



TEACHERS AS SCHOLARS



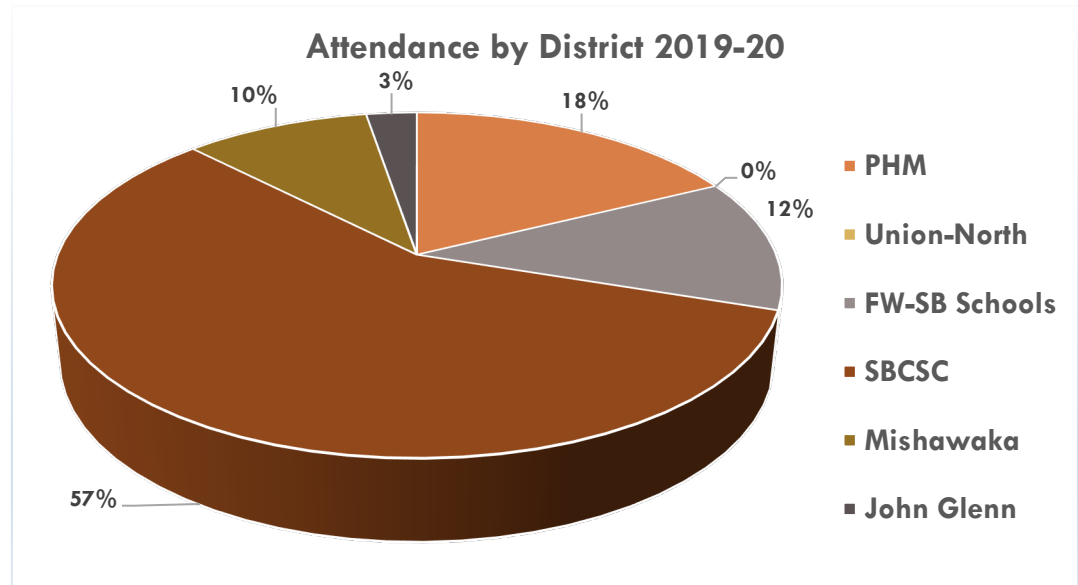
5.30.20

2019-2020 Annual Report

The University of Notre Dame's Office of Public Affairs sponsors "Teachers as Scholars," a dynamic professional development collaborative with local school partners. Eight times per year, diverse K-12 educators come to campus to study, discuss and reflect upon scholarly issues with Notre Dame faculty. Since 2000, Teachers as Scholars has annually engaged approximately 190 public and private educators in discussions of science, religion, literature, and other significant topics from a rigorous academic perspective.

Teachers As Scholars

ABOUT THE PARTICIPANTS



In 2020, teacher requests (237) to participate in the TAS program were 14% lower than the previous year, and under the 5-year average of 255. About 232 teachers were offered spots in the eight sessions this academic year, near the TAS 5-year average of 239. In response, 220 teachers completed registrations to participate in a particular seminar, well above the 5-year average of 198. Due to the **COVID-19 pandemic**, the Teachers as Scholars program had to cancel the last seminar of the 2019-2020 academic year which resulted in 23 teachers unable to participate in a seminar. In the end, a total of 161 participants attended a session this academic year (82%), under the 5-year average of 90%. The largest cohort of participants (57%) hailed from the South Bend Community School Corporation. Survey data indicated that the majority of the teachers who participated were experienced educators, with an average of 19 years in the classroom. Of note, 30% of the applicants were new to the program, in accord with program targets.

"This is a fantastic program!"

**TAS Faculty,
Spring 2020**

"This was the best seminar of all and I have been to many that I have enjoyed. Professor was interesting, informative, knowledgeable, and also valued our input!"

SPRING, 2020 PARTICIPANT

TEACHER FEEDBACK

According to post-seminar surveys submitted by participants, 99% felt that TAS increased their enthusiasm for teaching and that they would recommend the program to others. Importantly, 97% affirmed that their students would also benefit from what they had experienced.

“Enriching myself as an academic will help me to carry myself as a more competent and knowledgeable professional!”

SPRING, 2020 PARTICIPANT

SPRING 2020 SESSIONS

Michael Niemier:	Fundamental Problems In and Applications of Computer Science in the STEM Disciplines
Christine Trinter & Chaoli Wang:	Data Visualization: From Digital Data to Visual Understanding and Knowledge Discovery
Fr. Paul Kollman, C.S.C.:	The Expansion and Mission of Christianity: Past, Present, and Future
Jim Schmiedeler & Patrick Wensing:	<i>moved to Fall 2020 due to COVID-19</i> Robotics for Restoring and Augmenting Human Capabilities

FROM THE FACULTY

To date, approximately 144 Notre Dame faculty have provided professional development to area educators through the TAS program. There were more than eight faculty members involved in the seven seminars held during the 2019-20 academic year, with multiple collaborations among faculty to present specific content on emerging research. Consistent with prior seminars, a majority of professors reported feeling more connected to the local community as a result of their engagement, and all respondents would recommend teaching a TAS seminar to colleagues.

“I love going to TAS seminars! They are engaging, thought-provoking, and enjoyable breaks from the norm.”

FALL, 2019 PARTICIPANT

PROGRAM SPONSORS



The Teachers As Scholars (TAS) program at the University of Notre Dame was initiated in 2000 through a starter grant from the Woodrow Wilson National Fellowship Foundation, in collaboration with 30 other campuses. Today, only a handful of campuses continue this unique higher education engagement

with area teachers. At Notre Dame, TAS is currently sponsored through generous contributions from the Center for Italian Studies, the Nanovic Institute for European Studies, the Kellogg Institute for International Studies, the Medieval Institute, the Harper Cancer Research Institute and others. TAS is administered by Notre Dame's Office of Public Affairs. Director of Community Engagement, Jay Caponigro is assisted by Program Coordinator, Erica Futa, with guidance and support from Faculty Advisor, Ted Cachey, PhD.



Fall 2019 Sessions

- | | |
|-------------------------|--|
| Thomas Burman: | Beloved Adversary: Islam in the Making of Western Culture |
| Mariana Candido: | The African Past and Us: How African History Can Provide New Ways to Understand the Present |
| Theodore Cachey: | Dante's Inferno: Instructions for Use |
| David Hooker: | Narratives of Belonging: Discovering the Hidden Narratives that Shape Our Lives, Our Place in the World, and the Meanings of Love and Justice |

CONTACT INFORMATION

For more information, please visit www.publicaffairs.nd.edu/programs/teachers-as-scholars. Or contact Erica Futa at tas@nd.edu, or Jay Caponigro at caponigro.2@nd.edu.

*The TAS experience
has enabled me to
feel more connected
to the local
community.*

**TAS Faculty,
SPRING 2019**

Fall 2020 Sessions

Thomas O'Sullivan &
Jenifer Prospero:

Cancer Research and Treatment

Sean O'Brien:

The Stationmaster: Thomas P. Bulla, Notre Dame, and
the Underground Railroad

David Hernandez:

The Material World of Ancient Greece and Rome:
Archaeological Excavation and Interpretation

Clark Power:

Educating for Democracy: The Role of Youth Sports
Past and Present

