Meeting, Santa Fe, NM, March 2005
- Presenter, "Tales of the City: Constructing Community Histories with Students in Philadelphia," Paper session, "Stories of Place and Community: Methods of Collaborative Story-telling Across Cultural Boundaries," International Partnership for Service Learning, Bi-Annual Conference, Rapid City, SD, October 21, 2005.

INTERNATIONAL

Presenter, "Recycling People: A study of a program to help integrate ex-offenders in Indianapolis, IN," European Association of Social Anthropologists Bi-Annual Conference, Tallinn, Estonia, July 31, 2014

Presenter, "Collaborative Anthropology, Interdisciplinarity and Local Publics," 7th World Congress of the International Union of Anthropological and Ethnological Sciences, Manchester, UK, August 4, 2013

Presenter, "Counting, Categories and the Emergence of Grassroots Authoritarianism In the Post-Welfare State," Paper session, "Govern by Numbers: Models, Plans, and the Quantitative in the Welfare State," American Anthropological Association Annual Meeting, Montreal, Canada, November 16, 2011

Discussant, "Theorizing Punishment and the State," American Anthropological Association Annual Meeting, Montreal, Canada, November 16, 2011

Presenter, "Pedagogy and Prisons: 'Education as the Practice of Freedom' through Teaching in the Inside-Out Model," Conference on "Reading and Writing in Prison," Napier University, Edinburgh, Scotland, June 5-6, 2010

INVITED PRESENTATIONS—NON-REFEREED

LOCAL/REGIONAL

Diversity Roundtable of Central Indiana, Monthly Speaker, "The Neighborhood of Saturdays: Memories of a Multi-Racial Community in South Indianapolis," Citizens Utilities Conference Room, June 24, 2015.

Panel Discussion, "Infusing the Curriculum with Community Organizing Principles and Practices: A Panel Discussion," IUPUI Office of Service and Learning, April 3, 2015

Keynote Speaker, Annual Meeting, Indiana Jewish Historical Society, "The Neighborhood of Saturdays: Recalling a Sephardic Community on Indianapolis' Southside," Indianapolis, October 24, 2010

Presenter: "Counseling Low-and Moderate-Income Clients on Financial Matters: Housing and the Culture of Credit," 6th Annual Norman Amaker Public Interest Law & Social Justice Retreat, Sponsored by Indiana University School of Law-Indianapolis and the Society of American Law Teachers, Indianapolis, IN, February 25, 2007

NATIONAL

Invited Lecture: "Contesting the Crisis: Grassroots Activism and the Legacy of Thatcherism in the UK," 17th Annual Distinguished Lecture on the Anthropology of Europe, Cultural Heritage in European Societies, University of Massachusetts, November 6, 2014

Invited Harman Scholar Lecturer: "'We never met strangers—we met people:' Using Anthropology to Uncover Hidden Histories of Race and Religion in an Indianapolis Neighborhood," California State University at Long Beach, November 9, 2012

Invited Harman Scholar Lecturer: "Off the Campus and Into the Community: Teaching for Social Justice," California State University at Long Beach, October 11, 2012

Panelist, "Building a Career in Applied Anthropology: Advice from Mentors," Society for Applied Anthropology Annual Meeting, Seattle, WA, March 31, 2011

Keynote Speaker, "Teaching for Social Justice," Seventh Annual Public Anthropology Conference, "Revolutions! Building Emancipatory Politics and Action," American University, Washington, D.C., October 16-17, 2010

Invited Panelist, "Confined Minds: Incarceration, Education, Transformation," Ryan Road Correctional Facility, Detroit, MI, April 23, 2010

Keynote Speaker, "We Learned About Ourselves: Undertaking and Understanding Collaborative Ethnography in Indianapolis," Service Learning Workshop, Office of Community Engagement, University of South Florida, Tampa, FL, May 10, 2010

Invited Panelist, Symposium, "Neoliberalism and Academic Practice," University of Massachusetts, Amherst, MA. Title: "Making the World Safe for Starbucks: Universities and Neoliberal Urban Development," April 10, 2008

Invited Address, "Community Research and Community Service in Neighborhoods In Philadelphia and Indianapolis," University of South Florida Department of Anthropology and USF Collaborative for Children, Families, and Communities, Tampa, FL, January 12, 2008

Keynote Speaker, "Policy and the Everyday," Graduate Association for the Anthropology of Europe, University of Massachusetts, Amherst, MA, Title: "What was Neoliberalism and What Comes Next? Theorizing Citizenship in the Law-and-Order State," May 20, 2006

Invited Public Lecture (recorded for the local PBS station), "Between the State and the Market Lies the Community: Women's Grassroots Activism in a Neoliberal World," Globalization Research Center, University of South Florida, Tampa, Florida, April 8, 2004

Keynote Speaker, "Communities and Control: Unraveling the Mysteries of Civic Participation," Teach-in about Communities, Assumption College, Worcester, MA, February 2, 2004

INTERNATIONAL

Invited Lecture, "Collaborative Ethnography and Community Activism: Where Politics and Publics Meet," University of Toronto, Ethnography Lab, Toronto, Canada, February 26, 2015

Keynote Speaker, Community Activism in Unexpected Places, "Making History through Community Action," 2nd Annual Conference, IMAGINE: Connecting Communities Through Research, funded by UK Economic Social and Research Council, St. Aidan's College, September 9, 2014

Invited Lecture, "Off of the Campus and into the Community: Teaching for Social Justice," School for Applied Social Sciences, Durham University, UK and Bournemouth University, Bournemouth, UK, June 2013

Invited Resident Scholar Lecture: "The Community Development Projects: Studying Britain's War on Poverty," Trevelyan College, Durham University, Durham, UK, May 2013

Panelist, "Work' as Fieldwork in Anthropology Today: A Graduate Student Special Event," American Anthropological Association Annual Meeting, Montreal, Canada, November 18, 2011

PRINT OR ELECTRONIC PUBLICATIONS

CO-EDITED BOOKS

Coleman, Simon, **Susan B. Hyatt**, Ann Kingsolver, eds., In progress, The Routledge Companion to Contemporary Anthropology, Routledge Press, Forthcoming 2016

Hyatt, Susan, Boone Shear and Susan Wright, eds., Learning Under Neoliberalism: Ethnographies of Governance in Higher Education, Berghahn Press, March 2015.

Pollard, Tessa and **Susan B. Hyatt**, eds. Sex, Gender and Health, Cambridge: Cambridge University Press, 1999.

ARTICLES-REFEREED

Ann Kingsolver, **Susan Hyatt**, Simon Coleman, "Introduction to The Routledge Companion to Contemporary Anthropology," Routledge Press, Forthcoming, 2016.

Shear, Boone and **Susan B. Hyatt**, "Higher Education, Engaged Anthropology and Hegemonic Struggle," Introduction to the edited collection, Learning Under Neoliberalism, Berghahn Press, pp. 1-29, 2015.

Hyatt, Susan B., "Using Ethnography to Understand Universities and Neoliberal Development in North Central Philadelphia," in Learning Under Neoliberalism, Berghahn Press, pp. 56-78, 2015.

Hyatt, Susan B. "The Work of Being Governed: From the Welfare State to the 'Big Society,'" in Governing Cultures: Anthropological Perspectives on Political Labor, Power, and Government, Kendra Coulter and William Schumann, eds., Palgrave Press, pp. 159-182, 2012.

Hyatt, Susan B., "What Was Neoliberalism and What Comes Next? The Transformation of Citizenship in the Law-and-Order State," Policy Worlds: Anthropology and the Anatomy of Contemporary Power, Davide Pero, Cris Shore, Susan Wright, eds., New York, Oxford, Berghahn Press, pp. 205-223, 2011.

Hyatt, Susan B., "Universities and Neoliberal Models of Urban Development: Using Ethnographic Fieldwork to Understand The Death and Rebirth of North Central Philadelphia," Special Issue: "Learning Under Neoliberalism," **Susan B. Hyatt** and Boone Shear, eds., Learning and Teaching: The International Journal of Higher Education in the Social Sciences 3 (3), pp. 7-31, 2010.

Shear, Boone and **Susan B. Hyatt**, "Introduction: Learning Under Neoliberalism," Special Issue: "Learning Under Neoliberalism," **Susan B. Hyatt** and Boone Shear, eds., Learning and Teaching: The International Journal of Higher Education in the Social Sciences 3 (3), pp. 1-5, 2010.

Haq, Jackie and **Susan B. Hyatt**, "Paradoxes of 'Progressive' Government: Urban Policy Under New Labour and the Decline of Grassroots Activism," Urban Anthropology 37 (2), pp. 211-279, 2008.

Hyatt, Susan B., "The Obama Victory, Asset-Based Development, and the Re-Politicization of Community Organizing," North American Dialogue 12 (1), pp. 16-26, 2008.

Hyatt, Susan B., "From the Welfare State to the Enabling State; Changing Notions of Citizenship in Britain," The Organization of Diversity: Essays on a Changing Europe, Essays in Honor of John W. Cole, Annali di San Michele and Department of Anthropology, University of Massachusetts Research Reports, pp. 147-179, 2005.

TEACHING - REFEREED

Hyatt, Susan B. with Marcela Castro, Madriaga, Margaret Baurley, Molly J. Dagon, Ryan Logan, Anne Waxingmoon, David Plasterer (students), "Walking the Walk in Collaborative Fieldwork," Collaborative Anthropologies 4, 243-251, 2011.

Hyatt, Susan B., "Creating Social Change by Teaching Behind Bars," Anthropology News, January, pp. 28-29, 2009.

Hyatt, Susan B., "Service Learning, Applied Anthropology, and the Production of Neoliberal Citizens," Anthropology in Action, 8 (1), pp. 6-15, 2001.

TEACHING – NON-REFEREED

Hyatt, Susan B., "Starting an MA Program at a Time of Fiscal Crisis," Anthropology News, March, 2010, p. 29.

Hyatt, Susan B., "Creating Social Change by Teaching Behind Bars: The Inside-Out Prison Exchange Program," Anthropology News January 2009, pp. 24-25.

Hyatt, Susan B. and Jacqueline Ivy (student), "Teaching Ethnographic Methods During a Housing Crisis," Anthropology News, December, 2008, p. 27.

Hyatt, Susan B., "Studying Applied Anthropology in the Circle City," Newsletter for the Society for Applied Anthropology, 20 (1), 2009, pp. 42-45.

OTHER WORKS

COMMENTARY

Hyatt, Susan B. "Turning Ethnographic Research Into Policy: An Up-Coming Policy Forum at the Next AAA," Anthropology News, July/August 2015.

Hyatt, Susan B. "What is Your Neighborhood Like?" (on-line at <http://onlinelibrary.wiley.com/doi/10.1111/j.1556-3502.2014.55904.x/pdf>), Anthropology News, October 2014.

Hyatt, Susan B. "Philanthropia: Putting Policy-Making in the Hands of the 1%," Anthropology News, Association for the Anthropology of Policy column, July/August 2013, pp. 27-28.

Hyatt, Susan B., "Of Donut Shops and Oil Wells: My Semester as a Harman Scholar," <http://sfaanews.sfaa.net/2012/11/01/of-donut-shops-and-oil-wells-my-semester-as-a-harman-scholar/>, Society for Applied Anthropology Newsletter November 2012.

Klemins, Kara 2012. "Dr. Susan B. Hyatt: Mentoring Students: Lessons Learned by an Apprentice Applied Anthropologist," Society for Applied Anthropology Newsletter, November 2012, pp. 29-30.

Hyatt, Susan B. "What Was Neoliberalism and What Comes Next? And, What Came Before That," Anthropology News, Association for Political and Legal Anthropology column, December 2006, pp. 48-49.

OCCASIONAL PAPERS

Hyatt, Susan B., "Water is Life—Meters Out!" Women's Grassroots Activism and the Privatization of Public Amenities," Center for Globalization Occasional Paper Series, University of South Florida, 2004.

BOOK CHAPTER

Hyatt, Susan B., "No Going Back: A Study in Cultural Anthropology," in Wisdom of Our Own: Living and Learning Since the Miners' Strike, edited by Ian Clayton, Castleford Community Learning Centre, 2015.

BOOK REVIEWS AND REVIEW ARTICLES

Hyatt, Susan B., 2015. History in a Lifetime: A review of *My Father's Wars* by Alisse Waterston, forthcoming in North American Dialogue.

Hyatt, Susan B. 2014, "The Grassroots City Meets the Interests of the Elites: Review of *Norman Street*, North American Dialogue, 17 (1), pp. 47-51, 2014.

Hyatt, Susan B. 2009, "Improvising Theory: Process and Temporality in Ethnographic Fieldwork," by Cerwonka, Allaine and Liisa H. Malkki, Collaborative Anthropologies, 2, pp. 213-217.

Hyatt, Susan B. 2007, "An Alliance of Women: Immigration and the Politics of Race," by Heather Merrill, American Anthropologist, 110 (1), pp. 130-131.

Hyatt, Susan B. 2006, "Protecting Home: Class, Race and Masculinity in Boys' Baseball," by Sherri Grasmuck, North American Dialogue, 9 (1), pp. 16-20.

Hyatt, Susan B. 2005, "British Subjects: An Anthropology of Britain," Nigel Rapport, editor, American Ethnologist, 32 (3).

COMMUNITY PUBLICATIONS

The Neighborhood of Saturdays: Memories of a Multi-Ethnic Neighborhood on Indianapolis' Southside, Dog Ear Press, 2013.

Eastside Story: Portrait of a Neighborhood on the Suburban Frontier, co-authored with students, Indianapolis: Neighborhood Alliance Press, October 2009.

Research for Neighborhood Action, Neighborhood Report, Spring 2008.

Research for Neighborhood Action, ONE/IUPUI Report, Vol. 1, Issue 1, Fall 2006.

Project Co-Director, The Death and Rebirth of North Central Philadelphia, Community Newspaper, Renaissance Community Development Corporation, Temple University, Philadelphia, PA, 2004.

Project Director, The Forgotten Bottom Remembered: Stories from a Philadelphia Neighborhood, New City Press, Philadelphia, PA, 2002; second edition, 2003.

BLOGS AND ON-LINE ARTICLES

"A Dialogue with Susan Brin Hyatt," Envision: Anthropology + Art + Analysis, <http://envisionimprint.com/?p=913>, 2014.

“Reversing Prison’s Never-ending Revolving Door,” posted October 8, 2014.
<http://www.recycleforce.org/blog/reversing-prisons-never-ending-revolving-door>

“An anthropologist back to school,” Guest blog American Anthropological Association, October 25, 2013. <http://blog.aaanet.org/2013/10/25/susan-hyatt-an-anthropologist-back-to-school/>

OTHER PROFESSIONAL ACTIVITIES - SERVICE (NATIONAL AND INTERNATIONAL)

Inside-Out Prison Exchange Program, Steering Committee Member, 2008-2014; Executive Committee Member, 2015-- (International Program based at Temple University in Philadelphia, PA).

Invited Participant, Mellon Foundation Humanities Without Walls Global Midwest Initiative, symposium on Global Work and Global Working-Class Community in the Midwest, Northwestern University, Chicago, September 26-27, 2014.

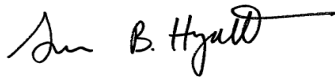
International Advisor, “Imagine—Connecting Communities through Research,” 2013-2017, Funded by the British Economic and Social Research Council, Durham University, UK.

Invited Participant, Mellon Foundation Workshop, “Tracking Down Industrial America: New Research Agendas in Industrial History,” Mid-Atlantic Regional Center for the Humanities, Rutgers University-Camden, June 25-26, 2008.

Elected Board Member, Association for Feminist Anthropology, 2011-2014.

Elected Board Member, American Anthropological Association Committee on Public Policy, 2012-2015.

Co-Chair, Consortium on Applied and Practicing Anthropology Programs, 2011-2014.



Susan B. Hyatt

August 6, 2015
Date

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](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 [17th 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 50th 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.

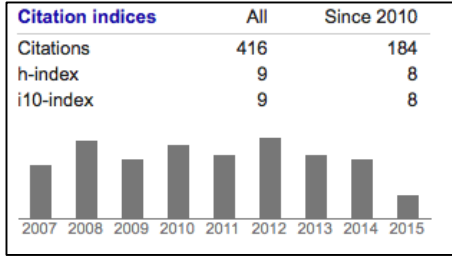
In short, through my teaching at IUPUI, I have tried to enact what bell hooks has described “education as the practice of freedom.” As she puts it, “To educate as the practice of freedom is a way of teaching that anyone can learn. That learning process comes easiest to those of us who teach who also 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).

I consider my community collaborative research integral to my scholarship. I have included in this section a matrix showing local projects and their multiple outcomes. In addition, my other research endeavors include work on British social policy, poverty and grassroots activism, on parallel issues in US urban contexts, and more recently, using ethnographic methods and anthropological theory to examine changes in educational policy and governance. I just completed co-editing a collection entitled Learning Under Neoliberalism, which includes an introduction co-authored by me along with a single-authored chapter; in the single-authored chapter, I analyze and describe a collaborative research project undertaken at Temple University that involved students and a community partner. I have included both of these chapters in the appendix to this document.

Based on my collaborative work with the local social enterprise RecycleForce and my work with the Inside-Out Prison Exchange Program, I intend to launch new research examining the challenges that re-entering citizens face when they are released from prison. In a report published by RecycleForce, I worked with students to evaluate a program they were piloting called Work Court. Work Court was intended to cut Marion County's otherwise quite high recidivism rates by offering ex-offenders, who have not reoffended but who have committed rule violations in the terms of their parole or probation, a chance to access job training and wrap-around social services through employment at RecycleForce as an alternative to jail or a return to prison. The goal is to break the cycle of repeated incarcerations by providing ex-offenders with the skills they need to succeed on the outside, rather than the usual pattern of entrapment in cycles of incarceration.

In the summer of 2010 with assistance from the Indianapolis Humanities and Arts Institute, continuing during my sabbatical (2012-2013) and resuming in Summer 2014 with the assistance of a New Frontiers grant, I began a new project in the UK, examining the legacy of an anti-poverty program implemented in the 1970s. Inspired by the US War on Poverty, particularly in terms of its emphasis on the "maximum feasible participation of the poor," the Community Development Project (CDP) in Britain provided funding for test sites in 12 deprived areas in England, Scotland and Wales. The program was funded from 1967-1978, with the locations phased in at different times and slated to be in operation for 5 years. Some of the programs carried on a bit longer; some gave rise to successor programs in their locale; and others terminated early due to political discord. I have carried out interviews with 20 former CDP workers and have collected several archival documents, many of which are [available on a web site](#) created in collaboration with the IU Library Digital Scholarship program. In working on this project, I have also been able to collaborate with colleagues in the School of Applied Social Science at the University of Durham, who were particularly interested in the history of three of the CDP sites.

Another scholarly interest of mine, and one to which I have made significant contributions, is the Anthropology of Policy. Policy" is a fairly recent area of study for anthropologists. Although anthropologists—and applied anthropologist in particular—have long been interested in the impacts of policies on the lives of "everyday" people, the notion of studying policies, themselves, as cultural artifacts and mechanisms of governance, is fairly recent. In 1997, I was invited to contribute a chapter to the first anthology to draw together work in this new area, a collection entitled Anthropology of Policy. In 2011, I contributed to a second significant volume in this area, Policy Worlds: Anthropology and the Analysis of Contemporary Power. Aside from the co-editors, I was the only contributor to appear in both volumes. According to Google Scholar, the 1997 article has been cited 102 times and the 2011 article 10 times. I have a total of 184 citations since 2010.



I was also a founding member of ASAP, the Association for the Anthropology of Policy, a section of the American Anthropological Association, and serve as an elected member of the AAA Committee on Policy.

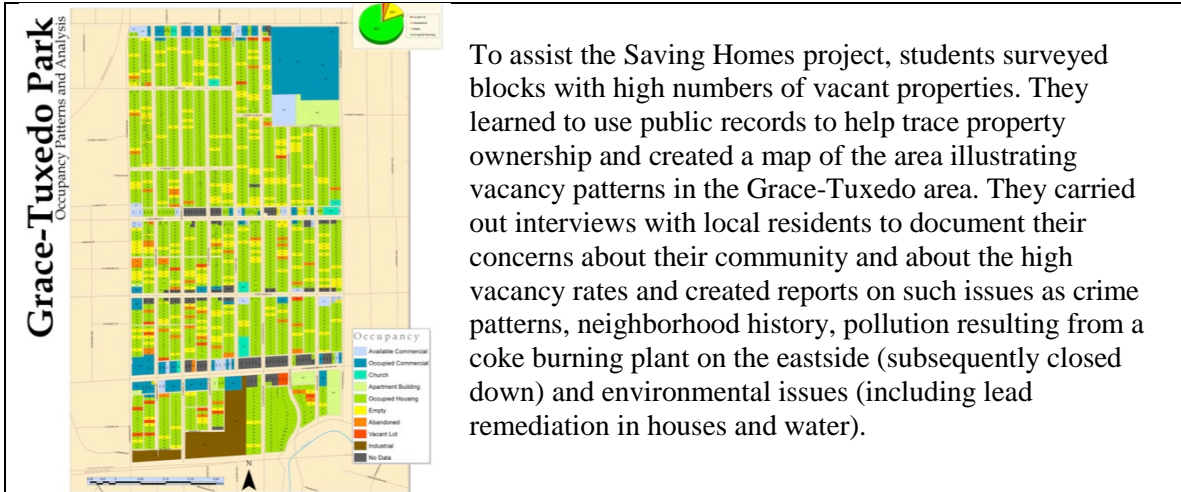
Ethnographic research is a time-consuming endeavor. Creating relationships of trust with neighborhood people and with other populations with whom we collaborate demands significant investment in building these connections. Transcribing and analyzing qualitative data, including field notes and open-ended interviews, is also arduous. I am at the point where I can begin to make sense of much of this material I have collected and I expect to be producing several publications based on this fieldwork in the near future.

The ethnographic research on housing and grassroots activism, which I carried out in a municipality in Northern England, Bradford, in the early to mid-1990s, now stands as a particularly detailed record of a specific period in British history. The public sector housing developments, where I carried out my fieldwork, are all now privatized. With assistance from the IAHI, I re-visited these communities last summer and am now preparing a book manuscript examining how shifts in housing policy shape and re-shape community responses. Polity Press has expressed an interest in reviewing this manuscript for publication.

Community Collaborative Research: Projects and Outcomes

Collaborative research has been one of my interests since my own days as a community organizer, prior to my return to school to complete a PhD. Since coming to IUPUI, I have been very pleased to have the support to develop several collaborative research projects, which have also involved students as well as a number of community-based organizations and agencies. Below I offer a matrix illustrating all of the collaborative projects I have undertaken in Indianapolis since my arrival in 2005.

A. Ethnographic Methods, ANTH 404, "Saving Homes in 46208 with ONE," Spring 2006	
<p>Description: Students collaborated with two organizations located on the near east side of Indianapolis: Grace-Tuxedo Community Organization and Organization for a New Eastside (ONE, now defunct). This neighborhood, located in zip code 46201, had one of the highest foreclosure rates in the country at that time. The Saving Homes project was a joint initiative of ONE and Indiana Legal Services aimed at identifying homeowners at risk and helping them to renegotiate the terms of their mortgages with lenders.</p>	
<p>Outcomes—Student</p>	



To assist the Saving Homes project, students surveyed blocks with high numbers of vacant properties. They learned to use public records to help trace property ownership and created a map of the area illustrating vacancy patterns in the Grace-Tuxedo area. They carried out interviews with local residents to document their concerns about their community and about the high vacancy rates and created reports on such issues as crime patterns, neighborhood history, pollution resulting from a coke burning plant on the eastside (subsequently closed down) and environmental issues (including lead remediation in houses and water).

Outcomes—Community

Students regularly attended monthly community meetings, some even into the summer after the course had ended, and reported on their findings so that residents could take action. At the end of the semester, students presented their work at a reception and community residents were presented with copies of all of the student reports, maps and posters to keep for use in their future campaigns.



Outcomes—Scholarly

I presented a paper on the collaboration with the "Saving Homes" project at a national conference of the Society for the Anthropology of North America in 2006; at the 6th Annual Norman Amaker Public Interest Law & Social Justice Retreat, Sponsored by Indiana University School of Law-Indianapolis and the Society of American Law Teachers in 2007; and at the Society for Applied Anthropology Annual Meeting in 2008.

B. Ethnographic Methods, ANTH 404, "Understanding Predatory Lending," Fall 2007

Description: The organization ONE ceased operations over the summer of 2007; we then partnered with another organization on the eastside, Community Heights Neighborhood Organization. We continued to work with Indiana Legal Services on issues around housing foreclosure and predatory lending practices. Students also carried out interviews with local residents on their use of check cashing outlets, collected surveys on the impact of the closing of a Lo Bill supermarket on the eastside, and worked with the Service Employees International Union (SEIU) to document growing homeowner and renter debt due to rising utility rates.



Outcomes—Student

Students again conducted interviews with local residents and other relevant individuals and carried out block surveys and mapping exercises. Student research teams compiled final reports on their work.



Outcomes—Community



Students presented their work to members of the Community Heights Neighborhood Organization. The organization was so enthusiastic about having the students working in the community that they asked that the next class, scheduled for Spring 2009, return to the community to carry out another project. In the intervening months, I continued to attend Community Heights monthly meetings to plan out the work for the next cohort of students.

Outcomes—Scholarly

I co-authored an article with a student in the class about the predatory lending research ("Teaching Ethnographic Methods During a Housing Crisis," Hyatt & Ivy, Anthropology News, 2008).

C. Ethnographic Methods, ANTH 404, "Eastside Story," Spring 2009

Description: In meetings with the relatively newly formed Community Heights Neighborhood Organization, community residents expressed the desire to have students work on compiling a small book that would document the history of their neighborhood and that would introduce new residents and prospective residents to their neighborhood. Members of the organization and I jointly applied to the Indianapolis Neighborhood Resource Center for resources to support publication of a book. Additional funding was later obtained through a Venture Grant from the Solution Center.

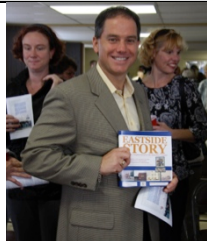


Outcomes—Student

Students collaborated with the neighborhood organization in carrying out extensive interviews with local residents and in exploring local businesses, churches, schools and other institutions and toured a historic house. Unlike previous classes, they engaged in archival research on local history and collected and scanned photographs and other documents from local residents for use in the book. Four students from the class spent the summer in an independent study, where they compiled all of the class research into chapters and worked with a design student from Herron to organize the text.



Outcomes—Community



In October of 2009, the residents of Community Heights were invited to a book launch for the finished copy of [Eastside Story: Portrait of a Neighborhood on the Suburban Frontier](#). One thousand free copies were distributed to the neighborhood.

D. Ethnographic Methods, ANTH 404/606, "The Neighborhood of Saturdays," Spring 2010

Description: This project focused on the collection of life stories from African-American and Jewish elders who had once lived side-by-side on the city's near Southside, from the 19-teens up until the post-war period. The neighborhood was largely destroyed by the construction of I-70 in the early 1970s, which scattered remaining residents, by that time mostly African-Americans and a few of the Jewish-owned businesses that had once been part of a thriving business district along Meridian between Washington St. and Morris. By tracing networks of kin and friends, students were able to locate a number of former residents who agreed to share their stories. We also formalized the collection of photographs and other memorabilia from the neighborhood in events we called "scan-a-thons." [The Neighborhood of Saturdays archival photographs and documents](#) were scanned, digitized, and made available to the public online with the help of our University Library Center for Digital Scholarship.



Outcomes—Student

Students worked with the Indiana Historical Society and the Indiana State Library to locate relevant archival materials. They conducted the life history interviews, which were recorded using digital recorders, transcribed and coded for themes. At the end of the semester, they presented their work to over 100 former Southsiders at a reception held at Etz Chaim Sephardic Congregation.



Outcomes—Community

The community members met regularly to discuss the students' work and their desire to publish a book based on the interviews and archival research. We all agreed that there was enough material to warrant continuing the project in Spring 2011.

Outcomes—Scholarly

The project was the basis of several scholarly presentations, including the keynote address at the meeting of the Indiana Jewish Historical Society in October 2010 and a presentation at the annual meeting of the American Anthropological Association in New Orleans in November 2010.

E. Ethnographic Methods, ANTH 404/606, "The Neighborhood of Saturdays," Spring 2011

Description: The Neighborhood of Saturdays project continued into Spring of 2011 with additional interviews and archival research. Neighborhood residents continued to meet with the students and me to discuss plans for publication of a book based on the student research.

Outcomes—Student

Over the summer of 2011, work began on compiling the student research into a book. With the assistance of a recent anthropology graduate from Indiana University-Bloomington and Margaret Baurley, work continued on compiling and editing the students' work and shaping them into chapters.

Outcomes—Community

Neighborhood residents launched a successful fundraising campaign and raised several hundred dollars to support designing, printing and distributing a book through a contract with a local publishing house (Dog Ear Press). In Spring 2012, we hosted a visit from New York Times religion columnist Samuel Freedman and a column about the project appeared in the [April 6, 2012 edition of the New York Times](#).



Outcomes—Scholarly

The book, [The Neighborhood of Saturdays](#), was published in Spring 2013. Accounts of this project and of the innovative methodologies we developed were incorporated into several lectures I presented, most recently at the [University of Toronto Ethnography Lab](#). I have another talk scheduled for October 2015 at the University of Kentucky. In Fall 2013, I was [interviewed by Sharon Gamble for the radio program, The Art of the Matter](#) (interview begins at 13:55), on WFYI public radio and in Spring 2014, WFYI produced a [short documentary about the project](#). In Spring 2014, students from the class presented an oral history play at the Jewish Community Center which drew an audience of about 150 and a Museum Studies class curated an exhibit based on the book, called [“Split but not Separated;”](#) 100 residents attended the opening reception at the Concord Neighborhood Center.



F. MURI Project, "Super Bowl City! The Impact of a Major Sporting Event on Indianapolis and Its Neighborhoods," Academic Year 2011-2012



Description: Five undergraduate students worked with Drew Klacik, from SPEA's Center for Urban Policy and with me to document the impact of the February 2012 Super Bowl on neighborhoods in Indianapolis.

Outcomes—Student

Students carried out interviews and participant-observation in sites relevant to the Super Bowl. Two of the students who had a background in geography looked at land use patterns in the urban core related to Indianapolis' identity as a sports city and at the redevelopment of Georgia Street as "Super Bowl Village." On the day of the Super Bowl, students collected surveys from game attendees regarding their perceptions of Indianapolis as a tourist destination. They were also able to interview some of the key people involved in bringing the Super Bowl to Indianapolis.



Outcomes—Community

We did not collaborate with any one particular community group but carried out interviews with members of several local organizations who were involved in one way or another with the Super Bowl.

Outcomes—Scholarly



Each of the five students completed a research paper on their particular aspect of the Super Bowl. These papers were presented at the annual meeting of the national organization, the Society for Applied Anthropology, in Baltimore. They also presented their papers at the Butler Undergraduate Research Conference and created posters for display at IUPUI's Research Day. One of the posters won first prize in the Undergraduate Poster Competition.

G. Ethnographic Methods, ANTH 404/606, "Economic Development in Crooked Creek," Spring 2012



Description: Students had asked for a methods course that would meet in a different format so that those who work would be able to participate in this daytime class. So, in Spring 2012, we tested a model whereby the class was taught for 6 Fridays, meeting from 9-4 at the offices of the Crooked Creek Community Development Corporation. At that time Scott Armstrong, who had been the president of the Community Heights Neighborhood Organization at the time of the Eastside Story project was Director of the Crooked Creek CDC. He was interested in having the students do some mapping work on Michigan Road, the neighborhood's main

commercial thoroughfare, along with interviewing local residents on their perceptions of the retail amenities (or lack thereof) in their neighborhood.

Outcomes—Student

Students learned how to use a mapping app, "Mappler," to create two maps, [one of Michigan Road](#), which showed all of the businesses along the strip, rated in terms of parking availability, lighting, appearance and nature of the business, and a second on the [walkability](#) of the neighborhood. We also divided the class into four quadrant teams and each team researched issues and concerns in their assigned portion of the neighborhood.



Outcomes—Community



The students' work was presented to the organization at a reception held in February of 2012. The maps created by the students were posted to the Polis site and were made available to the organization to use in their work. One mapping project focused on the business district along Michigan Road and recorded banking locations and food sources. This map showed that there were no full-service grocery stores, which helped provide the impetus and rationale for the establishment of a successful summer Farmer's Market which was

launched in summer 2012. The organization was planning to use the walkability map to help them make the case for the city for providing better sidewalks and crosswalks in Crooked Creek.

Outcomes—Scholarly

The Crooked Creek project was presented as part of the lecture, "Off the Campus and Into the Community: Teaching for Social Justice."

H. Ethnographic Methods, ANTH 404/606, "The Journey Home," Summer I, 2012

Description: This ethnographic methods course was the result of a collaboration between the Center for Research and Learning and the Indianapolis chapter of Habitat for Humanity. Habitat had approached the CRL about a project that would commemorate the 25th anniversary of the organization. They were interested in something along the lines of the Eastside Story book so Dean Ward approached me about having a class work on this project. About 8 undergraduates and 5 graduate students worked with Habitat during Summer I, conducting interviews with new homeowners, attending Habitat events and touring neighborhoods where Habitat houses are located.



Outcomes—Student

Three MA students from the Anthropology department received summer stipends to work on pulling together the research carried out by students enrolled in the class. We also worked with students from Herron on the design of the book. The book, The Journey Home: Celebrating 25 Years of Habitat for Humanity of Greater Indianapolis, was published by Habitat for Humanity in Fall 2013.

Outcomes—Community

The organization was very pleased with the book and distributed it widely in their networks.

Outcomes—Scholarly

This was an interesting example of a rather challenging partnership. Habitat was very careful about what information the ethnographic methods students had access to and this caused some frustrations. I was actually away on sabbatical when the book was completed but I hope to write about the experience showing some of the challenges that university-community collaborations can face.

I. MURI Project, "Urban Abandonment: Dilemmas of Space and Place," Academic Year 2013-2014



Description: As with the Super Bowl project, Drew Klacik, from the Center for Urban Policy at SPEA, teamed up as co-mentors for this project. Seven students worked with us to research and document causes and remedies for urban abandonment. They undertook research on such topics as abandoned malls (Lafayette), housing abandonment on the eastside, the re-use of industrial property in gentrifying neighborhoods (Fountain Square) and the attempts to revitalize commercial properties along East 10th Street. The group also took a day trip to visit “the region,” the former steel mill communities in northern Indiana and southeast Chicago.

Outcomes—Student



Students looked at sites of residential, commercial and industrial abandonment. Each student wrote a research paper, which they each presented at a regional meeting of the Central States Anthropological Society, which met in Bloomington-Normal. They also presented posters at IUPUI's Research Day.

J. PHST P527, "Understanding the Challenge of Re-entry with RecycleForce," Spring 2014

Description: Students enrolled in the MA program in Philanthropic Studies worked on an evaluative research project funded through Recycleforce, Inc, a local social enterprise that provides work and counseling for ex-offenders. In 2014, Recycleforce began a new initiative, which they called "work court," which offered ex-offenders, who were at risk of going back to prison not because they had re-offended but, rather, because they committed non-violent technical rule violations in the terms of their parole or probation, the opportunity to be "sentenced" to work at Recycleforce. The goal was to cut down on recidivism rates thereby increasing the chances of successful re-integration for ex-offenders and potentially saving Marion County taxpayers thousands of dollars in costs linked to the criminal justice system.



Outcomes—Student

Students visited the RecycleForce plant and observed technical rule violation hearings at Marion County court. They also interviewed relevant personnel involved with the re-entry process and wrote research papers on their findings, excerpts of which were incorporated into a program evaluation report for RecycleForce.

Outcomes—Community

The data collected by the students supported RecycleForce's contention that providing a work alternative to incarceration for individuals who had not re-offended would drastically cut recidivism rates and would save Marion County thousands of dollars in costs related to maintaining jails and prisons. The research was summarized in [a guest blog posted on RecycleForce's web site](#) and was presented at a public event attended by over 100 people at the fall 2014 Spirit & Place Festival.



Outcomes—Scholarly

The research was written up in a report published by RecycleForce in Spring 2015 and it will form the basis of an article for the applied anthropology journal, Human Organization.

K. Ethnographic Methods ANTH 404/606, "Health and Well-Being in Mapleton-Fall Creek," Spring 2015



Description: We worked with the Mapleton-Fall Creek Community Development Corporation (MFCDC) and documented their accomplishments in emphasizing sustainability in their redevelopment of the community. One of the student research groups looked at the efforts of a local group that was attempting to rehabilitate a long-abandoned synagogue in the neighborhood.

Outcomes—Student

Four student groups carried out research projects in collaboration with the CDC. They worked with the digital libraries team to develop presentations using newer programs such as Prezi and StoryMap. They carried out interviews and some archival research and participated in neighborhood meetings and other events.





Outcomes—Community

The community group has requested that next year's class continue to work with them, focusing more specifically on access to healthy food and ways to encourage physical activity in conjunction with the Mid-North Quality of Life plan, which emphasizes improving health outcomes and obesity reduction as among its key goals. One of the local groups, the Mapleton-Fall Creek Neighborhood Association [wrote an article about the class research](#) and posted the students' PowerPoints and presentations on their organizational web site.

Outcomes—Scholarly



During the summer of 2015, MFCDC staff and I collaborated in submitting a grant to the Community Health Engagement Program (CHEP), which would fund some neighborhood resources related to obesity reduction and research, which the students will undertake in the Spring 2016 Ethnographic Methods class. Outcomes will include additional maps and the production of a community calendar, which will summarize the results of the students' research in such a way as to make it easily accessible for neighborhood residents. We will find out about the outcome of the grant in October 2015. Even if it is not funded, we will still use the grant as a blueprint for the work that the students will carry out next spring.

<p>L. MURI Project, "From Public City to 'Privatopolis': Two Models for Downtown Development in Indianapolis," Academic Year 2014-2015</p>	
	<p>Description: This MURI project, again undertaken by Klacik and Hyatt as co-mentors, involved 5 students in comparing two different models for encouraging downtown revitalization-- the development of the Downtown Canal, which was largely initiated and funded by the city using public resources, and the Cultural Trail, which was initiated and funded by a philanthropic organization (The Central Indiana Community Foundation).</p>
<p>Outcomes—Student</p>	
<p>Two teams of students researched the history of each of these amenities and interviewed personnel involved with each of these undertakings. The group also took a day trip to Cincinnati to look at downtown development in that city. Each student team produced a poster on their topic, which was presented at IUPUI's Research Day and each individual wrote a paper, which they presented at the Butler University Undergraduate Research Conference.</p>	
<p>Outcomes—Community</p>	
<p>We did not work with any particular group for this project.</p>	
<p>Outcomes—Scholarly</p>	
<p>As philanthropies and not-for-profits have increasingly become the drivers of urban redevelopment projects, this project was extremely timely and Hyatt and Klacik hope to co-author an article for an urban studies journal about the project.</p>	

Bringing Research and Communities Together

Through my collaboration with colleagues in the School of Social Sciences at Durham University in the UK, I was asked to serve as an international consultant/advisor for the project, *Imagine: Connecting Communities Through Research*. *Imagine* is a five-year program involving universities and communities and funded by the UK's Economic and Social Research Council (ESRC). In 2014, I was invited to present the keynote address at the 2nd Annual Conference, entitled, "Making History Through Community Action." For these remarks, I drew on both my earlier research on housing policy and grassroots activism which was the topic of my doctoral work and which I have continued to pursue, along with my more recent project on the anti-poverty program of the 1970s. I feel this project embodies many of my goals with respect to carrying out work that speaks both to both academic and community audiences. An excerpt from the conference report, which addresses my remarks, is included in the appendices to this statement.

Research Appendices

R.01: Chapters from the book, Learning Under Neoliberalism

Shear, Boone and **Susan B. Hyatt**, “Higher Education, Engaged Anthropology and Hegemonic Struggle,” Introduction to the edited collection, Learning Under Neoliberalism, Berghahn Press, pp. 1-29, 2015.

Hyatt, Susan B., “Using Ethnography to Understand Universities and Neoliberal Development in North Central Philadelphia,” in Learning Under Neoliberalism, Berghahn Press, pp. 56-78, 2015.

R:02: Closing Recidivism’s Revolving Door: Year One of Work Court at RecycleForce, published May 2015.

R:03: “The Work of Being Governed: From the Welfare State to the ‘Big Society,’” in Governing Cultures: Anthropological Perspectives on Political Labor, Power, and Government, Kendra Coulter and William Schumann, eds., Palgrave Press, pp. 159-182, 2012.

R:04: Chapter from Policy Worlds:

Hyatt, Susan B., “What Was Neoliberalism and What Comes Next? The Transformation of Citizenship in the Law-and-Order State,” Policy Worlds: Anthropology and the Anatomy of Contemporary Power, Davide Pero, Cris Shore, Susan Wright, eds., New York, Oxford, Berghan Press, pp. 205-223, 2011.

R:05: Research Grants:

IAHI, 2015: “From Public to Private Housing: The Transformation of the Welfare State in Post-Thatcher England.”

New Frontiers 2014: “Between the National and the Local: The British Community Development Projects and the Creation of ‘New Knowledge’”

R:06: Excerpt from the report, Imagine: Making History Through Community Action, September 2014.

Teaching has been at the heart of my work at IUPUI. My class evaluations are generally strong and I have received two Trustees Teaching Awards. In this section, I will focus on my contributions to curricular development in the Anthropology Department, including my revision of our Senior Capstone sequence, the development of a community-collaborative model for our ethnographic methods class (ANTH 404/606), the introduction of the Inside-Out Prison Exchange, and the implementation of our MA program in Applied Anthropology.

Senior Capstone

As noted in my candidate's statement, when I arrived at IUPUI 10 years ago, our Senior Capstone consisted of a two-course sequence: ANTH 413 was a 1-credit class held during the fall semester, in which students developed a proposal for a research project or internship to be supervised by a member of the anthropology faculty. In the Spring, the student would carry out that project under the course number ANTH 412 (Senior Project), which was essentially an independent study. The system proved to be unsustainable for a number of reasons. The supervision of the senior projects was unevenly distributed among the faculty and a number of students had trouble developing realistic proposals and finishing their projects during the spring semester.

After much discussion, in 2013-14, I carried out a survey of anthropology capstone courses in comparable institutions across the US. It turned out that no other department had as complex a research requirement as we did. Most of the syllabi I collected from such institutions as DePaul University -- which provided several different exemplars-- Northern Arizona University and American University emphasized such activities as reflection on what it means to be an anthropologist and on preparation for careers and graduate school.

We decided to adopt this strategy and in fall 2014 I piloted the redesigned 3-credit ANTH 412. During this past fall, the students enrolled in ANTH 412, now called Senior Capstone instead of Senior Project, were asked to create e-portfolios showcasing their work in their major. They wrote several short journal entries, reflecting on their training. The centerpiece of the course was an assignment for which they were required to interview (either in person, by telephone or on Skype) an anthropologist who was working in an area of interest to them (either in the academy or not) and to write a paper contextualizing a particular anthropologist's work in the discipline. They put together annotated bibliographies on "their" scholar's work and area of expertise, and a review of the literature, which was incorporated into the final paper. All of these constituent parts of the project were then uploaded to the ePortfolio, along with the various other assignments. For one of the assignments, I also asked students to pick a paper from the previous semester, preferably in Anthropology (though this was not required), and to re-evaluate it from their current stance as students who have now almost completed their studies. This was a popular activity, with students commenting on how much progress they felt they had made during their time at IUPUI.

For the Spring 1-credit unit, ANTH 413, I partnered with our Careers Services Office in the School of Liberal Arts to put together what I called the "professionalization workshops." Students worked on putting together professional CVs and resumes, on writing personal statements for job or graduate program applications, and on role-playing job interviews. This material was then added to their ePortfolios. I have included the full evaluations for both of these courses in my appendix, but here are some representative quotations, first for the fall Senior Capstone course, ANTH 412:

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“The practical skills of writing Personal Statements and portfolio material were helpful. I also felt that I got a lot out of the time spent thinking about how to use my degree once I graduate.”

“The fact that we had to put a website together really got me out of my comfort zone. So, I learned how to do that and knowing how will make it easier for the next time. I also enjoyed the ‘interview with an anthropologist’ assignment. I like being able to use my networking skills and develop new professional relationships.”

“Getting the opportunity to conduct an interview with a practicing anthropologist was most valuable, as it allowed me to have a conversation and learn from them, giving me more clarity about my future endeavors.”

“I was able to reflect back on my education and draw from it to complete assignments.”

“I really enjoyed the interview project as it gave me contacts in an area of interest to me and gave me an opportunity to gain some rapport with a small community of professionals.”

As an instructor, I received an average score of 4.6; the course evaluation sub-scale was slightly lower, at 4.4, but I expect this to improve with this coming academic year. There were a few kinks to work out the first time through. Some students complained, for example, that they did not like all of the short journal assignments so for this coming fall, I have created a new assignment whereby they will each write a longer intellectual autobiography to post on their sites. In May, I received a grant from the IUPUI ePortfolio Coordinating Committee to work further on developing the course over the summer, including use of the new platform TaskStream and its assessment tool, the Directed Response Folio.

There was even greater enthusiasm about the Spring ANTH 413 “Professionalization Workshops.” My instructor sub-scale score was 4.8 and the sub-scale for the course was 4.6. There were no previous rankings for 412, since it was taught as an independent study, but the earlier version of 413 struggled with an average ranking of 3.9 when I taught it in Fall 2013. Representative comments on the most recent evaluations included:

“This course was super helpful and I really enjoyed it.”

“Having someone from career development in class with us for several classes was amazing.”

“The lectures involving job searching, professionalism, interviewing and resume-building were extremely valuable.”

“I think the format of this senior seminar should be used in all programs. An emphasis on job skills and job hunting techniques seems more valuable than just one big paper.”

“For this semester of the capstone course, I found the presentations by IUPUI’s career services to be the most valuable. They provided me with the knowledge to successfully create a resume and be comfortable with the interview process.”

One of the most important dimensions of the reorganization of the capstone was the fact that all of the students enrolled in the sequence except one successfully completed the courses on time. This represents a major improvement in our graduation rates. I believe that the work in 412 was intellectually as substantive as the work undertaken in any other course and it had the benefit of

really allowing students to explore areas of their own interest. And, we were proud that 5 of the students were chosen to display their ePortfolios at this spring's first ePortfolio Showcase.

We still have curricular opportunities for students to carry out independent research whereby they collect and analyze their own primary source data. Our summer archaeology field school and the ethnographic methods course (to be discussed below) offer students multiple opportunities to gain experience carrying out this kind of work. I have always been generous with my time mentoring students in research, and have offered several students experience in conducting research through our MURI (Multi-Disciplinary Undergraduate Research Institute) program, working with them on projects ranging from a study of the impact of the 2012 Super Bowl on Indianapolis neighborhoods to the most recent undertaking, in which students compared two models for downtown development: a publicly-funded amenity, the Downtown Canal, and the mostly privately funded more recent construction of the Indianapolis Cultural Trail.

Community Collaborative Ethnographic Research

Our ethnographic methods class, Field Work in Ethnography (ANTH 404/606) has always been an integral part of our undergraduate curriculum. In most departments, such courses are taught more or less like our previous iteration of the senior capstone—as independent study projects undertaken under the supervision of a faculty mentor. When I arrived at IUPUI, that was the convention here as well. I introduced a new model I had implemented at Temple University, whereby the entire class would partner with a community-based organization, and students would carry out projects all in collaboration with that particular organization. In the years I have been at IUPUI, we have worked with several organizations including Organization for a New Eastside (now defunct), Community Heights Neighborhood Organization, Crooked Creek Community Development Corporation and Mapleton-Fall Creek Community Development Corporation. The project that has garnered the most public attention, The Neighborhood of Saturdays, brought together a constellation of organizations including Concord Neighborhood Center; Etz Chaim Sephardic Congregation and South Calvary Missionary Baptist Church among others. I have included a table of these organizations, projects and outcomes in Section 08 under Research because I consider them to be substantive research projects in which students participate as co-investigators. All of these projects receive IRB approval and all of the students who participate are required to pass the Human Subjects test. I also include a couple of representative samples of course syllabi in the Appendix.

The Spring 2015 course was undertaken in collaboration with the Mapleton-Fall Creek Community Development Corporation (MFCDC). The undergraduate section of the course, 404, received an overall rating of 4.7 and the instructor rating was 4.9. The graduate section, 606, received an overall course evaluation of 4.8 and I received an instructor rating of 5.0. I believe that these courses are part of the discussion of my teaching, as well as of my research, because they engage the students so deeply in developing an understanding of the challenges residents of some of our most marginalized and disadvantaged communities face. Collecting, analyzing, writing on and, in some cases, publishing their findings are also inspiring experiences for students as they begin to see how solid, well-informed research is and should be a conduit to the development of public policies intended to address issues of structural inequality.

Some of the representative comments from the evaluations of the Spring 2015 iteration of ANTH 404 include:

“I enjoyed having projects for the majority of the course. It allowed me to learn through action, rather than lecture.”

“[The most valuable aspect of the course] was going into the community to get to know people. Particularly community events being mandatory for a grade made you go out and make community connections.”

“The community engagement in this course is invaluable.”

“Structuring the class around specific research projects that doubled as our final was very helpful. It gave me a hands-on experience with IRBs, deadlines and working with real people.”
Some of the comments from the MA students included:

“I thought being able to freely organize our own meetings and interviews, as well as create our own projects was most valuable. It really allowed me to build my own skills and interests. I really liked being able to work with the community and non-profits.”

“The course helped me prepare for research concerning my thesis.”

Inside-Out Prison Exchange

In 2007, my colleague Roger Jarjoura, formerly of SPEA, and I brought the Inside-Out Prison Exchange program to Indiana. We taught our first class that summer and since that time, about 7-8 faculty at IUPUI, across a number of disciplines and schools including Anthropology, Philosophy, Criminal Justice, Law and Social Work have gone on to complete the required Inside-Out instructor training and to launch classes. Since 2007, I have taught this course at the men’s re-entry facility (formerly PREF, now IREF), at the Indiana Women’s Prison, at a residential facility for women overcoming addiction (Dove House) and at a women’s work release facility (Craine House). The course brings together students from IUPUI with students resident at those institutions in classes where they read and write, engage in deep discussions and group work on contemporary social issues, many of them linked to the crisis of mass incarceration and its impacts. Last spring, I taught this course at Craine House, a work release center for women; our final group project was publication of a set of memoirs, written by the members of the class, entitled In It Together. When we teach these classes in prisons, we refer to the incarcerated students as “inside students” and to the college students as “outside students.” In the community settings, I introduced a new terminology, where we referred to those residents at the facilities where the courses were held as “community students” and IUPUI students as “campus” students.

These courses in Anthropology have been taught under our variable topics numbers (460 for undergraduates, 560 for graduate students); for the undergraduates, the evaluation rankings were 4.9 on the Instructor’s Sub-scale, and the course evaluation sub-scale.

Representative comments from the undergraduate evaluations included the following:

“I am so glad I took this course. I learned so much about social issues, my community, and issues that could affect me and my loved ones. This topic of social issues is something everyone should be aware of and take action to relieve our community being affected by them.”

“The structure of the class itself was extremely valuable and unique. Having an off-campus class with community students was a very interesting experience. Our class discussions were extremely valuable because they provided thought-provoking ideas.”

“I learned so much in this class. I will take with me a confidence I did not have prior to taking this class. I found out I have a love for Anthropology.” (I don’t know for sure but I suspect this evaluation was submitted by one of our campus students).

The grad students gave the instructor ranking a 4.9 and the course ranking a 4.6. One of the frustrations we all shared was the instability of our community students who, with three notable exceptions, were not always consistent in their attendance. But this is also part of the learning that goes on in these kinds of community settings and it is part of understanding the challenges that our community students face. Some of the comments provided by the graduate students in the course were:

“The joint learning between campus and community students was most valuable. The course material/subjects were extremely important and [were] presented in a great way for everyone.”

[Most valuable was] learning in the community, discussing topics and social issues with people who have been directly impacted by them. Team building, working with others with different backgrounds.”

“The interaction with community students was most valuable. It made the material more meaningful to be exposed to different perspectives.”

One of the additional outcomes of the Inside-Out classes is that in some cases, formerly “inside” or “community” students have been motivated to pursue further education upon their release. A “community” student from the 2010 class held at Dove House for Women completed an Associate’s Degree at Ivy Tech and is currently working on her BA.

In the fall of 2008, my colleague Roger Jarjoura and I organized the first-ever Inside-Out conference, which was held on the campus at IUPUI. The conference was funded by the New Perspectives program, and focused on the theme of [“Expanding the Boundaries of Learning.”](#)

MA in Applied Anthropology

The Anthropology Department at IUPUI had long been interested in starting an MA program. When I was hired in 2005, part of my remit was to develop and implement a proposal for Indiana’s first MA program in Applied Anthropology. The MA was a natural outgrowth of the department’s long-standing commitment to community engagement and to collaborating with organizations and agencies in Central Indiana.

Since the program was launched in 2010, 18 individuals have participated in the MA program. I designed the proposal for the program emphasizing the values that were already at the core of our curriculum. As I noted in the proposal,

The Master’s of Arts in Applied Anthropology will be constructed around a set of core theory and method courses together with independent research and internships. The degree will take advantage of our departmental strengths in Public Archaeology, Urban Anthropology and Social Policy, International Development, Globalization, Medical Anthropology and Museum Studies to produce students who may choose to follow a targeted curriculum which will allow them to focus on a particular aspect of the discipline, but who will also be well-trained in a broad range of anthropological theories and methods ...

Another notable feature of the program will be its emphasis on civic engagement in student research.

I oversaw the various stages of implementation of the program and served as the program's first Graduate Program Director (2010-2011 and 2011-2012). I served as primary advisor for our first international student, Karim Karim who was from Indonesia, who finished his degree in Spring 2014. I have also served on a number of other committees and am primary advisor for two current MA students.

Distinguished Robert Harman Applied Anthropology Visiting Scholar

In fall 2012, I served as the [Harman Visiting Scholar at California State University in Long Beach](#). I was the second Harman Scholar and the first from outside of California. I was awarded this honor in recognition of both my research and my teaching, particularly with respect to my emphasis in my teaching on applied anthropology and collaborative research. I taught a class on Applied Anthropology with both undergraduates and MA-level students and an MA-level seminar on The Anthropology of Policy.

Evaluation Summary Matrix

Below I include a summary of my evaluations for my time at IUPUI.

<i>Top score = 5 unless otherwise noted</i>	Instructor Evaluation Sub-Scale	Course Evaluation Sub-Scale	n=
Spring 2015			
Senior Seminar (A413)	4.8	4.6	17
Field Methods in Ethnography (E404)	4.9	4.7	10
Field Methods in Ethnography (E606)	5	4.8	5
Anthropology and Social Issues (A460) (Inside Out)	4.9	5	12
Anthropology and Social Issues (A560) (Inside Out)	4.9	4.6	4
Fall 2014			

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Urban Anthropology (E380)	4.6	4.5	15
Anthropology Senior Capstone (A412)	4.6	4.4	19
Spring 2014			
Anthropological Thought (A565)	4.9	4.7	7
Topics: Massarachia Advanced Seminar (A460) (Inside Out)	4.9	4.9	9
Development of Anthropological Thought (A360)	4.8	4.7	19
Fall 2013			
Seminar in Urban Anthropology (E681)	4.6	4.6	3
Urban Anthropology (E380)	4.7	4.4	22
Senior Seminar (A413)	4.4	3.9	28
Introduction to Cultural Anthropology (A104)	4.8	4.7	48
Fall 2012 (at California State)	top score = 6	top score = 6	
<i>Ethnology and Social Anthropology - Social Policy (A600)</i>	5.8	5.66	10

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<i>Seminar Applied Anthropology (A517)</i>	5.87	5.57	8
<i>Applied Anthropology (A417)</i>	6	5.93	15
Summer 2012			
Field Methods in Ethnography (E404)	4.67	4.57	9
Spring 2012			
Field Methods in Ethnography (E606)	Reported with E404		
Field Methods in Ethnography (E404)	4.72	4.61	16
Inside-Out Prison Exchange (A460)	4.97	4.95	18
Seminar in Development of Anthropological Thought (A565)	4.88	4.75	6
Development of Anthropological Thought (A360)	4.48	4.44	17
Fall 2011			
Fundamentals of Applied Anthropology (E501)	4.8	4.72	5
Urban Anthropology (E380)	4.84	4.76	16
Spring 2011			

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Seminar in Development of Anthropological Thought (A565)	4.88	4.75	6
Development of Anthropological Thought (A360)	4.75	4.62	23
Field Methods in Ethnography (E404)	4.79	4.75	16
Fall 2010			
Fundamentals of Applied Anthropology (E501)	4.86	4.76	10
Urban Anthropology (E380)	4.77	4.66	22
Inside-Out Prison Exchange (A460)	5	4.95	20
Spring 2010			
Field Methods in Ethnography (E404)	4.66	4.62	10
Development of Anthropological Thought (A360)	4.74	4.56	27
Topics: Massarachia Advanced Seminar (A460)	4.79	4.67	8
Fall 2009			
Urban Anthropology (E380)	4.75	4.54	14
Senior Seminar (A413)	4.91	4.57	21

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Spring 2009			
Inside-Out Prison Exchange (A460)	4.87	4.86	15
Development of Anthropological Thought (A360)	4.78	4.61	30
Fieldwork Methods in Ethnography (E404)	4.55	4.52	14
Fall 2008			
Urban Anthropology (E380)	5	4.77	20
Senior Seminar (A413)	5	4.56	9
Survey in Applied Anthropology (A201)	5	4.78	21
Introduction to Cultural Anthropology (A104)	5	4.64	31
Summer 2008 *Max of 4 (SPEA evaluation scale)			
<i>Inside-Out Prison Exchange (A460)</i>	3.7	<i>n/a</i>	<i>n/a</i>
Spring 2008			
Topics: Massarachia Advanced Seminar (A460)	4.97	4.9	10
Development of Anthropological Thought (A360)	4.54	4.48	22

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Introduction to Cultural Anthropology (A104)	4.43	4.35	32
Fall 2007			
Field Methods in Ethnography (E404)	4.61	4.5	16
Development of Anthropological Thought (A360)	4.51	4.37	19
Introduction to Cultural Anthropology (A104)	4.33	4.22	37
Spring 2007			
Topics: Massarachia Advanced Seminar (A460)	4.84	4.69	7
Fall 2006			
Urban Anthropology (E380)	4.85	4.77	13
Introduction to Cultural Anthropology (A104)	4.63	4.59	17
Introduction to Cultural Anthropology (A104)	4.79	4.67	21
Spring 2006			
Field Methods in Ethnography (E404)	4.47	4.27	15

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Development of Anthropological Thought (A360)	4.43	4.22	27
Fall 2005			
Urban Anthropology (E380)	4.75	4.71	14
Introduction to Cultural Anthropology (A104)	4.21	4.18	33
Spring 2005			
Development of Anthropological Thought (A360)	4.73	4.65	17

Appendices:

T:01: Sample syllabi:

- Anthropology 412, Seminar Capstone, Fall 2014
- Anthropology 413, Senior Seminar, Spring 2015
- Anthropology 404/606, Field Work in Ethnography, Spring 2015
- Anthropology 460, Anthropology and Social Policy (Inside-Out Prison Exchange), Spring 2015

T:02: Sample evaluations

- Anthropology 412, Seminar Capstone, Fall 2014
- Anthropology 413, Senior Seminar, Spring 2015
- Anthropology 404/606, Field Work in Ethnography, Spring 2015
- Anthropology 460, Anthropology and Social Policy (Inside-Out Prison Exchange), Spring 2015

T:03: In It Together, publication of the 2015 Inside-Out Prison Exchange Class

T:04: Student Publications:

- Kuroiwa, Guy 2007. "Learning Anthropology Behind the Walls," Anthropology News, November, pp. 57-58.
- Hyatt, Susan B. and Jacqueline Ivy, 2008. "Teaching Ethnographic Methods During a Housing Crisis," Anthropology News, p. 27.
- Baurley, Margaret and Daniel Branstrator, 2010. "Notes from the City," Anthropology News, October, pp. 61-62.
- Harris, Stephanie, 2011. "Redefining the Family Post-Placement: Birthmothers and Kinship Through the Adoption Lens," North American Dialogue, pp. 1, 24-30.

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Hyatt, Susan, Marcela Castro Madriaga, Margaret Baurley, Molly J. Dagon, Ryan Logan, Ann Waxingmoon and David Plasterer 2011. "Walking the Walk in Collaborative Fieldwork: Responses to Menzies, Butler, and Their Students," Collaborative Anthropology (4): 243-251.

T:05: Teaching Commentaries:

Hyatt, Susan B. 2009. "Creating Social Change by Teaching Behind Bars: The Inside-Out Prison Exchange," Anthropology News, January, pp. 28-29.

Hyatt, Susan B., 2010. "Starting an MA Program at a Time of Fiscal Crisis," Anthropology News, March, p. 29.

T:06: Pedagogical Grants:

RISE to the Challenge: Curriculum Development Grant. Funded 2010 for developing the community-collaborative dimension of the Field Work in Ethnography course.

E-designing the Anthropology Capstone. Funded 2015 by the IUPUI ePortfolio Initiative.

Hyatt Promotion, Section 09: Service/Engagement

Collaborating with community-based organizations in my research and teaching has also meant that I am regularly asked to participate in a number of activities with those partners. I consider this service work to be integral to my commitment to the practice of civic engagement.

This past summer, I worked with our partners from this Spring's ethnographic methods class, Mapleton-Fall Creek Community Development Corporation (MF CDC) to jointly submit a proposal requesting funding for next year's ethnographic methods students to work on issues related to nutrition, fitness and obesity and their links to the chronic diseases that compromise the health and well-being of people in lower income neighborhoods. (According to a recent report from SAVI, the difference in life expectancy between people living in Carmel and in Mapleton-Fall Creek is 11 years). We have submitted a joint grant to the Community Health Engagement Program (CHEP) of the Indiana Clinical Translational Sciences Institute (CTSI) to support qualitative research to be done by the students, which will contribute to the development of effective programs to address community health.

Quite regularly I am asked to give presentations to local organizations about my community research. Just this past spring, I spoke on the Neighborhood of Saturdays project at a Martin Luther King event at Purdue, and for the Diversity Roundtable of Central Indiana. Last fall, I co-organized a presentation with RecycleForce, Inc for the annual Spirit & Place festival. At our session, called "[The Journey Home.](#)" I spoke about my research for RecycleForce on the Work Court program, alongside several ex-offenders who are employed at RecycleForce, who shared the challenges they faced with re-entry following periods of incarceration. The session was extremely well-attended and evaluations were positive.

I am very actively in several professional organizations. From 2004-2008 I was the contributing editor to the bi-monthly column for the Society for the Anthropology of North America, which appeared in the key publication, *Anthropology News*. I am currently the column editor for the American Anthropology Association's Committee on Policy and have organized a session with a state legislator on "Turning Research Into Policy" for our up-coming annual conference. (See article in Appendix). I have served as an elected member of the Association for Feminist Anthropology and for 3 years I edited the organization's newsletter, *Voices*. I have also served as a board member of COPAA, the Consortium of Practicing and Applied Anthropology Programs, of which IUPUI was a founding member. During my time in office (2011-2014), I was a regular contributor of columns on behalf of the organization to the *Society for Applied Anthropology* newsletter.

I regularly organize scientific sessions and roundtables for national conferences, including sessions that involve our graduate students. At our Society of Applied Anthropology annual conferences in Albuquerque in 2014 and in Pittsburgh in 2015, my colleague Wendy Vogt and I worked with group of MA students to assist them in writing and submitting abstracts, in putting together conference papers based on their MA research, and in presenting their work in front of a scholarly audience. Both years, the students acquitted themselves well and the 2015 session on [Using Ethnography to Understand How Policies Reproduce Social Inequality](#) was one of 18 sessions from the entire conference chosen to become a podcast.

As civic engagement has become a key value of the discipline of Anthropology as a whole, increasingly, our professional organizations have sponsored events in locales where our conference are held, that are intended to reach out to local residents. At the 2013 annual American Anthropological Association, I participated in an event, called [An Anthropologist Back to School](#) that introduced school children to anthropology. I did a workshop with middle-school aged children at the Field Museum, based on the work I had done in Indianapolis for the

Hyatt Promotion, Section 09: Service/Engagement

Neighborhood of Saturdays project, called “What is Your Neighborhood Like?” My blog, in which I described the children’s writings on this topic, appears in the appendix to this section of the statement. (It appeared originally both in print and on-line but it is no longer posted on the AAA website).

Other service activities I have undertaken at the national and international level have included serving on editorial boards of journals and serving as a reviewer for article submissions for such publications as the British journals [Anthropology in Action](#) and [Learning and Teaching in the Social Sciences](#). US journals for which I have reviewed submissions include [Human Organization](#); [Political and Legal Anthropology Review \(PoLAR\)](#); and [Collaborative Anthropologies](#). I have also been asked to review book proposals for such publishers as SAGE and manuscripts for Rutgers University Press, New York University Press and the University of British Columbia Press (Canada).

I have also reviewed grant submissions for several national funding bodies including, most recently, [The Charlotte Newcombe Doctoral Dissertation Fellowship](#), the National Science Foundation, and the Wenner-Gren Foundation for Anthropological Research.

I continue to play an active role with the Inside-Out Prison Exchange program, both locally and nationally and even internationally. I provided some consultation to colleagues in Durham University in England as they launched the first European Inside-Out program in 2014. I serve as the statewide coordinator for Inside-Out Indiana and as a member of the Inside-Out National Executive Committee.

In terms of my work in the IUPUI Department of Anthropology, in addition to the activities I have described in the Teaching and Research statements, I have also chaired two national searches for new faculty members in Cultural Anthropology. The search in 2012 resulted in our hire of Assistant Professor Wendy Vogt and the recent 2015 search allowed us to hire a full-time lecturer in Cultural Anthropology, Audrey Ricke. I served as the department’s first Graduate Program Director from 2010-2012. At the college level, I have served since my arrival here on the board of the Massarachia Scholars program, including participating in the annual selection process. I have also been active in programming with the Center for Service and Learning; most recently in a session entitled, “[Infusing the Curriculum with Community Organizing Principles and Practices: A Panel Discussion](#).”

At the University/Campus level, this past Spring, I served on the search committee for the new dean of the IU School of Nursing and for 4 years, I was a member of the IRB-01 Board, Social and Behavioral Research. I continue to be available to review expedited proposals in the social sciences.

I believe that the ethos of service infuses all of my activities at IUPUI as well as my scholarship. In recognition of the time I have spent mentoring students, I am attaching a document to this statement, which summarizes graduating seniors’ comments from 2009, 2011 and 2014.

Service Appendices

S:01: “What is Your Neighborhood Like?,” *Anthropology News* on-line, 10/24/14.

S:02: “Turning Ethnographic Research into Policy,” *Anthropology News*, July-August 2015.

Comments from Senior Surveys 2009

Dr. Hyatt is the first professor I've ever had who actually helped me view my own work in a positive light. And for a person who is hyper-critical of herself, that was no small feat.

She motivated me to learn and pursue Anthropology as a career. She taught me a new skill, ethnographic methods and transcription. She increased my self-esteem and developed my ethical foundation of the discipline. She also broadened my outlook and improved my knowledge of myself.

She was always available, encouraged me, cared about students and me, challenged me, expressed strong, positive values, displayed high ethical standards, gave me feedback, answered my questions, gave me advice, encouraged me to continue, was interested in my future, valued different points of view, and was a role model.

She encouraged me to look into scholarships for financial help. Specifically, the Norman Brown Diversity and Leadership program.

She catalyzed my desire to seek out scholarships and other means of financial assistance.

Professor Hyatt made me feel welcomed at IUPUI and peaked my interest in Anthropology.

In the Fall of 2005, I had just returned back home from Dillard University in New Orleans, Louisiana where I was attending school. Hurricane Katrina struck and my institution was destroyed. I came back to Indianapolis and enrolled at IUPUI. Professor Hyatt's Anthropology 104 class was the very first class I took at IUPUI. With the tragedy that just happened, I didn't know what to do next. Classes had already been underway here, but she made me feel welcomed and was willing to get me caught up on the classwork. She is enthusiastic with her teaching and seems to enjoy what she was doing. I will never forget the remarkable impact she had on me as a person and as a student.

Dr. Hyatt has fostered a desire in me to create positive social change in my community. I feel a deeper responsibility to the city and to help others recognize and change social injustices.

Dr. Hyatt worked with me on an independent research project and was incredibly supportive and enthusiastic throughout the process. The classes I took with her focused on current issues and I felt like I was learning about things which are relevant and useful today.

Dr. Hyatt helped me learn more about myself and what I value.

As a result of interaction, I became motivated to learn, developed an ethical foundation, became interested in the subject, and broadened my outlook.

This professor was readily available, encouraged me, cared about other students and me, expressed strong, positive values, displayed high ethical standards, gave me feedback on my performance, answered my questions, gave me sound advice, encouraged me to continue in school, and valued different points of view.

Dr. Hyatt was extremely influential in my career at IUPUI. As a transfer-student in my junior year, I was apprehensive about beginning at a new University. Dr. Hyatt was supportive to all of her students and willingly put it much more time than she was required. She is now my senior project advisor and consistently goes out of her way to help me and her many other students.

Dr. Hyatt always remained positive despite setbacks in research plans. She was flexible and willing to listen to advice regarding class projects. She has always made herself available to me and many other of her students. She remains dedicated to not only her own research, but other students' outside interests as well.

**Liberal Arts Graduating Student Survey 2011
Faculty Mentoring Survey Results**

One or more graduating students recognized you as having had a remarkable and positive influence on them in the graduating student survey. Responses are indicated below.

Faculty Name: **Susan Hyatt**

You were identified by **4** students in the survey.

# Students	Item
4	I was a student in this instructor's class
4	I often talked to this instructor for advising
3	I worked with this instructor on a research project
1	I helped this instructor as a teaching assistant
2	Other (open-ended response) :

- She is my faculty advisor for my senior project.
- She was my senior project mentor.

The students described the positive effect you had on them as follows

- Application of theory to real world problems.
- I learned great anthropological skills from her.
- She made me feel more welcome in the school and that this was the field for me.

The student(s) described what you did that had positive effect(s) on them as follows

- Was a constant source of insight and inspiration. Always an advocate for me.
- Her teaching style greatly worked for me.
- Made me feel welcome. Was friendly and always helped if I had a question.

of responses

4	Taught me a skill
4	Gave me feedback on my performance
1	Taught me how to study
4	Answered my questions
3	Was readily available
4	Gave me sound advice
3	Encouraged me
1	Encouraged me to continue in school
3	Cared about other students and me
2	Was interested in my future
4	Expressed strong, positive values
2	Valued different points of view
3	Challenged me
4	Was a role mode
3	Displayed high ethical standard
1	Other (open-ended response):
	• Smartest people i know.

How would you rate the impact of this instructor on you?

2	Strong influence (valuable)
1	Extraordinary influence (very valuable)
1	Life-changing influence (invaluable)
0	Don't Know

Faculty Name : **Susan Hyatt**

You were identified by **4** students in the survey.

# Students	Item
4	I was a student in the instructor's class.
3	I often talked to this instructor for advising.
3	I worked with this instructor on a research project.
0	I helped this instructor as a teaching assistant.
0	Other(Open-ended response):

The student(s) described the positive effect you had on them as follows:

- I further developed writing, reading, and communication skills because of the coursework and instruction of Dr. Hyatt. I have strengthened my aptitude for making connections in a greater socio-political context because of the literature assigned during her courses. I have a greater appreciation for constructive criticism. I was very challenged by the reading and writing assignments in her anthropology courses and she was always very supportive in the time it took to complete the assignments. Although I am infinitely interested in so many different topics, as a future cultural anthropologist, I focused on taking courses that she instructed.
- Gave me the confidence to keep going with my degree when I felt bogged down by life and unable to continue in my studies.
- Susan Hyatt helped me develop into an even more excellent writer and presenter. She helped me build my confidence as a presenter and speaker as well. I have also developed strong research, especially ethnographic research skills.
- Empowered me to value anthropology.

The student(s) described what you did that had positive effect(s) on them as follows:

- Dr. Hyatt always gave feedback and she had great advice when it came to tackling individual assignments or heavy coursework. She is very knowledgeable in the field of anthropology and she will share that knowledge, giving great advice along the way. She worked with me for a couple of years trying to get my senior capstone narrowed down to a workable topic. Finally, after a few years, I reached out to her again and she had a great idea for me. It has been the most fulfilling and rewarding experience of my career. Dr. Hyatt has been so supportive and given me so much confidence by being so understanding. I have a somewhat unique life situation that creates a great amount of difficulty in my academic work. Since Dr. Hyatt is always willing to meet with me one on one and hear my situation, she has been able to help me delegate and encourage me to continue my work. One of the most attentive professors I have ever encountered. We ended up working together and collaborating on my senior capstone project, which is part of a much bigger work in anthropology.
- Understanding that as a not traditional student with a full time job and family, a flexibility on due dates was greatly appreciated.
- Susan Hyatt was one of the mentors for the MURI team that I was involved in. We worked throughout the past two semesters on research, writing and presenting. We will be attending a conference to present our papers in April.
- Gave excellent feedback on assignments and showed a deep understanding/passion for the subject.

# of Responses	Item
1	Taught me a skill
4	Gave me feedback on my performance
0	Taught me how to study

- 4 Answered my questions
- 4 Was readily available
- 3 Gave me sound advice
- 4 Encouraged me
- 2 Encouraged me to continue in school
- 3 Cared about other students and me
- 1 Was interested in my future
- 3 Expressed strong, positive values
- 4 Valued different points of view
- 2 Challenged me
- 2 Was a role model
- 2 Displayed high ethical standards
- 0 Other (open-ended response):

How would you rate the impact of this instructor on you?

- 2 Strong influence (valuable)
- 1 Extraordinary influence (very valuable)
- 1 Life-changing influence (invaluable)
- 0 Don't Know