

**Strengthening UMBC's Public Humanities:
The Baltimore Field School
Pilot Program
Evaluation Report (Final)**

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Orser Center for the Study of Place, Community, and Culture in American Studies, UMBC

Dresher Center for the Humanities, UMBC

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Executive Summary

Baltimore Field School, a humanities-based training intensive, will create a framework for faculty and graduate students to collaborate with community organizations in developing methods for ethical research and teaching projects focused on public humanities in Baltimore. The project is supported by a grant from The Andrew W. Mellon Foundation.

The guiding vision: Ethical principles for humanities research in Baltimore will emerge through collaborative work in the field with our local partners and honest discussions about humanities methods.

-www.BaltimoreFieldSchool.org

Purpose. This report details the process evaluation of the Baltimore Field School Pilot after completion of the program's scheduled activities. A strong qualitative application is utilized to: 1) describe the experiences of participants and leadership; 2) determine whether initially stated goals were achieved; and 3) make recommendations regarding the sustainability and further effectiveness of the project. This report follows the *Baltimore Field School Pilot Pre-Evaluation Report* (Mahdi, 2021), which utilized interviews with project leadership to detail community partners' stated objectives and goals, promote transparency in the project processes, and provide valuable information for project participants and other stakeholders.

Initial goals. The Baltimore Field School was created and funded to:

- 1) understand core challenges facing neighborhoods in South and Southwest Baltimore from a variety of humanities-centered methods;
- 2) cultivate a national model of effective, ethical humanities research, teaching, and learning on Baltimore and cities like it;
- 3) expand UMBC's infrastructure of engagement for public humanities research and teaching based in Baltimore.

These goals of understanding, cultivation, and expansion were achieved.

The Baltimore Field School Pilot Program.

Participants. Baltimore Field School Fellows were 14 graduate students and early tenure track professors from UMBC.

Activities. During the week of June 21st through 25th, Fellows participated in an intensive Summer Institute in which they were to develop or hone a new course or research project. The COVID-19 global pandemic necessitated an emergency shift from in-person activities to digital/virtual meeting arrangements. Summer Institute activities included:

- attending panels of community leaders involving various topics related to Baltimore
- readings and videos related to ethical public humanities practices
- development of a “manifesto,” an individually crafted research statement on methods and ethics

Participants, Project Leaders, Panelists, and other stakeholders also gathered for:

- Reconvening (virtual and in-person hybrid) on August 27, 2021
- Fall Social on October 15, 2021 at the Conkling Street Garden

Evaluation Method. The evaluation comprises qualitative and quantitative data from several assessments:

- Debrief with project leaders and participants on the last day of the Summer Institute (electronic/web-based)
- Summer Institute Evaluation Survey (via Google Forms)
- Four focus groups conducted with 13 of 14 program participants (Fellows)
- Individual interviews with community partner leaders Curtis Eaddy and Eric Jackson
- Focus group conducted with UMBC project leaders Nicole King, Kimberly Moffitt, and Imani Spence

Summary of Conclusions.

Overall challenges due to uncontrollable forces. The COVID-19 pandemic affected the implementation of the Baltimore Field School as intended. It negatively impacted expected outcomes because of the limited opportunity for in-person and “field” experiences. Moreover, both community partners were fighting community displacement by Baltimore City agencies during their participation with the Field School. Finally, institutional bureaucracy affected leaders’ intentions to share power equitably.

Effective internal community building. Baltimore Field School is an excellent way to build community among UMBC professors and graduate students who intend to work with communities in their research and learning.

Community partner support. Community partner leaders confirmed the importance of sustaining the Baltimore Field School and their willingness to continue their participation.

Exposure to a wider array of ways to think about ethics. Participants gained confidence in their research and teaching methods and examined the ways in which institutional guidelines and traditions act as barriers to ethical practices.

More clarity and shared power needed in program planning. Qualitative data indicate that some participants and program leaders had specific expectations that were not met. This implies the necessity of 1) more clarity in program objectives and 2) Community Partners' involvement in planning from the outset.

The challenge of developing an adequate program timeline. The current Baltimore Field School structure as a week-long "intensive" (originally planned for two weeks) for participants to learn from community partners while developing a course or research project. This is relevant to academic and university/institutional timelines given teaching, research, and other professional duties. However, this structure is incongruent with the tangible needs of community partners, scholars' aspirations for deeper relationship building with community partners, and the university's goal of "broadening the existing infrastructure of engagement for public humanities research and teaching."

Summary of Findings.

Quantitative Results.

On the Summer Institute Survey, all 14 Fellows endorsed "Agree" or "Strongly Agree" that:

- They had an **overall positive experience** with the Baltimore Field School Summer Institute.
- They will **change the way they approach** at least one aspect of their research or teaching as a result of their participation.
- The Baltimore Field School **met their expectations**.
- The Baltimore Field School facilitated their abilities to **establish new relationships and connections for their public humanities work** in Baltimore.

Thirteen out of 14 Fellows endorsed "Agree" or "Strongly Agree" that:

- Their **knowledge about ethical humanities research increased** as a result of their participation.
- They feel **confident** in their ability to implement things they learned **to establish ethical methods for their public humanities work.**
- Their participation **increased their capacity to accomplish their public humanities teaching and/or research goals.**

Qualitative Results.

Fellows reported the following program strengths and benefits:

- **Community building** with UMBC colleagues doing similar work
- **Learning more about** “the real” or “the true” **Baltimore**
- **Exposure to a wider array of ways to think about ethics**
- **Absence of hierarchical roles** among graduate students and professors
- **Increased: confidence** in teaching, **commitment** to collaboration, **interest** in utilizing UMBC resources, **perspective** into career options, **consideration** of how to reach out to communities.
- **New insights** regarding mutual benefit between university and community, ego checking, relationship building, “slow scholarship,” deep listening, and ongoing consent

“It’s sort of upped my ambition a little bit in terms of the public humanities aspect of all of my courses, which is something I cared about previously, but I felt like after this intensive, I feel a little bit more competent to try more complicated public humanities practices in my classes.” – Baltimore Field School Fellow

Fellows’ feedback indicated that they wanted more of the following from the Summer Institute experience:

- time to debrief after panels and/or more interactive panels
- more intentional inclusion of staff and students in discussion topics
- discussions about real and hypothetical ethical dilemmas
- time to learning about one another’s work
- in-depth “how-to” discussions pertaining to the logistics of planning community-engaged teaching and research.
- more time to address the barriers in “aligning the demands of the university with doing ethical research.”
- more diverse representation in panels (e.g., children and youth; immigrant)
- a group “manifesto” (research statement regarding ethics)

Program Leaders' Perspectives

Qualitative results indicate that two of the goals documented in the *Baltimore Field School Pre-Evaluation Report* were met or partially met.

- Embrace historical reconciliation specifically regarding Black/majority-Black communities and neighborhoods and harms imposed upon them by Baltimore and Maryland institutional practices and government policies.
- Ensure that this project is "mutually beneficial."

More work is needed to accomplish the other goals:

- Actualization of true "service" to community needs and inclusion of neighborhood residents for participation in and to benefit from this project.
- Create a new culture of shared power in university-community partnerships.

"I still believe in what the project was doing and attempted to do. I would participate in future iterations. And I would really affirm that this is something I think needs to happen." – Eric Jackson, BYI

"Once the feedback came back from just the attendees and it was so well received. It's like, man, we should be doing this all the time... So, if we can...scale that up and, you know, expand the service, make it more frequent..." – Curtis Eaddy II, SWP

Program Successes

- Continued **building of internal [campus] community** of like-minded scholars
- **Community Partners confirmed their continued participation in future iterations of Baltimore Field School.**
- The Summer Institute **exceeded project leaders' expectations** for the emergency virtual/electronic Baltimore Field School format.
- Three out of five project leaders described **enhanced personal or professional goals.**

Lessons Learned

- **Ensure mutual benefit and shared power by including community partners in initial planning and budget development.**
- Take time to visit other field schools (an initial plan obstructed by the pandemic).

Community Partners' Suggestions for Improvement

- **Share and expand access to UMBC's campus, resources, and the capabilities of students and personnel who are not Field School participants.**
- **Make the Baltimore Field School a longer process to truly deepen its impact among Fellows and in communities.**

- **In order to more intentionally serve community needs, choose Fellows who want to and are able to work on community partners' current projects.**

Summary of Recommendations.

Ensure clarity between Community Partners and Fellows regarding their roles and expected mutual benefits.

Community partner leaders expected Fellows to be of direct assistance with their current initiatives and Fellows were expecting more how-to instruction regarding the logistics of working with communities. Neither expectation was met, signaling that there were varying understandings among stakeholders of how the Baltimore Field School intended to achieve its goals.

Plan for Fellows to truly serve the needs of Community Partners as they embark on this deeper and broader understanding of ethics.

Community Partner Leader Eric Jackson suggested a process of matchmaking between Fellows and community partners. Given Fellows' expectations of more how-to instructions, matching them with Community Partners already in the Baltimore Field School network (built by Nicole King) will facilitate the accomplishment of Partners' and Fellows' expectations that were not met in the pilot.

Extend and decelerate the timeline for Baltimore Field School and its processes. In light of new insights gained by Fellows (see Findings) regarding "slow scholarship" and "deep listening," as well as the program's goal to "cultivate a national model of effective, ethical humanities research, teaching, and learning," the Baltimore Field School will be more effective with a longer timeline for learning and reflection.

Separate the one-week intensive course and project development portion from a longer timeline of ongoing panels, fieldwork, and other learning processes regarding ethics. This will manage both the Community Partners' and Fellows' expectations, facilitate more genuine relationship building, and enable mutual benefit between university and community.

"The university is a resource in itself...I think just having other departments or students of the university that can assist and provide either services, skill sets, or equipment." – Curtis Eaddy II, SWP

"There has to be, from my perspective, an undoing process and a 'doing anew' process. And I think that the way that Baltimore Field School is designed right now is the 'doing anew' and not really enough time in undoing... There is some social emotional stuff that's gotta happen in order for it to stick." – Eric Jackson, BYI

Pursue the institutional support and commitment necessary for sustainability of the Baltimore Field School. With an intentionally decelerated process (recommended above), funding for a new cohort of participants does not need to happen every year, but perhaps biannually. With proper support and the continued participation of current Fellows, the project can emerge a new model of professional mentoring and community building on and off campus.

Baltimore Field School Principal Investigators.

Nicole King, Associate Professor and Chair of the Department of American Studies, affiliate professor in the Language, Literacy, and Culture doctoral program, and director of the Orser Center for the Study of Place, Community, and Culture, UMBC

Kimberly Moffitt, Interim Dean of the College of Arts, Humanities, and Social Sciences, professor of Language, Literacy & Culture, and affiliate professor of Africana Studies, University of Maryland, Baltimore County (UMBC)

Community Partner Leaders

Curtis Eaddy II, Marketing and Communications Director, **Southwest Partnership**

[The Southwest Partnership \(SWP\)](#) is a coalition of seven neighborhood associations and six anchor institutions in Southwest Baltimore.

Eric Jackson, founder and Servant-Director of **Black Yield Institute**

[Black Yield Institute \(BYI\)](#) is a Pan-African power institution based in Baltimore, Maryland, serving as a think tank and collective action network that addresses food apartheid.

Program Manager

Imani Spence, UMBC

Audience. This report is intended for varied audiences including Baltimore Field School leaders, stakeholders and participants, project funders at the Andrew W. Mellon Foundation, internal audiences at the University of Maryland, Baltimore County (UMBC), and other interested parties. This report centers accountability to community partners Black Yield Institute and Southwest Partnership.

“That just speaks to the power of this Field School... And I think that part of it is, like, that human connection. That we were being connected to people in the communities... real people instead of these more abstract stories of what other researchers have done.” – Baltimore Field School Fellow

Findings

General Themes

The negative effects of the COVID-19 pandemic. The emergency shift to online engagement, panels, and meetings affected the implementation of the Baltimore Field School as intended. Participants and project leadership detailed the difficulty in gaining necessary in person experiences, including experiencing “the field,” natural in-person socializing processes, and a learning structure that would include time for breaks. All respondents specified that they believe they would have had a different experience in-person, but that they appreciate the time and effort

Time. The underlying theme in constructive feedback from Fellows and project leaders that of time. Respondents reported desires for:

- A longer timeline of participant immersion needed to fully process new ideas regarding ethical research;
- Time needed for the university and its personnel to demonstrate a commitment to deep community engagement beyond compartmentalized, grant-determined initiatives;
- The in-person time needed for participants to socialize formally and informally with one another;
- Time necessary to put the “field” in Baltimore Field School with adequate physical visits to communities represented by partners.

Impact and Sustainability. Though this program is in its pilot phase, results of this evaluation point to potential impacts. The foremost impact is the **formation of a motivated, inspired community of scholars** who are doing or are starting similar work in public humanities. These professional connections have already exposed the participants to new resources and support mechanisms for their work. Participants are eager to continue building this community.

Another impact is that this pilot has **served to clarify the resources and processes needed for sustained community partner involvement, mutual benefit, and shared**

power in this and similar initiatives. The insights documented in the *Pre-Evaluation* and the current one have general applicability to public scholarship practices in the humanities, at UMBC, and in other fields and universities.

Indirectly, the program **benefits humanities students, undergraduate and graduate, who are taught by program Fellows**. The new insights gained by Fellows (outlined below) will be conveyed in their teaching and increase the likelihood that new generations of scholars will continue to seek more ethical approaches in public humanities work.

Results of this evaluation indicate that community partners value the program and advocate for its further development. This indicates that a strong foundation has developed for the sustainability of the Baltimore Field School.

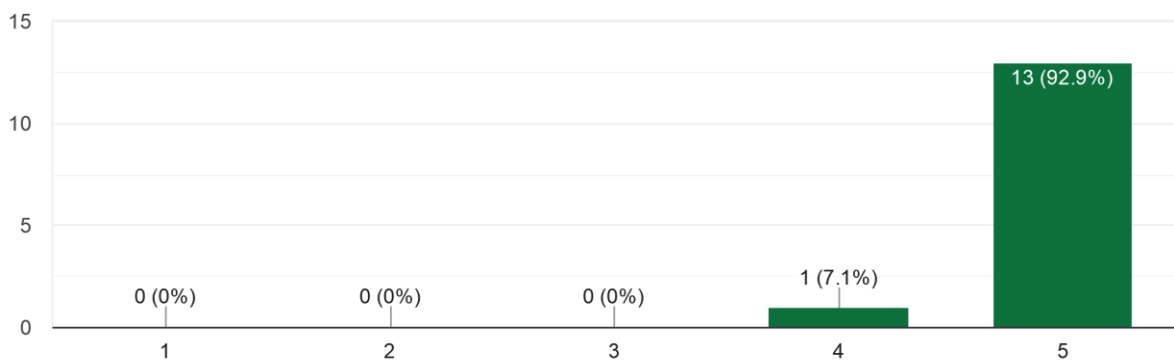
Fellows' Perspectives

Organization of Fellows' Perspectives. Themes extracted from qualitative data are supplemented with direct quotes from participants. Quotes have been de-identified in the interest of respondent confidentiality. Aside from the figure that introduces this section, more figures representing quantitative survey data are at the end of this section.

An Overall Positive Experience

I had an overall positive experience with the Baltimore Field School Summer Institute.

14 responses



Though Fellows did report anxiety and exhaustion related to their participation in Baltimore Field School, they reiterated the benefits of their experience. Their statements spoke more to feeling more than one thing at a time. For example:

“Exhaustion, but a good exhaustion...”

“Too much, but not enough... I was both overwhelmed by the amount of information and grateful for the information.”

Fellows appreciated the amount of work that Nicole King and Imani Spence committed to organizing the Field School.

“I could see the impact of all of the labor that you all put in was evidenced in how smoothly the week went. Especially for being online during a pandemic, there were no hiccups! It was executed beautifully.”

“It was really amazing, I think, given the constrictions of covid, given all of these things, the organizers did an amazing job at creating community, bringing as many people as possible, being intentional about who they brought, being transparent, getting our feedback, like all of these things I appreciated... in general, there was a lot of labor that went into it, so that’s appreciated.”

Strengths and most beneficial aspects

▪ **Building community with UMBC colleagues doing similar work**

Fellows appreciated the ability to learn about

- colleagues’ projects and research
- collaborations in progress at UMBC and in Baltimore
- what resources colleagues are utilizing at UMBC.

“I think that that’s essential: to know that you are not doing this work by yourself.”

“It’s not like networking, it was it was a more sustained type of engagement with colleagues over a week that proved to be, for me, really enlightening and much more profoundly effective than other types of engagement.”

- **Learning more about “the real” or “the true” Baltimore**

Fellows appreciated the ability to meet and to hear directly from various community leaders as well as other academics who have established community partnerships.

“That just speaks to the power of this Field School... Things just hit differently this time. And I think that part of it is, like, that human connection—that we were being connected to people in the communities... real people instead of these more abstract stories of what other researchers have done.”

- **Exposure to a wider array of ways to think about ethics**

“I came away with a much greater expanded way to think about ethics... It really gave me a sense of confidence... to decide for myself to not feel constrained by best practices and ethics as defined by my field and really just confident to say ‘I know what’s right.’”

“I felt that the discussion of ethics was rich and unconstrained.”

- **Notable absence of hierarchical roles among Fellows**

Several graduate student participants spoke about the benefit of learning alongside professors without the customary hierarchy of roles.

“It’s been...different. And I feel like we were all in a position where we weren’t, like, professors on the one side and on the other side, the students.”

“It felt like a level playing field, and there wasn’t some of the hierarchy that we often feel...”

Learning and growth during and after participation

Fellows detailed the ways in which the Baltimore Field School Summer Institute confirmed, enhanced, and increased their commitment to their already-established goals and practices. They also named new ideas that expanded the ways in which they conceptualized research projects and relationship building with communities.

Fellows reported:

- **Increased confidence** in ability to teach using a more local context, including syllabi development and bringing groups of students to Baltimore City for direct engagement
- **Increased commitment** to collaboration and sharing across disciplines and UMBC departments
- **Increased interest** in utilizing UMBC resources to meet goals of community building on and off campus
- **Increased perspective** into various career options
- **Increased consideration** of how to reach out to communities and how to lead students in doing so

“It’s sort of upped my ambition a little bit in terms of the public humanities aspect of all of my courses, which is something I cared about previously, but I felt like after this intensive, I feel a little bit more competent to try more complicated public humanities practices in my classes.”

“...Feeling more confident about bringing smaller groups of students into the city to do things there, learning the resources at umbc to help me do that.”

“It was confirmation, like, some intuitions I had about slow scholarship were not something that I was the only person that resonated with and I think that it also confirmed the importance of being in conversation across disciplines and departments.”

Fellows described fresh insights regarding:

- **Mutual benefit** – University personnel and community partners must plan together to ensure that proposed projects and research will actually benefit the community, instead of only serving the goals of the university.

What Eric [Jackson] shared, the idea around mutual benefit. As I prepare my students, “I think that’s what shifted for me is that that ‘mutual benefit’ won’t be defined by me anymore or by what other researchers say—that it’s going to be grounded in local community and local histories.”

- **Ego checks and minimizing presence as researchers**

“You might have to shift, change, pause, take longer; you have to be humble and less in control because you are in relationship to other people.”

“I was ego-checked very early. I had come up with this proposal project...and after hearing from [Eric Jackson, community partner leader and panelist], I [saw how] that serves my students’ interests, that serves my interests, but I hadn’t spoken to anyone in [the neighborhood] about what they need.”

- **Relationship building, “slow scholarship,” and deep listening** – To build more mutually beneficial relationships, university personnel should deliberately slow the pace of planning, starting, and carrying out projects and partnerships with communities. This connected closely with Fellows’ remarks regarding the concept of duration and longevity in community work. Fellows were inspired to think more carefully about relationship building and ensuring mutual benefit versus rushing processes for their own professional goals.

“I learned this from reading another professor’s manifesto: Take on less and take your time.”

“To pause. ‘Wait. What are you doing? Why are you doing this?’ and to get clear and get a commitment to make sure that it’s about the community you’re working for and it being what they want to do to move forward.”

“I was really struck by Nicole Fabricant [panelist], the duration and longevity of their work, her talking about the messiness of the work, got me thinking about and writing about the concept of duration and longevity and staying in community work; I will definitely be implementing that in my work.”

- **Ongoing consent, including respecting someone’s wish to not be recorded**

Fellows described thinking more in-depth about consent being something to obtain throughout the duration of a project, not just at the beginning.

“The affirmation [that] making community whether it’s just for your networks, for a project, for your life, requires all of these things that we were talking about. It requires relationship building, ethics, it requires vulnerability, it requires a give and take. And so... it’s just the realization that I need to do more.”

Constructive feedback: What Fellows wanted [more of]

Though Fellows gave an overall positive review of their experience, there were particular aspects on which they wanted more—or less—direct focus.

- **Fellows wanted time to debrief after panels and/or more interactive panels.**

“More time to kind of process out loud what we were hearing, and also interact with each other, and almost along the lines of those how-tos earlier [in the scheduled programming]—to kind of work through some of the different things we were working on.”

- **Fellows wished for more intentional inclusion of staff and students in discussion topics.**

“Very few people talked about like what it was actually like to work with students...I want to do a bunch of different field trips and also bringing people to my classes... I really expected the Baltimore Field School to shape that more concretely... Working with students and what that might look like is kind of what was missing.”

“I want sort of concrete tips about working with students who...aren't necessarily, like, fellow travelers on these projects. Like, we get classes of students and some of them are really into it. And they're already sort of, you know, radicalized in whatever ways... And some of them aren't. And like, how do you navigate that and how do you bring them into communities? How do you bring them into collaboration, into conversation, you know, trusting them?”

- **Some Fellows expressed the desire for discussions about real and hypothetical ethical dilemmas.**

“We didn't get that much of an opportunity to troubleshoot ethical dilemmas, like, ‘What happens when this pops up?’ ...But that seems like something we can do as a group as we move forward and are actually implementing community-engaged work and research.”

“Sometimes it helps me to hear what went wrong, times in the past where people were trying to adhere to ethics in methodology and have failed.”

- **Participants wanted even more time to learn about one another's work.**

Some Fellows remarked that the online necessity of the Baltimore Field School took away the natural conversations that would have happened if the program was in-person as originally intended. Fellows spoke of wanting more unstructured opportunities to talk informally with one another.

- **Fellows noted that the emergency transition to a Zoom format because of the Covid-19 pandemic was the basis of what they found lacking.**

Most Fellows wished they had more in-person time to experience the Baltimore Field School. While they appreciated the ability to transition to Zoom, many wanted opportunities to visit communities and meet community leaders in person, i.e., to experience the “field” in Baltimore Field School.

“What we are really missing, the informal interactions... if we were in person, and had that same packed schedule, we would still have been tired at the end of each day, we would have had more time. What I missed would have happened naturally in an in-person setting.”

- **Most participants had mixed feelings about the manifesto assignment.**

As part of the Summer Institute, each Fellow was instructed to write a *manifesto*, an individually crafted research statement on methods and ethics. The Summer Institute programming schedule included time for Fellows to read and discuss one another’s manifestos, and Fellows reported working on their respective manifestos during time outside of the scheduled programming.

Positives:

- Enjoyed the opportunity to think through values and goals
- Enjoyed reading colleagues’ manifestos and found them inspiring

“I really enjoyed the process and felt like I was able to get really honest with myself in the writing of it.”

“I enjoyed reading other people’s and I enjoyed talking about it, but even then, I don’t think we had enough time to talk about it collectively... We wanted more time to talk about other things. Every time we were put into breakout groups, we talked about other things because we needed that.”

Negatives:

- Unfamiliar with *manifesto* as a writing form/genre

- Caused anxiety because it felt like a “forced task”
- Uncertainty of the audience for and purpose of the document
- Would have preferred to have community input on such a document (inclination based on new insights gained from Summer Institute programming)

“I thought that as an exercise in, sort of, reflective writing, it was useful, but I was unclear about the framing of why it had to be a manifesto and what ultimately we would use that for... I think that the word manifesto and...the constraint of the manifesto form itself wasn't really what we were trying to do, rather than articulate a statement of values and a set of priorities and techniques that we would use...”

“It wasn't a futile activity and I'm glad that I did it. But I'm wondering what do I do with it now? Because it is such a big thing. Even if I get the other [community] voices, where does it go? I guess I can share it with my other colleagues though? And I guess I can share it with my students?”

“I didn't love the manifesto. I get why we did it and I like the idea of coming up with a statement. But I wanted something more... I think that could have been better used to just hear about each other's projects and kind of workshopping ideas or even collaborative projects...”

- **Some Fellows were expecting more in-depth “how-to” discussions pertaining to the logistics of planning community-engaged teaching and research.**

For example:

- how to organize compensation or benefits for research participants using money or other forms
- how to approach people to participate or collaborate in community research
- how to arrange transportation for students when planning field work

Several Fellows referenced panelist Nicole Fabricant's account of her ongoing community relationships and wanted to know more about how she initiated and maintains her specific type of teaching work.

Fellows' suggestions for future iterations of Baltimore Field School

- **Take more time to address the barriers in “aligning the demands of the university with doing ethical research.”**

Several Fellows explained how they were grappling with whether university/institutional/professional guidelines, timelines, requirements, and restraints facilitate truly ethical community partnership endeavors.

“The challenge is that sometimes we’re on academic timelines, sometimes we’re on other deadlines... There’s something that might have to give and it comes down to what ultimately do we really want? What’s the ultimate goal? Is it to complete the project or is it to build something bigger? And that might end up having a different answer than we want or that our institutions might want and we need to be OK with that.”

“There are real expectations for getting tenure, you know, there is a process, time constraints, all this structure that isn’t amenable to building relationships. And even when we think about grants, and you know, the funding cycle of things, opportunities don’t always align with how mature our relationships are with community partners.”

- **Expand invitations to participate, especially among UMBC staff.**

“Be more intentional about the networks the application gets sent out in. This is part of the work that [staff] are already doing and they have no support or money to do it and they are very much a part of it. For them to build that network is crucial as well.”

“I would urge them to consider opening the application to staff. I think we’re losing something. Again, thinking about who is the community. The university is part and parcel of the community and I just think it’ll be a richer experience if we intentionally think about including staff in this endeavor.”

- **Include unstructured time for participants.**

A few participants made the distinction that this does NOT mean more “breakout groups.”

“Having more informal conversations or collaborative moments between the fellows—that could be a place where a product organically arises between the fellows. Something a little bit less individual and pressurized.”

- **Make time to talk about how to continue building and supporting this community of like-minded scholars at UMBC.**
- **Make accessibility more intentional in the project/Summer Institute design.**
- **Include panels regarding:**
 - immigrant communities in Baltimore
 - community research with children and youth
 - multiple communities in conversation with one another
 - how to be “decolonial” in research and research with indigenous populations

“So often with work in Baltimore, I think we think about ‘the Black Butterfly and the White L’ and I think that there can be this accidental Black-White binary that leaves a lot of groups out. And I know that there were multiple scholars in the Field School itself that study immigrant populations and Latinx populations. So, I would have loved to have even one panel with those people presenting their work or bringing in voices from those communities... or even multiple communities in Baltimore speaking to one another or in conversation with one another would have been nice.”

- **If manifesto writing is included in programming, make it a group manifesto.**

Participants in each focus group raised the idea of a group manifesto. A collaborative document, they imagined, would have been more relevant to the collaborative theme of the Summer Institute experience.

“I also really like the idea of walking away with a document... but I think it would need to be something collaborative...”

“Because of the spirit of the Baltimore Field School, it would have been easier to have some kind of collaboration built into that”

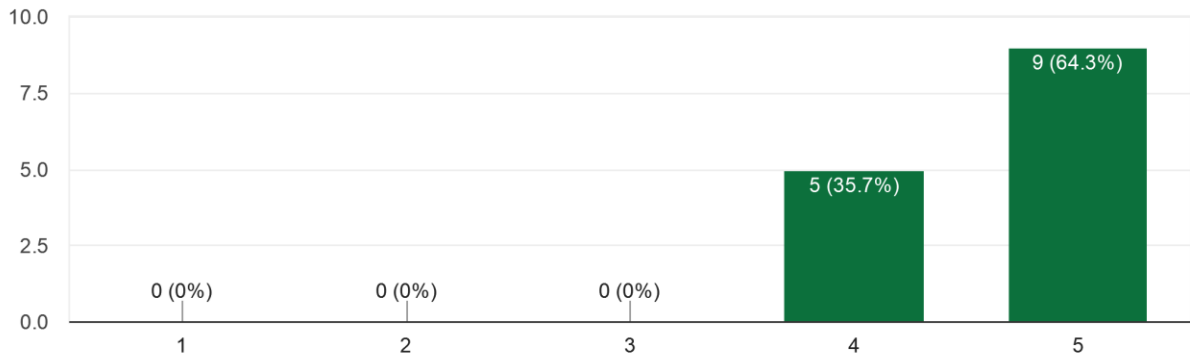
- **Graduate students were more likely to suggest a longer duration for the Baltimore Field School (e.g., two weeks instead of one), while professors felt that the one week was already “intense,” thus, sufficient.**

“I don’t know what it would have looked like to have choices in sessions and having them go concurrently...Slowing down and giving people time to process would be important.”

Summer Institute Survey Results

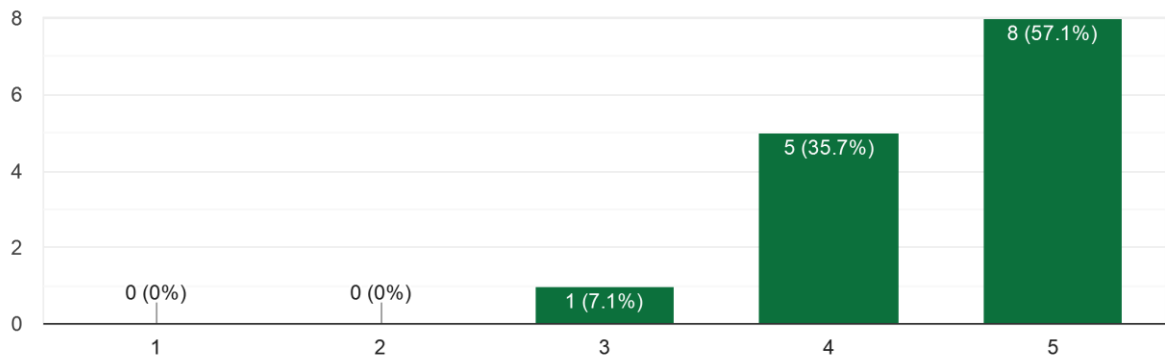
The Baltimore Field School Summer Institute facilitated my ability to establish new relationships and connections for my public humanities work in Baltimore.

14 responses



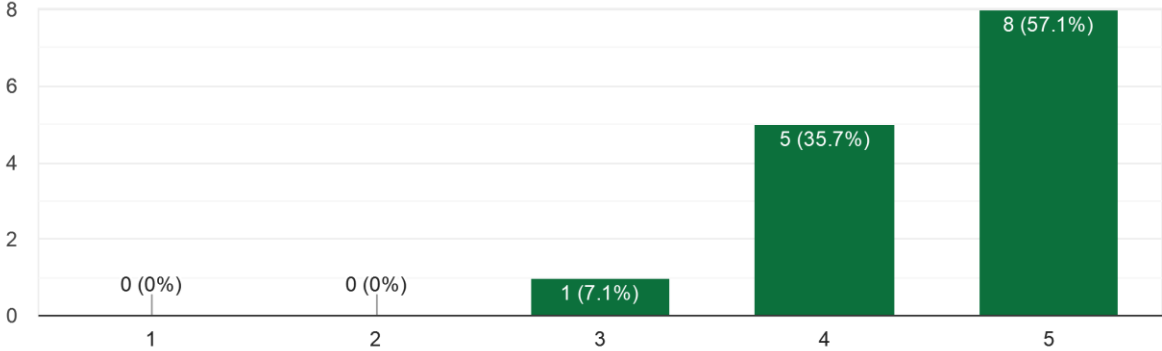
My participation in the Baltimore Field School Summer Institute increased my capacity for collaboration on public humanities research and teaching projects in Baltimore.

14 responses



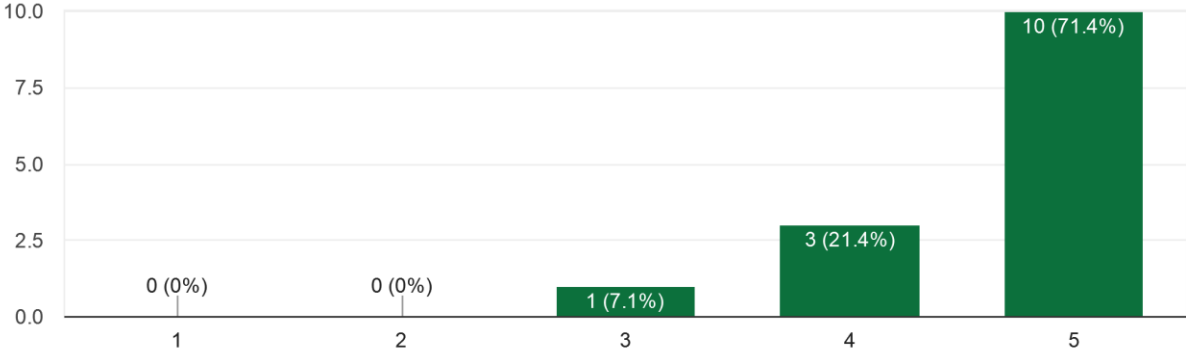
I feel confident in my ability to implement things I learned from the Summer Institute in establishing ethical methods for my public humanities work.

14 responses



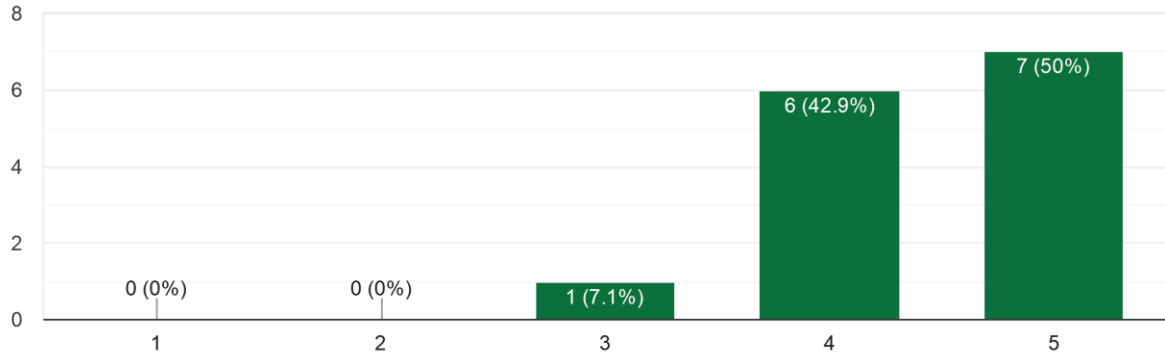
My knowledge about ethical humanities research in Baltimore has increased as a result of my participation in the Baltimore Field School Summer Institute.

14 responses



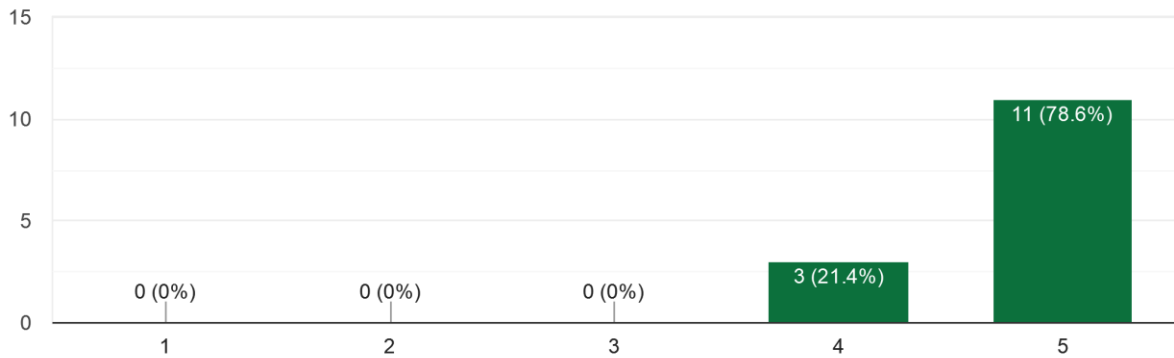
My participation in the Baltimore Field School Summer Institute increased my capacity to accomplish my public humanities research and/or teaching goals.

14 responses



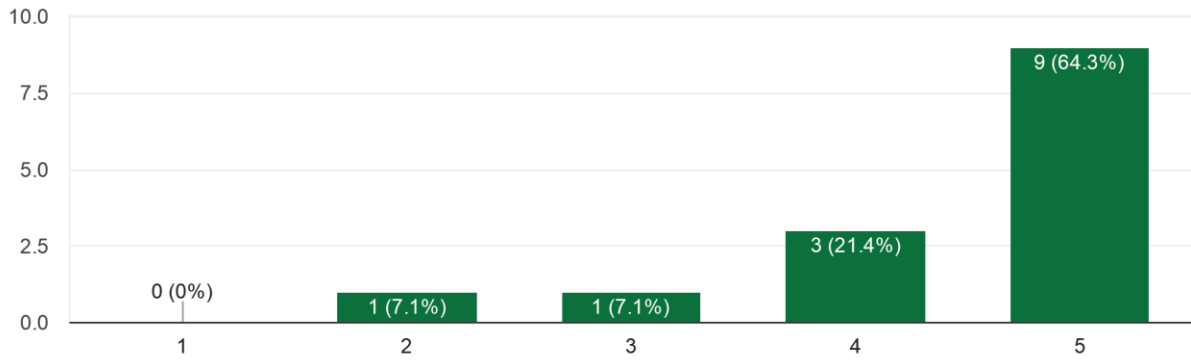
I will change the way I approach at least one aspect of my research or teaching as a result of my participation in the Summer Institute.

14 responses

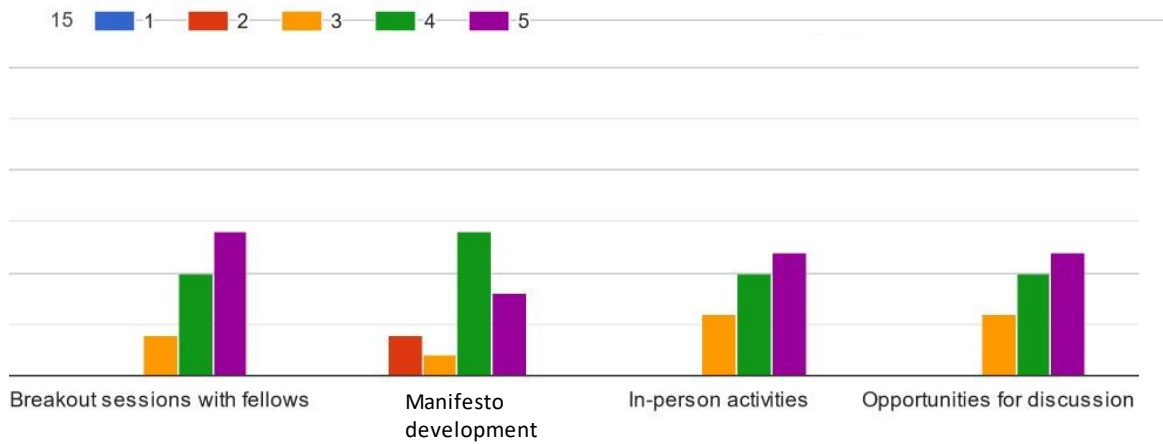


Summer Institute programming was sufficiently interactive for me to learn, discuss, and contribute ideas.

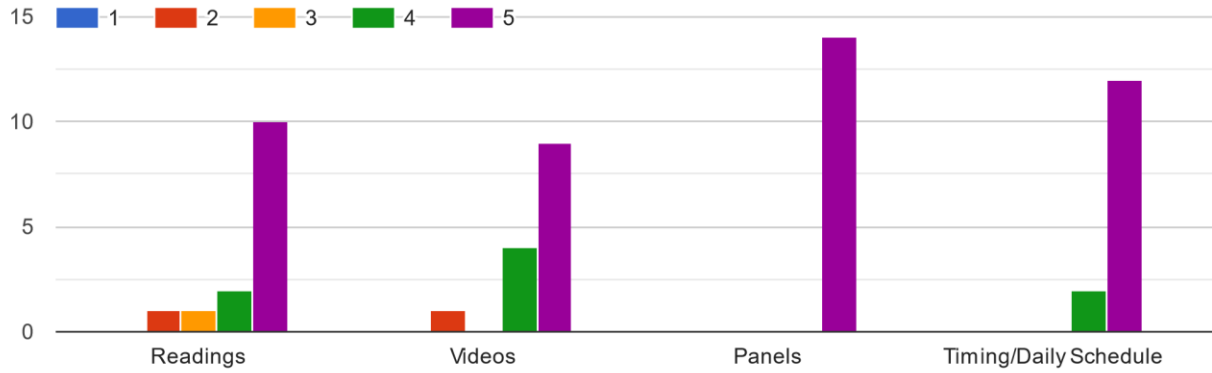
14 responses



How satisfied were you with the following elements of BFS Summer Institute programming?

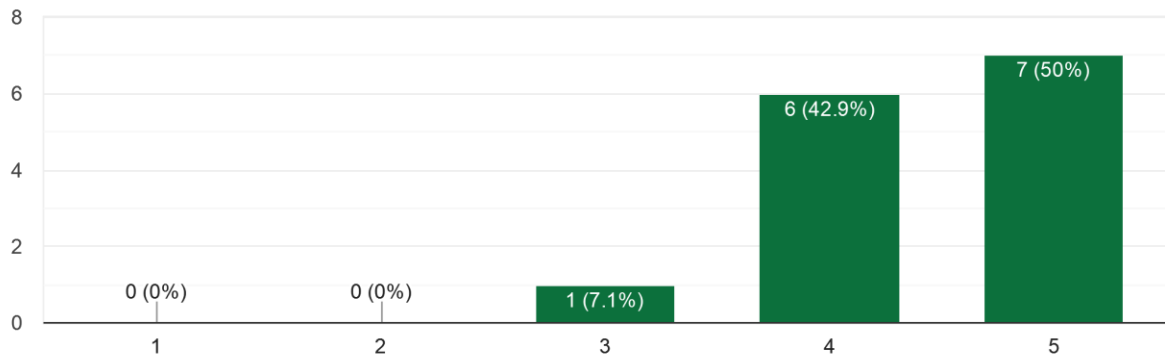


How satisfied were you with the following elements of BFS Summer Institute programming?



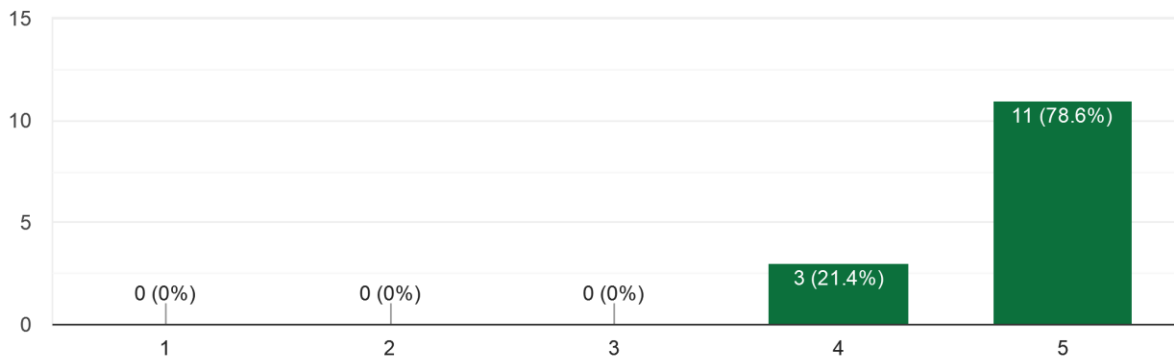
(*Disregarding emergency Zoom/virtual accommodations) I would recommend the same or a similar structure for Summer Institute activities—i.e., breakout groups, panels, readings, and audio-visual material—in future iterations of Baltimore Field School.

14 responses



The Baltimore Field School Summer Institute met my expectations.

14 responses



Perspectives from Project Leadership

Goals met or partially met

Qualitative results indicate that two of the goals documented in the *Baltimore Field School Pre-Evaluation Report* were met or partially met (denoted by checkmarks).

- ✓ **Embrace historical reconciliation specifically regarding Black/majority-Black communities and neighborhoods and harms imposed upon them by Baltimore and Maryland institutional practices and government policies.**

Qualitative data from Fellows demonstrates new insights achieved regarding harms imposed upon by local and state government practices and policies, and in fact, witnessed in real time the displacement of community partner leaders' family and community spaces.

- ✓ **Ensure that this project is "mutually beneficial."**

Both community partners spoke of ways in which they felt the project was mutually beneficial, including financial compensation, creation of opportunities, and expansion of professional and community networks.

More work is needed to accomplish the other two stated goals (denoted by rectangles).

- **Actualization of true "service" to community needs and inclusion of neighborhood residents for participation in and to benefit from this project.**

Project leaders believe that more should have been done to include community members and neighborhood residents in the planning phases of this type of project. Eric Jackson expected Baltimore Field School Fellows to have more direct involvement in Black Yield Institute's community work.

"Considering where things were with COVID and organizational transitions and lots of things, I think that Baltimore Field School was, you know, helpful in connecting with things. However, it was different than when we first started over a year ago. I had a kind of understanding and expectation that there would be more engagement with the students, fellows and other participants, you know, professors, in terms of the projects that we [BYI] were working on. And that was my expectation based on what we talked about. But that didn't happen. But again, with the caveat that I understand why it didn't. I think that I think that maybe it could have been a kind of concerted effort to figure out how we can still have the flavor of that, but I also recognize that transitions in our organization made us a probably less than ideal partner as well." – Eric Jackson, BYI

Principal Investigator Nicole King also noted the deficiency in community building outside of UMBC.

"I thought it definitely met my very pandemic-lowered expectations for that aspect of building community at UMBC. Building out with Baltimore? Not as much." – Nicole King, UMBC

While Curtis Eaddy II discussed positive moments stemming from activities related to his community's partnership with Nicole King, most were not directly related to Baltimore Field School; however, they took place around the same time.

▫ **Create a new culture of shared power in university-community partnerships**

The UMBC leads discussed how their intentions to share power more equitably in the operation of Baltimore Field School did not materialize in the exact way they hoped because of institutional bureaucracy.

"I understood it a lot about trying our best to make power more equitable amongst our partners and finding that it's very difficult because of the institutional power and the institutional processes that are necessary." - Imani Spence, UMBC

“I certainly like the idea of disrupting power so that we can operate as community partners that both have a level of expertise and knowledge to be able to share with each other to strategize and collaborate on possible ways to move forward. But I do think, especially if I’m personalizing this to our institution, I think there is a lot around bureaucracy that ties our hands at times. That means that disruption of power is not as easy as we would like it to be.” – Kimberly Moffitt, UMBC

Curtis Eaddy II’s understanding of power in this partnership changed as a result of his leadership with Baltimore Field School.

“I... wasn’t sure [of] The power distribution, because funding was coming through you all... But the flexibility and transparency of the team that we worked with—this UMBC team, it really gave me confidence in the shared power... The UMBC team went extraordinarily, extraordinarily over and beyond expectations set by myself, staff, and community members. And we built power together. So that the opportunity that came out of this, it’s a platform that we can continue growing. We didn’t know how it was going to start, but I feel like there was power created in this partnership that can help our community in many different ways.” – Curtis Eaddy II, SWP

Eric Jackson’s understanding of power in this relationship did not change, and his reasons match the collective view of all project leaders that community members need to be more involved in the planning of how the Field School operates.

“I do think that, you know, for it being its first [run], I think it’s great. And there’s more work to be done to figure out how to do the things that we talked about in terms of the power differentials, and having community lead, and connecting participants with groups in deeper ways, like all of those things, I think still are noble. It’s just some work to do to actually get there.” – Eric Jackson, BYI

Questions linger regarding shared power between university and community.

The perceived internal community building at UMBC brings other questions to light regarding the upcoming change in university leadership when university president—and longtime supporter of community-engaged scholarship—Freeman Hrabowski retires after 30 years in that position. UMBC leads discussed uncertainty of the direction of the university’s community relationship building in Baltimore.

“I think it's important to ask those questions about what kind of institution we want to be now and what kind of institution we want to be in the future as we continue to grow and have more power. Would we be a Hopkins? I don't think under this current leadership that we would, but I don't know. You need to constantly ask yourself those questions, and I think part of the Field School was really grappling with that. And we're all universities and we're all seen as... even people outside of Baltimore—people are very skeptical. A lot of skepticism surrounds for good reason as institutions of higher education when they want to work with communities. So, I think it's super important that we ask those questions and we figure out how to do it right and the non-extractive way.” – Nicole King, UMBC

“There's so much that is unknown when we've had a university leader for so long and now there's going to be this shift and change. And the piece that we've tried to think about, at least in the Dean's Office, is making sure to foreground for that person the role that community-engaged scholarship plays to this college [UMBC College of Arts, Humanities, and Social Sciences] so that we are making that clear, very early on, to prospective candidates that this needs to be seen as a part of what we do and that they need to be supportive. I mean, again, we have no control over that, but we definitely are making the point of how central that is to who we are and what our identity is and this college in hopes of having a leader that will support that as well.” – Kimberly Moffitt, UMBC

Program successes

- **UMBC leads recognized the continued building of internal [campus] community of like-minded scholars, many of whom were attracted to UMBC in order to practice community-engaged scholarship.**

“I feel like there's something to be said about the types of people that UMBC attracts who are willing to step outside of the box.” -Imani Spence, UMBC

“I was so pleased that it was mostly assistant professors are very recently tenured professors and graduate students. That was who it needed to be... So I feel like that was a really good thing because I see I see folks, like, forming groups or going out to coffee.”

– Nicole King, UMBC

“There are a lot of folks in this college in particular [UMBC College of Arts, Humanities, and Social Sciences] that we have now started to attract and see us as a place where this kind of work is a part—not just what I need to do to get tenure—but is just a part of who we are as scholars. And I think that is what has made UMBC to me, seem like a place that’s...trying to do good instead of another university that wants to suck up everything and become that behemoth. But more so trying to see itself very much a part of and along with its community... I think that’s the exciting part of what this institution is doing. I mean, clearly, the bureaucracy makes some of that very difficult for folks to be able to pull off and do so easily. But I do like seeing that that we are now at a point where we are attracting folks that already want to do this work and that it’s not a situation where you’re talking people into it.” – Kimberly Moffitt, UMBC

- **Community Partners would participate again.**

“I still believe in what the project was doing and attempted to do. I would participate in future iterations. And I would really affirm that this is something I think needs to happen. I think it’ll be exemplary once the continued data is collected around impacts and stuff like that.” – Eric Jackson, BYI

“Once the feedback came back from just the attendees and it was so well received. It’s like, ‘Man, we should be doing this all the time.’ A lot of the attendees were talking about how this helped bring them healing and gave them insight and resources. So, if we can...scale that up and, you know, expand the service, make it more frequent, we need to have more conversations. We’re human. And I feel like the more we can talk about it, maybe the more we learn about a community, it lessens some barriers. So yes, I would love to do it more full-time either with my organization or directly with you all, UMBC through the Mellon Foundation, just continue to explore and discover how we can build upon this platform. Connect the community and have more conversation.” – Curtis Eaddy, SWP

- **Enhanced personal or professional goals**

Project leads Curtis Eaddy and Nicole King discussed feeling a pull to go deeper into community work, even if it has to be done outside of their current professional positions. Dr. King discussed realizing a difference in what success looks like to her. Imani Spence described how new professional connections illuminated positive possibilities for her current career trajectory as a librarian. Like many of the Baltimore

Field School Fellows, Kimberly Moffitt, Dean of UMBC's CAHSS felt a deepening commitment to the work she has been doing.

"It reminds me of my commitments around these types of issues. And it helps to keep me focused on those as I'm moving forward and some of the decisions that I have to make in this capacity. Like, I appreciate it, reminding me of what my own commitments were as a faculty member and the ways in which I can keep some of that alive, even as an administrator." – Kimberly Moffitt, UMBC

"This helped me decide that I don't want to lead things. That that's not the goal for my career... I want to be on the ground... I need to be able to fight this stuff and understand how to do it in a way that's really gonna matter—not just writing a book or having a podcast or a lovely zine, though I believe all of those things contribute to the mission. But I think my work is far more grounded... I want to learn how to be an organizer... I love working with organizers who are not academics... I have to pick up my phone. Everyone's on the phone, they don't do email. I can write like these beautiful emails and no one's going to read them... My whole mode of communication is challenged... In the past year I have totally changed what I see as success, what success looks like to me as a human being and a professional. And some of that I do think was doing this. And I don't think it was an enjoyable experience. It was quite...difficult. – Nicole King, UMBC

- **The Summer Institute exceeded project leaders' expectations that had plummeted when Baltimore Field School was forced to go virtual.**

"When COVID hit, I was just like, How can you do a field school on the screen? I don't know that this is going to work, but we're going to move forward because that's what we do. So having low expectations, they were I was pleased with the amount of community we could build through the screens and then with the few face-to-face options that we we've had... And I feel like building that community, building that relationship, we did that somehow across the little screens with this, kind of, small group of people." – Nicole King, UMBC

Outside forces affected program processes

- **The COVID-19 pandemic**

Like Baltimore Field School Fellows, the project's leadership detailed ways in which the lack of in-person engagement took away many of the expected benefits of the program.

“It changed up a lot for us, where with COVID, we kind of changed focus... [as far as] unable to come out into the field and meeting people in person. So, our meeting and projects became digital, virtually. That totally changed the whole concept of what we were trying to do because part of it was, of course, doing in-person interviews, learning about people in the community... So really, that discovery of residents... We could have interviewed more people and got more feedback and data. We were unable to do some of those surveys and just the canvassing of the community.” – Curtis Eaddy, SWP

“In terms of meeting expectations, I mean, I know it did what we wanted in terms of some of that connection and collaboration, but it didn't meet my expectations. But that is that is not because of anything that happened with programing. That was, you know, outside of our control of why we couldn't do it.” – Kimberly Moffitt, UMBC

“I'm hoping that next summer is different and we can get out into the field because it is the Field School... What happens when the field is erased and becomes a digital box? And you have to move forward? And I mean, it is about dealing with adversity, which is what the public humanities is about to some degree. But to take the human out of it, it really even talking about it makes me sad. Frankly, it makes me really sad... But I think we could have done some really great things if we could have been on the ground because I think that's where the action really actually happens. And we couldn't do that safely and we couldn't ask people to do that. And it still kind of breaks my heart a little bit.” – Nicole King, UMBC

- **Community displacement by Baltimore City agencies**

Community Partner Leader Curtis Eaddy and his family were directly impacted by Baltimore Department of Housing and Community Development's plans to displace residents in the Poppleton neighborhood to make room for a New York developer's plans. Community Partner Leader Eric Jackson also faced a battle when the Housing Authority of Baltimore City evicted the Cherry Hill Urban Community Garden from its longtime site. Both Eaddy and Jackson are prominent leaders in their communities' disputes with the city agencies, and Principal Investigator Nicole King has been active in publicizing both communities' struggles, demands, organizing, and related rallies and public events.

“Black Yield was being displaced from their land and the Eaddy family was being displaced from their land, like right while the Field School was going on. So, I think it intensified that that issue... And the community control and ownership of land is something that just came crashing together. You know, you can't plan that, that the weekend after the Field School, Black Yield had a big action. The following weekend, there's a big action, Save Our Block in Poppleton... You see these fights for ownership and control and fights with or against the city are pretty intense for organizations.” – Nicole King, UMBC

These happenings directly reflect concerns raised by Jackson and Eaddy before the start of the Field School, documented in the *Baltimore Field School Pilot Pre-Evaluation Report*.

There is still concern about Baltimore City and UMBC as institutions exerting their power and their own plans over the mutually established goals and intentions of this project.

“The City has its own plan. We may bump up against their plan.” – Curtis Eaddy, SWP

“If UMBC can halt what y'all are doing, what can they do to community partners?” – Eric Jackson, BYI

- **Institutional bureaucracy**

Interviews with UMBC leads clarified that they were not involved in the grant and budget writing for the project. They explained things they would have done differently had they been involved in the earliest phases, and how they contested the budget to make it more equitable.

“More transparency on the funding side. We had a lot of issues working with our grant managers, not because they're not capable, but because I feel like they were overwhelmed and because in a different world I could've just popped into their offices and been like ‘You need stuff from me. I'm not getting it. Let's talk about it.’ So, in the future, definitely more conversation between the ‘scholar’ side and the finance/bureaucracy side could be helpful.”

– Imani Spence, UMBC

“Our previous dean and our previous community engagement person in the president’s office were like, ‘Oh, we can do this and we’re talking to Mellon, we need to do it right now.’ And they went and got a few people... And that’s not how these things are built. They shouldn’t be built that way. That’s not a good way to build. You need to build with the people, the community partners at the table from the beginning I feel like that is something that we could do better in the planning and trajectory of things.” – Nicole King, UMBC

Project leaders’ suggestions for future iterations of the Baltimore Field School

- **Do more intentional community engagement before the structured community engagement, so more stakeholders can contribute to shaping the project.**

All Project Leaders noted that such an undertaking must have more community input during planning phases.

“Our organization is getting the opportunity to engage the community more beforehand. So, we did our preparation meeting—the Baltimore Field School team—but everybody wasn’t included as far as some of the other stakeholders. So just to be able to have probably an auxiliary group that encompasses more of the stakeholders per site group. I think that would be very helpful. This way it’s more engagement from the community initially versus on the back end.” – Curtis Eaddy, SWP

“If we are partnering with Black Yield and Southwest Partnership, they should have been at the table when we were writing the budget. People have to be at the table when you’re planning. You can’t do this on the outside and put it on.” – Nicole King, UMBC

“Doing this kind of work does require having established or building relationships that minimize the power dynamics and allow folks to be at the table... In addition to the folks that are crunching the numbers on campus, but the ones who are doing or helping with this work, what might that budget have looked like going forward? And I just think that’s a really interesting addition that could and should be considered for future projects.”

– Kimberly Moffitt, UMBC

- **Involve more communities to represent the diversity of Baltimore.**

Similar to suggestions from participant focus groups, discussions among UMBC project leads included adding to the diversity of community partners.

“The partners didn't really express the diversity of the city... East Baltimore and work with our Latinx communities over in East Baltimore [were] totally left out of the narrative in the Field School because it was mostly people that I work with. So, I feel like those are some missed opportunities really at the planning stage. We need to take more time and more emphasis to plan with folks collectively, which takes a long time. It's harder work. It's hard to write a grant with a bunch of people in the room. And that's something that we've learned is that needs to be pushed forward throughout the bureaucracy at the university in general.” – Nicole King, UMBC

- **Share and expand access to UMBC’s campus, resources, and the capabilities of students and personnel who are not Field School participants.**

Make this intentional in preliminary planning.

“Having access to the campus a little more. The university is a resource in itself...I think just having other departments or students with other skills that can assist...having other experts...of the university that can assist and provide either services, skill sets, or equipment. And maybe some of that can be done in the pre-production if we plan it out, just considering some of the needs of the project. And first looking through the university for procurement for those needs versus third party services that we would have to contract and pay.” – Curtis Eaddy, SWP

Give community members the power in the planning process to decide what type of support they need.

“In future iterations...I think that The People [community] should be deciding what scholars can be supporting with, and...participants helping to materialize that—including finding financial resources, leveraging relationships with students, university equipment, things like that, to leverage all of the things that they have at their disposal, including their networks, to support the projects that the community-based organizations are, you know, speaking to.” – Eric Jackson, BYI

- **Intentionally make it a longer process to be able to truly deepen its impact and accomplish what it is supposed to do—with community leading.**

“There has to be, from my perspective, an undoing process and a ‘doing anew’ process. And I think that the way that Baltimore Field School is designed right now is the ‘doing anew’ and not really enough time in undoing... You can't read your way there. Where's your rights of passage? Where's your vetting process? Where's your undoing? Where's your process to sit in what that's meant?... And then a second phase of having people test out the undoing by having very intentional ways of doing anew and always evaluating how you feeling from where you are, what emotions are coming up, what practical dilemmas are coming up, and ethical dilemmas, like all these things that I think are important, but outside of the realm of intellectualism, because that's not the only place to do that. There is some, you know, social emotional stuff that's gotta happen in order for it to stick... We use the right words, but our methodologies don't change because we don't learn them and we don't spend enough time there unpacking, undoing, feeling like the world is over. Like, ‘Oh shit, what have I been doing the whole time?’ And then find ways, very smart and nuanced ways, of learning to walk again... More time and more depth within that time... Just so that folks feel like it's mutually beneficial for them, because that's the thing. Like, if you don't feel benefit, you know, then it's no reason for you to do it. You won't see incentive or any of that. So, it's got to be deep too, not just more time.” – Eric Jackson, BYI

- **In order to more intentionally serve community needs, choose participants who want to and are able to work on community partners’ projects.**

Based on planning discussions outlined in the *Baltimore Field School Pilot Pre-Evaluation Report*, Eric Jackson expected program Fellows to have more involvement in Black Yield Institute’s work. He acknowledged the negative impact of the COVID-19 pandemic on overall operations, but wondered whether a more intentional matching of participants to community organization needs would have allowed increased capacity to work around some of the barriers.

“We met folks a couple of times and then we had social events, but not really any ongoing projects that would lead to our goals as an organization... Maybe a more defined vetting and matchmaking process for how we work with participants... But I think maybe more regular dialogue between participants and community-based organizations... having everybody in the same space could have been helpful. But I think that's more of like the resource of people and time more than money or even tools. I feel like the tool in this case would be the consistent meetings. And again, that matchmaking and vetting process [where] the applicants [are] selected based on the projects... instead of trying to make it work, seeing if it works beforehand...” – Eric Jackson, BYI

- **Visit other field schools to see how they do their work.**

“Originally Nicole and I were going to go to different field schools and see how they did their work. And I think that could be really helpful... like actually taking that time.”

– Imani Spence, UMBC

Conclusions

- The COVID-19 pandemic impacted the implementation of the Baltimore Field School as intended. The emergency switch to online engagement removed natural processes of conversation, unstructured socialization, physical visits to community spaces, even natural opportunities for rest and reflection. The frequency and duration of online activities during the one-week intensive increased fatigue among Fellows and may have altered their perceptions of the time needed and time taken to undergo a truly transformational process.
- Despite the barriers and stresses imposed by the global pandemic, Fellows and one of the community partner leaders reported an overall positive experience, including changed perspectives, deepened commitments, and new insights gained. Some participants and leaders also identified new professional and personal goals as a result of their involvement with Baltimore Field School.
- Baltimore Field School is an excellent way to build community among UMBC professors and graduate students who intend to work with communities in their research and learning. Participants are eager to find more ways to connect and collaborate with one another. It also has the potential to build relationships between communities in Baltimore.
- One of the most promising aspects of this project assessment is that both community partner leaders stressed the importance of the Baltimore Field School and their willingness to continue their participation.
- Some participants and one of the community partner leaders had specific expectations that were not met. This implies the necessity of 1) more clarity in

program objectives and 2) community partners' involvement in planning from the outset.

- Fellows' mixed reactions to the one-week intensive Summer Institute were split by professional roles: graduate students were more likely to suggest ways to make two weeks work, while professors were more likely to report an inability to imagine more than one week for the process. This, in addition to the fact that many expressed the desire for more 'how-to' type instruction in initiating and carrying out community partnerships, suggests Fellows' adherence to the institutional/university-specific structure of compartmentalized time, task, and learning. Given that graduate students and early career professors undergo professional socialization into these university/institutional roles and that such socialization is an important part of professional success in academia (e.g., Austin, 2002; Adler & Adler, 2005), Eric Jackson's suggestion of an "undoing" process makes an astute observation about the extended time and community-led training necessary for professors and graduate students to fully absorb ethical approaches to working with community partners. It also further defines the chasm between *institution* and *community* in that the academic obligation of grant and project compartmentalization is incongruent with the sustained effort, time, and holistic approaches required to establish meaningful community partnerships.
- "University-community partnership" is a common, well-established term, but the deep-rooted, positive relationships involved in Baltimore Field School are between individuals. The ongoing relationship building with Curtis Eaddy, Eric Jackson, and Nicole King cannot be understated. As documented in the *Baltimore Field School Pilot Pre-Evaluation Report*, Community Partner Leaders Eric Jackson and Curtis Eaddy emphasized that they and their communities were in processes of establishing trust and familiarity with individuals from UMBC and other institutions, but not with the institutions themselves:

"We are asking people [in our communities] to be vulnerable. They trust the individuals, not organizations." – Curtis Eaddy, SWP

"UMBC is an institution. I like y'all as people." – Eric Jackson, BYI

A similar theme can be found in the Introduction webpage of *The Baltimore Black Paper* (2017), a public scholarship project in the form of a live document that includes information on the history of Baltimore for community advocacy purposes:

Unfortunately, especially for those of us affiliated with institutions, we are also choosing to background our names because we know that our labor here may be used as a form of social-capital extraction, i.e., 'credit' that our institutions have not earned, and that perpetuates the very dynamic described in this document, and which we seek to shift.

- The Baltimore Field School pilot has demonstrated its capability to accomplish its mission to “create a model of ethical humanities research and teaching in Baltimore and cities like it.” However, its design as an “intensive” is not conducive to the time and effort needed to establish the meaningful community partnerships necessary for this to happen.

Recommendations

Ensure clarity between community partners and participants’ regarding their roles and expected mutual benefits. The Pre-Evaluation showed that community partner leaders had the expectation that participants would be able to directly contribute to their ongoing initiatives. Create a concise one-sheet for participants and another for community partners to serve as a statement of Baltimore Field School objectives, processes, and understandings between Project Leaders. Distribute both to all involved parties for ‘same-page’ success.

Plan for participants to truly serve the needs of community partners as they embark on this deeper and broader understanding of ethics. Community partner expectations stated above are congruent with Fellows’ desires for more ‘how-to’ information on establishing community partnerships and the logistics of carrying out projects and teaching ‘in the field.’ By matching participants with community partner needs, as suggested by Eric Jackson, Fellows will benefit from already-established networks. Ensure that there are participants who can and are willing to tie their research

and teaching work into meeting the needs of communities partnered with Baltimore Field School. This can create a more solid foundation and real experience in learning ethics by working through dilemmas, leading their students in such work, and being led by community partners. Such an approach would also allow participants to manage “slow scholarship” and “ego-checking” which they reported as key insights from the Summer Institute.

Extend and decelerate the timeline for Baltimore Field School and its processes.

Take more time to be intentional in exploring, understanding, validating, and meeting the needs of both community organizations and program Fellows. Moreover, Community Partner Leader Eric Jackson recommended a longer process for undoing, unlearning, and emotional reflection for university scholars before learning new ethical concepts regarding community partnerships.

Separate the intensive course and project development portion from ongoing panels, fieldwork, and other learning processes regarding ethics. This manages the Fellows’ expectations of adequate time to reflect, discuss, and experience informal socialization with one another. It also addresses their newly gained insights regarding more time for reflection and debriefing after panels and activities with heavy informational loads.

Pursue the institutional support and commitment necessary for sustainability of the Baltimore Field School. At least two institutionally-supported positions would ensure the leadership and administrative necessities for community building activities, networking, and learning opportunities internally and “in the field.” This also allows for the exploration of Community Partner Leader recommendations regarding more access to campus resources, as well as increasing program capacity to partner with more (and diverse) communities. With an intentionally decelerated process (recommended above), funding for a new cohort of participants does not need to happen every year, but perhaps biannually. With proper support and the continued participation of current Fellows, the project can emerge a new model of professional mentoring and community building on and off campus.

In panel planning, include a discussion on intra-community racism and colorism.

Fellows who discussed wanting to learn about communities outside of the Black-White

binary—specifically named as “immigrant” and “Latinx” communities—may be unaware of the extent to which the Black-White binary influences a variation of race-based experiences within those communities.

Extensive information including a list of program participants and the Summer Institute schedule can be found at the program website:

www.BaltimoreFieldSchool.org.

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Appendix A

Focus Group and Interview Questions

Questions asked in focus groups with Baltimore Field School Fellows:

- What have been the most positive aspects of your participation in Baltimore Field School and/or the Summer Institute?
- Have there been any changes in your professional or personal goals as a result of your participation?
- Let's talk about things you learned that you can implement into your work, especially pertaining to developing methods of ethical humanities research and teaching. What are those things that you will be implementing and how or when did you learn them in this process?
- What questions or concerns do you have about developing ethical methods that were not addressed in the programming?
- I am going to read some of the survey responses regarding what fellows would change about Baltimore Field School Summer Institute programming. Please expand on any of these.
- Other than in-person activities and opportunities for discussion, one of the lowest rated items was Manifesto development. Why do you think that is?
- Do you have any ideas for the reconvening in August?
- Is there anything I did not ask that you want to make sure I include?

Interview and Focus Group Questions for Project Leadership:

- How well do you feel that the Baltimore Field School 2021 met your goals and expectations?
- How did outside forces affect your ability to conduct the Baltimore Field School as originally intended?
- What recommendations do you have for future iterations of Baltimore Field School? Are there any resources that were not utilized or under-utilized that you believe would enhance Baltimore Field School activities and events?
- What are the outcomes you imagined for participants? How and when will you know if participants experience these outcomes?

- Have there been any changes in your professional or personal goals as a result of your leadership of this project?

Questions asked pre- and post-program:

- What is your understanding of power in this university-community partnership?
- What is your perception of the unique characteristics of South/Southwest Baltimore, and how those involved in UMBC Field School consider these characteristics as they work and learn with the Baltimore Field School?
- What is your understanding of the humanities and how the Baltimore Field School is centering the humanities in its work?
- What is your perception of UMBC and its work with communities in Baltimore?

Appendix B

Informed Consent Document Sent to Program Participants

Informed Consent – Project Evaluation

Project: Baltimore Field School 2021 (Pilot)

Thank you for your willingness to contribute to the evaluation of the Baltimore Field School. By completing the evaluation survey and participating in a focus group, you give your consent to have the information you provide utilized for the evaluation of the Baltimore Field School 2021 pilot. The information you share will be used only for the purposes of evaluating this project.

Purpose:

As a 2021 Baltimore Field School Fellow, you are invited to contribute to the evaluation of this program by completing a survey and participating in a focus group. The purpose of this evaluation is to collect information on how participants experience this program, how well this project meets its stated goals, and how aspects of the program may be further tailored to meet the needs of future participants. The results of this evaluation will be provided in a report to the project funders, The Andrew W. Mellon Foundation; Baltimore Field School principal investigators, community partners, program manager, and participants; and utilized for teaching and informational purposes.

Procedures:

For this evaluation, you are invited to complete a survey and to participate in a focus group. The survey is provided through Google Forms. Focus groups will be conducted and recorded through the Zoom.us internet application and will last approximately one hour. Audio and video will be recorded; participants are not required to be on video during the focus groups.

Risks:

Your participation in a survey and a focus group for this evaluation may cause minimal stress of finding and making the required time to do so. However, this is expected to be the extent of your discomfort in participation.

Benefits:

Your participation in this evaluation provides you the chance to reflect upon and evaluate your experience with the Baltimore Field School. Your participation in a focus group will allow you to talk about your experience with other participants. Providing your opinions and ideas for this evaluation will facilitate community building and information sharing among current and future participants of Baltimore Field School and contribute toward the project goal of developing ethical humanities research and teaching in Baltimore and cities like it.

Confidentiality:

Your name, identifying information, your survey responses, and information you provide during the focus group will be kept confidential. Only the program evaluator, Tahira Mahdi, will have access to survey and focus group data, including your opinions and identifying information. The evaluation report will serve the purpose of providing the opinions and ideas of the Baltimore Field School 2021 Fellows as a group. Any quotes taken from written survey responses or recorded focus group responses will be labeled only by role, i.e., whether the respondent is a professor or graduate student, and in those instances, only when relevant to the results and recommendations of the evaluation report.

The audio-visual recording of the focus groups and the data from the Google form survey will be kept on the password-protected device of the program evaluator, Tahira Mahdi. The files will be deleted after the final evaluation report has been submitted to and accepted by Baltimore Field School principal investigators and the project funder, Andrew W. Mellon Foundation.

Voluntary Participation:

Your participation in this evaluation is voluntary and you may choose to withdraw from the focus group at any time or decide not to discuss certain topics. Your withdrawal from this evaluation will not negatively impact your status with the Baltimore Field School, partner organizations, or institutions related to the project.

Contact:

If you have any questions or concerns regarding the evaluation of the Baltimore Field School, please email Tahira Mahdi, Ph.D., program evaluator, at tahira.mahdi@gmail.com or call 240-416-6622.