



## IE STUDENTS BECOME FACULTY

*Intellectual Entrepreneurship (IE) was founded in the Office of Graduate Studies in 1996. Since then IE has enrolled in classes, workshops, internships, synergy groups and other activities more than 5,000 students in over 90 academic disciplines from every college and school on UT's campus. Many of the graduate students who participated in these initiatives are now faculty members and continue to document IE's enormous impact on their lives: in research, teaching, and service.*

<https://webspace.utexas.edu/cherwitz/www/ie/index.html>

<https://webspace.utexas.edu/cherwitz/www/ie/initiatives.html>

*Since 1996 IE and its founder/director, Dr. Richard Cherwitz, have received numerous awards: the Woodrow Wilson National Fellowship Foundation Innovation Award, the New England Resource Center for Higher Education Ernest A. Lynton Award for Faculty Professional Service & Academic Outreach, the Council of Graduate Schools Award for Outstanding Contributions to Graduate Education, Fast Company Magazine's Fast 50 Global Readers Challenge, and Excelencia in Education's Examples of Excellence Award. In addition, the Texas House of Representatives passed a Resolution Honoring the Intellectual Entrepreneurship Consortium and Professor Cherwitz for "Innovative Leadership in the Realm of Higher Education." IE also has been applauded by dozens of university chancellors and presidents.*

[https://webspace.utexas.edu/cherwitz/www/ie/what\\_is\\_said.html](https://webspace.utexas.edu/cherwitz/www/ie/what_is_said.html)



**Dr. Carolyn Shaw**, Associate Professor and Chair of the Political Science Department at Wichita State University, describes how the IE class she took in UT's Graduate School over 12 years ago has continued to contribute to her teaching and scholarship:

"My GRS/IE class was instrumental in developing my teaching philosophy and instructional approach to learning. In my course with Dr. JoyLynn Reed, I was assigned to research and present the method of role playing as a teaching instrument. I enjoyed the process immensely. After the class I crafted my own first role play exercise and tried it out in a friend's class. It went well and I have been using them ever since. In my past 11 years of teaching I have designed over 10 different exercises with four of them being published in pedagogical journals, facilitated four workshops on designing and using role play

exercises, and served as the President of the Active Learning in International Affairs section of the International Studies Association where I advocate for the use of role playing and other active learning techniques in the classroom."



**Dr. Craig Carroll**, who enrolled in several IE courses in the Graduate School during his time at UT, reflects on IE's impact on his faculty life at institutions such as USC and UNC:

"Intellectual Entrepreneurship has played a central role in getting every job I have had since graduating from the University of Texas at Austin, including faculty positions at the University of Southern California and the University of North Carolina at Chapel Hill. For me, IE provides the spirit and synergy running through all that I do: teaching, research, service, mentoring, and community engagement. It has guided my educational philosophy, the types of projects I take on, the research I pursue, the goals I set, and the outcomes I seek to achieve. For me, IE has always provided a particular type of leverage in creating unique ideas, carrying them to higher levels, creating sustenance and sustainability, and materializing them faster with a

greater degree of relevance. "



**Dr. Cary Cordova**, Assistant Professor of American Studies at the University of Texas at Austin, describes how IE's Project in Interpreting the Texas Past helped her become an engaged scholar, putting her knowledge to work in the world.

<https://webspace.utexas.edu/cherwitz/www/ie/itp.html>

"IE's 'Interpreting the Texas Past' project (ITP) was absolutely essential to my scholarship. The experience profoundly guided the trajectory of my teaching and research. Dr. Martha Norkunas still serves as a role model for my teaching and scholarship. I am deeply indebted to her and to the IE program for helping me to

see the ways that my scholarship can reach out to the world in ways I never imagined. In the fall of 1999, I participated in Martha Norkunas's IE class, "Cultural Representations of the Past," which focused on issues and trends in the fields of public memory, public history, and interpretation, and then encouraged students to apply these new ideas to the situation of Varner-Hogg State Park in West Columbia, Texas. Like many plantation house museums, Varner-Hogg has experienced increasing pressure from the public to present a more balanced representation of Anglo American and African American history, and in particular, to represent the history of slavery. As a result, I proposed to research antebellum African American history specific to the site and develop a new grounds tour based on my research, a project that appealed to park staff and ultimately led to my fellowship for the spring and summer of 2000.

My experience has been of unquestionable value to me in terms of professional development. My work has led to opportunities to participate in various conferences, to publish a short article for Brazoria County Magazine on the history of Rachel Patton, and to consider alternate career paths outside the traditional realms of academia. Personally, the benefits have been equally meaningful. Perhaps my greatest reward from this project came from an e-mail from a woman, Jeannette Livingston, who upon reviewing the Slavery Project website, located information about her great, great grandparents Henry and Clara Garrett, and is the first descendent of the slave community to come forward and announce her connection to the site.

Finally, I believe my work genuinely served the park, benefited its public image, and even inspired park staff to seek out more research and consider other lenses for viewing the past. I cannot argue more strongly for continuing to fund projects such as IE/ITP; Dr. Martha Norkunas's guidance, insight, and compassion proved invaluable as I embarked on this incredible journey for recovery and change."



**Dr. Gary D. Beckman**, Professor (Music) and Director of Entrepreneurial Studies in the Arts at North Carolina State University, explains how IE has been crucial to his academic career and how IE principles are embedded in his teaching, curricular development and mentoring:

“Participating in an IE Graduate School course was crucial to my academic career in Arts Entrepreneurship education. Though my in-class experience was typical of UT's graduate seminars - excellent as always - what I came away with was something I never expected: confidence in my potential as a future entrepreneurial academic and faculty member. I took the IE course while I was a graduate assistant instructor

teaching a class in Arts Entrepreneurship for the College of Fine Arts. As an emerging field, I needed to develop a curriculum that both worked in the classroom and could impact the lives of undergraduates as they pursued their dreams of an entrepreneurial career in the arts. It remains a challenging, yet rewarding effort.

The sense of intellectual self-efficacy I developed in the IE graduate course helped me forge a career in a new academic field. IE principles are embedded in my teaching, curricular development and mentoring - though students would never know. What strikes me as most important about the entire IE program is that students (to the degree they wish) can be empowered in ways one would never expect. Whether it be intellectually, culturally, socially or simply gaining a greater sense of broader disciplinary application, one learns that passion is fuel and IE is the spark that ignites action.”



**Dr. Josh Hanan**, Assistant Professor of Communication at the University of Denver, attributes his growth as a teacher and scholar, as well as his success in securing a tenure-track position, to IE:

“IE had a profound impact on me during my 4 years as a Ph.D. student in the Department of Communication Studies at UT Austin. As an advisee of Dr. Rick Cherwitz, I was eager to get involved but what I got out of the program was more than I could have ever anticipated. I



participated in the IE consortium in two main ways: as a mentor to undergraduate students (through IE's Pre-Graduate Internship Program) and as a graduate student mentee of Dr. Thomas Darwin (through an IE affiliated Graduate School course/project). Both of my encounters with IE enabled me to grow as a teacher, scholar, and researcher. In fact, I attribute much of my recent success securing a tenure-track job at the University of Denver to my mentorship experience with Dr. Darwin.

For an entire semester, Dr. Darwin and I met on a weekly basis and discussed how to organize my diverse research interests into a viable academic program of research. This entailed not only discussing how to conceptualize and write an effective dissertation project but also how to navigate the academic job market through publishing and branding strategies. It also included reading books on graduate school professional development and grant writing. While Dr. Darwin did not claim to be an expert in my topical area of research, his shared experience earning a Ph.D. in Communication Studies was incredibly useful for better understanding my own situation as a second year graduate student. I only wish more people had the opportunity to benefit from this type of mentorship program. As someone who knows first-hand the trials and tribulations of the academic job market, I can't overstate the value of taking a mentorship course that specifically addresses this and other interrelated topics."



**Dr. Jane Barnette**, Theatre History/Theory Professor at Kennesaw State University discusses how IE is at the heart of her academic career:

"Intellectual entrepreneurship is currently at the heart of my practice, as the Resident Dramaturg and an Associate Professor of Theatre History/Theory at Kennesaw State University (KSU), just north of Atlanta.

When I saw the job posting for this position, I had never heard of Kennesaw State, and I almost overlooked the opportunity altogether, but since my family roots are in the south and I spent my formative years in Georgia, I did some research. I found out that KSU was a relatively new teaching institution, one that had an excellent reputation for embracing innovation and supporting junior faculty members' visions.

In the fall of 2012 I will begin my seventh year at KSU, where I have created a vibrant bi-annual Chautauqua/Colloquia tradition of undergraduate public research in theatre history and theory. My unique approach to teaching theatre history/theory has been recognized on several levels, including my recent nomination for Distinguished Teacher of the Year and being named a Governor's Teaching Fellow. This summer, I am also co-organizing an international conference that will explore how dramaturgy and performance can help scholar-artists better understand how and what Atlanta means to theatre-

makers. It was during my final years of doctoral work at Texas (2001-2003) that I discovered the IE program, and with Rick Cherwitz's support, I put together the scaffolding for a Graduate Writing Project to help support graduate-level writing. That same intellectual entrepreneurship guides my work today, as a teacher, mentor, and dramaturg." Read more about the IE Graduate Writing Project Jane developed at UT: <https://webspace.utexas.edu/cherwitz/www/ie/gwp.html>



**Dr. Eric E. Matsumoto**, Professor of Civil Engineering at California State University (Sacramento), explains why IE accounts for his being promoted to full professor in the span of 10 years:

"I believe my Intellectual Entrepreneurship (IE) Preparing Future Faculty (PFF) internship in UT's Graduate School played an important foundational role in the success I've enjoyed to this day. When I look back on the PFF internship over a decade ago, it reminds me of how many of my students view my courses: very challenging at the moment, yet surprisingly empowering in the long run. IE/PFF was a challenging addition to my PhD; because of it I was able to hit the ground running when I first began teaching and eventually it allowed me to grow into the faculty member I am today. For example, on my first evaluation, my colleagues marveled at my class organization, teaching ability, and teaching philosophy that resulted in improved student learning. Based on that initial success, I had the confidence to try new things, such as developing innovative student projects which have

become the hallmark of my courses. In addition, through IE/PFF I learned the vital importance of mentoring—both being mentored and mentoring others. This has served me and others well in journeying through the inevitable valleys and mountains of academia over the past decade. All PhD students seriously aspiring to become faculty members should take advantage of IE/PFF. I can attribute to IE/PFF my promotion to full professor in a span of 10 years."

In 2000, upon completion of his PhD and IE/PFF experience at UT, Eric wrote: "Nothing could be more valuable to a future engineering faculty member than a prolonged period of time to consider, actively discuss, and in some measure participate in engineering education prior to entering academia. The PFF internship provided me such an opportunity. Not only was I able to view a teaching-oriented program as a veritable insider, but I was also placed in an environment that enabled me to carefully consider and develop my own teaching philosophy and approach under the guidance of an experienced engineering educator. Based on my PFF experience, I undoubtedly had a better understanding of academia, was better equipped for teaching, and had much more confidence in interviewing for academic positions at teaching-oriented institutions. During one campus interview, PFF became the topic of conversation at lunch time. With a PFF internship to my credit, no one questioned the seriousness of my commitment to academia. Most faculty members were surprised to find out that such a program existed and were delighted that I had such experience. I believe that the PFF internship provides a win-win situation for doctoral students and the institutions that hire these students."



**Dr. Caroline Sullivan**, Assistant Clinical Professor, Department of Middle, Secondary, and Instructional Technology Education, Georgia State, discusses how IE has provided her with a "richer and more fulfilling academic life."

"My involvement in the Intellectual Entrepreneurship (IE) program began in the summer of 2000 as a new doctoral student enrolled in Academic and Professional Uses of Technology. I immediately recognized the interdisciplinary nature of the IE program and thrived in applying the course content to my own interests in the field of social studies education. More importantly, beyond this initial course that proved invaluable in developing my knowledge and use of technology for teaching and learning, I began to establish my identity and repertoire as a member of the academic community.

Through connections made in IE, I gained experience in the triumvirate of research, teaching, and service. The faculty involved in IE made personal connections with their students and facilitated my development as a doctoral student. I worked with two faculty members in directed study internships providing me the time, opportunity, and guidance I needed to delve into the research process. As a graduate of the course Academic and Professional Uses of Technology, I suggested the professor needed a graduate assistant and immediately applied for the job. Thereafter, for several summers, I collaborated on course development, taught some content, and learned to navigate the university structure in running courses. It provided me much needed compensation and was essential in developing my skills in teaching at the university level. Finally, I also learned through IE that lending one's expertise to the academy and community is an important avenue for disseminating the knowledge created through our research and teaching. It is our responsibility as academics to affect change in the world, in my case, in the education of our young people. Knowledge must not be kept close, but rather shared and strengthened with many others within and outside the academy as well as across relevant disciplines.

These experiences with IE, grounded in interdisciplinary principles, prepared me to complete my doctorate and engage in other opportunities within the academic community such as a Graduate Research/Teaching Assistant, University Supervisor, officer in Kappa Delta Pi, presenter at conferences, published author and eventually, faculty member. I developed a strong vitae, earned financial support for my studies, and embraced the tenacity needed for success in academia. My academic life has been richer and more fulfilling stemming from this foundational work with IE."



**Dr. John Walewski**, Assistant Professor and William F. Urban '41/Beavers Charitable Trust Fellow in Construction Engineering and Management II in the Department of Civil Engineering at Texas A&M University, suggests how IE gave him "the capacity and tools to better connect the dots of teaching, research, and service."—something not provided by his engineering education:

"What stands out when I think back about pursuing my Civil Engineering degree at the University of Texas at Austin, was the emphasis on research excellence, but no formal structure within the College to adequately expose those interested in, and motivated by, the concept of citizen-scholar. Fortunately, I discovered and participated in several Intellectual Entrepreneurship courses and workshops offered by the Graduate School.

Engineering education is structured to develop the skills to solve problems. However, many recognize that in today's world engineers must optimize their intellectual capital through critical thinking combined with stakeholder engagement. From my perspective, the proper mix of teaching, research and service is critical for the advancement of engineering education and research. In many ways, my exposure to IE initiatives at UT-Austin gave me the capacity and tools to better connect the dots of teaching, research, and service."



**Dr. Hillary Warren**, Professor in the Department of Communication at Otterbein University, claims that IE prepared her to transition from a large research university to the culture of a small university environment:

"The University of Texas IE initiative (especially through its Preparing Future Faculty program) is why I do what I do. Every day I see students apply the theories and the skills they learned in class in student media. As a member of the faculty at a small, liberal-arts university I teach small classes and develop relationships over four years that then extend after graduation. The Texas IE program prepared me for the transition from the large research university and its culture to the different expectations of the small university environment.

IE prepared me to teach, yes, but it also prepared me for the



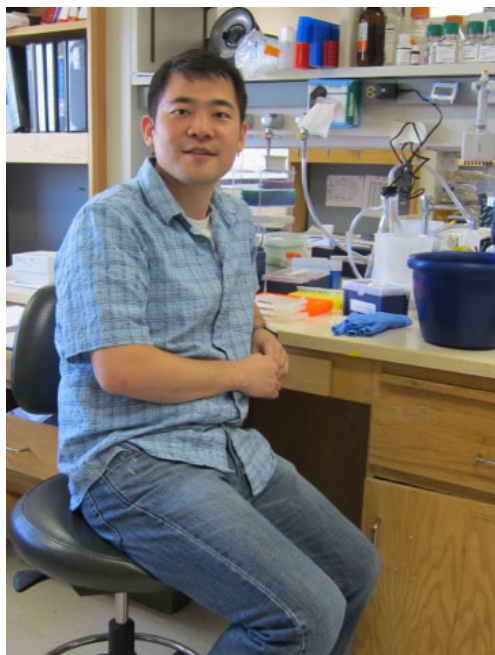
reality of faculty life. I graduated with a much better understanding of life as a faculty member than many of my colleagues from similar institutions. Most PhD's will work at colleges and universities that have different expectations for faculty than the expectations doctoral students see at places like Texas. I started as an assistant professor with a clearer idea of the role I would play and am struck by how many of my colleagues are just learning those lessons now."



**Dr. Justin Laird**, Associate Professor in the Murphy Institute for Worker Education and Labor Studies at the City University of New York and Assistant Director of the Center for Student Wellness at the Columbia University Medical Center (CUMC), claims that IE allowed him to avoid "the confusion and frustration" faced by many in his cohort:

"It is always pleasure to recollect my experiences at The University of Texas at Austin. As a doctoral student, I was fortunate to connect with the Office of Graduate Studies. I represented students in my department on the Graduate Student Assembly and this experience was key in helping shape my confidence and passion for committee work as a faculty member and administrator. This early opportunity let me have direct involvement in an aspect of the organization that truly

helped me understand and appreciate the workings of a large university. I also participated in several of IE workshops which offered everything from tips on writing and submitting a dissertation to thinking ahead to job searching and publishing. The extra commitment to attending these workshops paid off as I didn't experience the confusion and frustration that many in my cohort did. The communication and opportunity for discussion on the dissertation IE listserv was also a blessing. It has been delightful to see the evolution of the Intellectual Entrepreneurship Consortium as a remarkable asset to the University. Dr. Cherwitz and his colleagues should be commended for their tremendous and visionary work."



**Dr. Nan Yan**, Assistant Professor at UT Southwestern (Internal Medicine and Microbiology) and Rita C. and William P. Clements, Jr. Scholar in Medical Research in Internal Medicine and Microbiology, believes that IE was an essential part of his doctoral education, enabling him to bring his expertise to larger audiences:

"As a doctoral student in Molecular Biology, enrolling in one of IE's classes in the Office of Graduate Studies turned out to be one of the very best professional decisions I made. Looking back ten years, I now realize how profoundly IE assisted me not only in focusing my work and improving my skills in communication, but how well it prepared me for life as a faculty researcher and teacher. Through the IE class I learned what it takes to write effectively for both specialized scholarly as well as non-scientific audiences—something

extremely important in my field of study where the intricacies and nuances of research are many and the applicability of research to addressing health issue is substantial.

One of my projects in IE was designing an e-learning course on antibody modification techniques for biotech and pharmaceutical firms wishing to improve their online learning resources. This experience encouraged me to leave the lab and teach non-molecular biology specialists. It challenged me to present a molecular biology concept that even a general audience can understand and in a format that is educationally applicable. The tools I acquired in this project, as well as the other knowledge I gained from IE, are important to my work today as a faculty member studying and teaching about HIV and the immune system."



**Dr. Mitch Pryor**, Research Scientist (Robotics Research Group) in the Cockrell School of Engineering at the University of Texas at Austin, explains how through an IE course he reexamined the teaching of science that provided him a unique approach to learning—something that has influenced his career ever since and led him to conclude that teaching science should "focus on developing a *scientific literacy* in a student and move beyond the fundamentals of scientific fact alone."

"As a part of the IE program, I observed a lecture on the history of the atomic bomb given by Dr. Bruce Hunt in the History Department at U.T. Austin. This was part of an exploration into the benefits of scientific literacy. The objective was to motivate young STEM students and reduce their anxieties by humanizing those who have done great things in science.

That effort combined with my own doctoral studies in robotics triggered a series of events that have impacted my entire career. Today, I co-supervise an interdisciplinary program in nuclear-robotics where the objective is to employ flexible automation to reduce operator dosage thus creating a safer, more secure environment for disassembling, handling and disposing of legacy nuclear weapons. Students in this program take half their courses in robotics & automation and half in nuclear sciences. My interest in atomic history (sparked by efforts in IE), continued after I completed my PhD and provided a clear advantage when developing collaborations with Los Alamos National Labs (LANL). As a part of our program, I encourage our students to take a similar interest in the historical context of why certain processes and activities at LANL are done the way they are. This has been instrumental to our success as it humanized the scientists that came before us and reminds us constantly of where our research fits into the big picture.

Additionally, students in this program have invested some time in K-12 outreach where the combination of robotics, nuclear sciences, and their historical context provide a plethora of stories and demonstrations for engaging the young minds of our future engineers and scientists.”



**Professor Martin Meersman**, College of Arts & Sciences (Sculpture), Northern Kentucky University, discusses the many ways IE has contributed to his academic career:

“The ability to communicate clearly and effectively is key to any successful relationship. I must credit my ability to communicate more effectively and my successes in my varied career opportunities, in great part, to lessons learned in the Teaching Methodologies and Academic Writing courses taken in the Graduate IE Program while at UT (1996-99). The varied academic backgrounds of my peers and the honest criticism and feedback of Dr. JoyLynn Reed were immeasurable at the time and it hasn’t been until more recently that I realized how important a role these courses really played in the development of my evolving career. Unknown to me at the time, the IE Graduate Program courses at UT have become an innate foundation of knowledge that I utilize frequently, not only in my academic relationships as a college professor but also in my professional studio art career and

more recently as I am starting a small mobile bakery business.

The Teaching Methodologies course gave me the insight to better understand the varied learning styles of my students, some of whom are not art majors but are interested in the subject matter of the courses I teach. As a professor in the studio arts, my time is most often spent one on one with students. I’m able to identify earlier in the semester the shortcomings of my teaching style toward some students who may be struggling and often adapt that style on a case by case basis to more effectively convey course content while meeting with each of my students individually and regularly throughout the duration of a project. Not all students grasp knowledge of concepts and technical skills in the same manner and the concepts grasped in the Teaching Methodologies course at UT allow me to tap into each student's

potential more uniquely to help them realize and often exceed their goals and proficiencies for each course.

I've always enjoyed writing and the Academic Writing course through the Graduate Program at UT further honed my skills to more effectively communicate my ideas and intentions in varied forms of correspondence. Given that the Graduate IE Program courses enrolled students from various programs throughout UT and being exposed to student criticism and feedback in the course which mimicked the academic environment I would soon join as a professor quickly drew importance to know how to also speak/write in a manner appropriate toward non artists as well. This aspect has proved most valuable in better understanding my audience to which my written correspondence is viewed. Whether it's the nuts and bolts Business of Art course I teach instructing students on how to package their work via cover letters, artist statements, grant writing, project proposals, letters of intent, etc. to the countless forms of written communications in both the academic and art communities, I've learned to distill my written voice to more effectively communicate with my intended audience. These skills have become particularly important in my own grant and project proposals for which I've been very fortunate over the past 13 years. Furthermore, I find myself resorting back to the foundations of the Academic Writing course as I begin to write a business plan for an exciting new mobile bakery project I hope to launch by year's end. No matter the circumstance, the IE Graduate Program courses at UT have better prepared me to adapt to a variety of audiences where effective communication skills are paramount. These courses should be required of all graduate level students pursuing professional careers."



**Professor Kimberly Hamlin,  
American Studies, Miami**

**University**, describes how IE changed her graduated career and taught her how put her academic knowledge to work:

"Early in my graduate career, I received an email that changed the scope of my graduate studies, expanded professional aspirations, and enriched my life. This email invited graduate

students to apply for a Woodrow Wilson Fellowship to work with Professor Martha Norkunas on the Austin Women's Commemorative Project, under the auspices of UT's Intellectual Entrepreneurship Program. I had just completed my first year of graduate school in American Studies and, while I very much enjoyed my classes, was feeling disconnected from the community and wondering how I might connect my intellectual interests in American women's history with my personal and professional interests in community service and involvement. And, eureka, this email appeared. Working on the Austin Women's Commemorative Project (AWCP) was the highlight of my graduate career. For me, the AWCP and the support I have received from Professor Norkunas and from the Intellectual Entrepreneurship Program enabled me to restructure my graduate education in a way that was most meaningful to me, provided me with the opportunity to apply my classroom learning to an actual



community project, introduced me to an amazing network of women and mentors, and expanded my notions of what it is possible to do with a graduate degree in American Studies.

My involvement with UT's Intellectual Entrepreneurship Program came at a vital time in my graduate school career—just as I was figuring out that I wanted to continue to combine my interests in academic and public history. IE helped me translate my academic work and skills into professional terms as well as identify the many, varied things I could do with my PhD in American Studies. Now that I am a professor, I see just how innovative and ahead of the curve UT's IE program is and am grateful to have been a part of it in its early stages."