

Call for Proposals: Aligning Teaching and Research: Work Smarter, Not Harder

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This proposed edited volume addresses one of the major hurdles for political scientists in academia: the increased pressure to publish within the context of limited time and resources for research and writing. While some political scientists have low teaching loads and ample research funds, the vast majority of instructors are at institutions with heavy teaching and service loads and increasing research requirements but little money to fund this research. On the other hand, those with heavy research expectations may struggle with finding time for course preparation amid high research demands.

This book provides a resource for political science faculty wanting to increase their research productivity and/or teaching effectiveness in a time and resource efficient way. The book includes examples from faculty across various subfields and types of institutions that illustrate how instructors are aligning their research and teaching activities to “get more bang for their buck.” While research related to the Scholarship of Teaching and Learning (SoTL) has become increasingly popular within the political science discipline, it represents only one way that professors can align their teaching and research. This volume goes beyond SoTL to consider additional ways to integrate teaching and research. Such efforts not only improve productivity but can also ground our teaching in the literature and improve student outcomes and success.

To this end, we call for proposals from those within the political science field (all subfields) that outline specific examples of how the faculty member aligns/combines teaching and research to increase their research productivity and/or teaching effectiveness. Specifically, we seek proposals in the following areas:

1. SoTL and Pedagogical Research
 - a. Proposals would focus on how professors have conducted SoTL research projects within classes or other teaching and mentoring situations (such as with student clubs, Model and Mock teams, etc.). Examples include writing SoTL or pedagogical articles on innovative teaching strategies, conducting more scientific research on student outcomes related to teaching interventions, and publishing teaching and pedagogical articles in less formal outlets, such as blogs and instructor resources. Tips on how to frame the contribution of pedagogical and SoTL research in promotion and tenure materials are encouraged.
2. Writing Textbooks
 - a. Proposals would elaborate on how faculty utilize textbook writing to improve their teaching, increase knowledge of the field, and as an example of research productivity. Tips on how to frame the contribution of textbook publications in tenure and promotion materials are also encouraged.
3. Research with Undergraduate Students
 - a. Proposals would discuss various ways professors have incorporated undergraduate students into their research. Examples include doing research with undergraduates, including coauthoring with them, running an undergraduate research lab with undergraduate students, and teaching courses (including

experiential learning or civic engagement courses and internships) where undergraduate students complete research projects that may be disseminated (either individually or as an entire class).

4. Study Abroad Programs and Field Research
 - a. Proposals would discuss examples of incorporating field, archival, or other types of research into study abroad programs or courses.
5. Graduate Student Research Collaboration and Mentoring
 - a. Proposals would focus on innovative ways to help mentor graduate students in research and publishing and how to use these collaborations to improve the professor's research and teaching.
6. Embedding Research in Teaching
 - a. Proposals would discuss examples of professors utilizing their political science research in innovative ways to improve their teaching, increase student engagement, and/or improve student learning outcomes.
7. Generating Research Ideas from Teaching
 - a. Proposals would focus on ways that professors utilize their classes to help generate new research ideas and promote an evolving and expanding research agenda.

Other proposals that do not fit one of these specific themes but fit the overall approach and objective of the book are also welcome.

If you are interested, please submit a 300-400 word abstract and a short bio (around 50 words) to cbutche2@kennesaw.edu by October 14. Your proposal should describe the essay you would like to contribute, explicitly connecting your chapter to one of the areas above or indicating an additional unlisted area where you think your chapter could fit. Abstracts will be reviewed on a rolling basis, with all decisions completed by October 30. Accepted abstracts will be included in a book proposal to be submitted to Springer as part of the Political Pedagogies book series (edited by Jamie Frueh and David Hornsby).

We anticipate final essays of roughly 3000 words to be submitted by February 1, 2022. Final essays should include specific, tangible examples of teaching and research practices that other professors could reproduce in their own contexts to improve and expand their research and teaching.