Public Humanities Exchange Application – Center for the Humanities – November 2014 – 1

Electronic copies of all materials should be sent to Jeff Kollath, at hex@humanities.wisc.edu by 5:00 PM on Friday, January 23, 2015

November 2014

Dear Applicant,

Thank you for expressing an interest in the Public Humanities Exchange (HEX). Before you begin the application process, there are a few things you should know about the program, our expectations, and the role you would play as an Exchange scholar.

Becoming an Exchange scholar is an honor and a commitment. As you may be aware, there are few universities with active community-based research programs of this scale or kind in the humanities. We hope you’ll take pride in being a part of such a program—in implementing a high-quality, individualized project, and in contributing to the success of the Exchange at large.

During your involvement, you will be expected to work with our Public Humanities Program Manager, who oversees the development of the program at large, and will offer you input on potential project partners, programming, assessment, and options for sustainability. Monthly meetings to discuss your progress are a requirement of the award.

Finally, you should know that earning a Public Humanities Exchange award entails membership within a broader community. Various meetings, workshops, and ongoing education sessions will take place throughout the year, and your attendance is required. Some sessions will allow informal conversation about goals, strategies, and frustrations; others will give you a chance to consider community-based research, service-learning, and your project in a more intellectual and theoretical light.

We hope that you will apply, and we look forward to hearing from you. Completed applications are due electronically to Jeff Kollath, Public Humanities Program Manager, at hex@humanities.wisc.edu by 5:00 PM on Friday, January 23, 2015. If you have any questions about the program or the application process, please visit our website at humanities.wisc.edu or contact the Public Humanities Program Manager to set up a meeting.

Sincerely,

Sara Guyer
Director, Center for the Humanities
Public Humanities EXchange

The Center for the Humanities’ Public Humanities Exchange (HEX) program integrates a number of programs into one: it is a dynamic outreach, community-based research, service learning, and granting program. Each HEX project builds a partnership with a community partner that develops out of an identification of commonalities between the needs and objectives of the partner, and the student’s research, interests, and expertise.

We seek students who are creative and flexible, and willing to engage in extensive collaboration and consultation with both the Center’s staff and their community partner. Projects will be evaluated based on the criteria including:

- Centrality of the humanities component
- An indication of how the humanities will impact the project’s goals and outcomes
- Potential impact for and engagement with community participants
- How the scholar plans to engage the participants – approach, activities, and training
- Thoroughness of plans for project implementation
- Creativity of the project
- Logistical planning and feasibility

We strongly recommend that you set up a meeting with Public Humanities Program Manager Jeff Kollath to discuss your project ideas prior to turning in your proposal. The coordinator can provide you with resources and information on both the application and community organizations. He can be reached at hex@humanities.wisc.edu or 608-890-1468.

Applications must be e-mailed to hex@humanities.wisc.edu by 5:00 PM on Friday, January 23, 2015. You must submit an electronic copy of all materials for your application to be considered complete.

Goals of the Public Humanities Exchange Program

In preparing your application, please keep the following goals of the program in mind. This program was designed to:

- Fund and promote direct and active engagement between university and non-university individuals and groups.
- Provide access and services to meet real, identifiable needs of people in Dane County.
- Provide graduate students with an opportunity to pursue their research outside of the academy.
- Work with existing community programs and organizations to offer innovative contributions in the form of knowledge-transfer and sharing of the methods and perspectives of academic research in the humanities.
- Create opportunities for students to work with communities not frequently engaged during graduate careers.
- Encourage exposure to and enjoyment of the humanities.
- Initiate conversations and provoke questions about “being human.”
Community Partners

The best partnerships between HEX project leaders and community partners are reciprocal ones. Each project leader should pay close attention to the needs, capacities, and interests of their partner organization and its constituency, which should be established through a continual dialogue between scholar and partner. We encourage all applicants to reach out to a prospective community partner prior to submitting an application to assess the viability of such a relationship.

Consulting previous projects on the Exchange website will provide you with a sense of the particular interests and needs of organizations we have worked with in the past. We also maintain profiles on potential community partners that can assist in directing you towards those that are well suited to your project interests. Please schedule an appointment with Jeff Kollath (hex@humanities.wisc.edu) to discuss this information.

The HEX program has historically worked with non-profit organizations, public schools, community gardens, libraries, and many other public entities. While the range of organizations that we work with varies, they are all local to Dane County and provide services to its constituents. For the purposes of this application, please consider the following definitions of “community group”:

1. A public or private non-profit that is representative of a “community or significant segments of a community” and that “provides educational or related services to individuals in the community.”
2. Grassroots organizations that are a) indigenous to their locality, b) reciprocal in their engagement, c) have open, non-exclusionary programming for neighborhood/area members, and d) provide structure, guidelines, and regulations for participants.
3. A community-based organization (CBO) is a loose term that frequently designates a group that is driven by community residents, whose main offices and leadership are located in the community, and that develops solutions and issues with residents through frequent contact and dialogue.
4. Non-profit organizations that are recognized by the IRS as “private as opposed to governmental; non-profit distributing; self-governing; voluntary; and of public benefit” (Solamon, 10). These include charities, foundations, social welfare or advocacy organizations, professional/trade associations and religious organizations.
5. New formations of community partners created by Exchange scholars that bring previously unconnected constituents together. We are always open to this possibility.

If accepted into the Exchange program, you will be required to meet the following criteria:

- Your project must run for the duration of one full semester (roughly four months) or two full semesters (roughly eight months) depending on which grant you apply for.
- You are expected to meet with the Exchange coordinator monthly during the project period.
- You are expected to attend the following orientation sessions (University Club Building, Room 313):
  1. HEX Orientation – TBD March 2015
- And these 2015 Public Humanities Seminars:
  4. Greg Downey – Tuesday, April 14 or 21, 2015
  5. 2014-15 Public Humanities Fellowship Cohort – Tuesday, April 28, 2015

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4 [http://depts.washington.edu/ccph/pdf_files/NCBONFactSheet%2010-28-05%5B1%5D_docupdated.pdf](http://depts.washington.edu/ccph/pdf_files/NCBONFactSheet%2010-28-05%5B1%5D_docupdated.pdf)
5 [http://learningtogive.org/papers/paper41.html](http://learningtogive.org/papers/paper41.html)
Program Timelines

Please choose from implementation option 1 or 2, and note clearly on your application which timeline you plan to follow. For fall implementation you may begin to plan over the summer, but do not consider this time as the main phase of project planning. Planning for fall 2015 should take place during the spring 2015 semester. Please also indicate whether you intend to implement for one or two semesters. If you are applying for a two semester grant you should consider scheduling a meeting with the Public Humanities Program Manager in advance of submission by emailing Jeff Kollath at hex@humanities.wisc.edu. If accepted into the program for a one-semester project, you will have the option to apply for a continuation grant if both you and your community partner would like to implement your project for a second semester.

Implementation Period:  Fall 2015  ☐  Spring 2016  ☐  Both Semesters  ☐

Option 1: Fall 2015 Implementation

February 2015: Acceptance into Exchange program.

Spring 2015: Project planning in conjunction with Community Partner organization and Exchange Program Coordinator. Memorandum of Understanding (see example in Appendix B) must be completed and signed by Exchange Scholar and the Community Partner before start of fall semester.

September 2015: Project implementation begins. Projects must run through December.

November-December 2015: Finalize plans and complete your capstone project.

December 2015: If you wish to apply for a continuation grant to fund a second semester of implementation for your project, you must meet with the Exchange coordinator by December 1st.

Option 2: Spring 2016 Implementation

February 2015: Acceptance into Exchange program.

Fall 2015 Semester: Project planning in conjunction with Community Partner organization and Exchange Program Coordinator. Memorandum of Understanding (see example in Appendix B) must be completed and signed by Exchange Scholar and the Community Partner before start of spring semester.

January 2016: Project Implementation begins at start of UW spring semester. Projects must run through May.

April-May 2016: Finalize plans and complete your capstone project.

June 2016: If you wish to apply for a continuation grant to receive funding to implement your project for a second semester, you must meet with the Exchange coordinator by June 1st.
Option 3: Fall 2015/Spring 2016 Implementation

February 2015: Acceptance into Exchange program.

Spring 2015: Project planning in conjunction with Community Partner organization and Exchange Program Coordinator. Memorandum of Understanding (see example in Appendix B) must be completed and signed by Exchange Scholar and the Community Partner before start of fall semester.

September- December 2015: Project implementation begins.

January-May 2016: Project implementation commences after Winter Break.

April-May 2016: Finalize plans and complete your capstone project.

SHOULD I APPLY FOR A ONE OR TWO SEMESTER GRANT?

You have the option to apply for a one semester (approximately 4 months) grant of $1,250 or a two semester grant (approximately 8 months) of $2,000. You will want to consider several things before choosing between these options:

1. Is my project best served by one semester of implementation?
2. What works best for my community partner?
3. What works best for my schedule?

If you receive a one-semester grant, you can apply for a continuation grant to receive funding for a second semester. This process begins towards the end of your first semester of implementation. There are several steps that need to be taken in order to be eligible to be considered for this additional grant. Remember, you are not guaranteed this second semester of funding just because you apply. Please speak with the HEX Coordinator for additional information.

If you know from the outset that your project is best suited for two semesters, you should apply for the $2,000 grant initially. If awarded the grant, it will save you time later in the year and insure that you get the funding you need. If you choose to pursue this option, you must meet with the HEX Coordinator before turning in your application to discuss your project.
Public Humanities EXchange

2015-16 APPLICATION

(Fill out this portion and send back as word file, please name your file: lastname_Exchange1516)

Part I: Contact Information

Graduate students from across campus are eligible to apply. You do not have to be enrolled in a humanities or arts program, but it may be useful to partner with someone in one of those departments in order to develop your proposal. Preference is given to students beyond their master’s year, with more than two semesters of study left before the completion of their degree.

Name:

HEX project proposed title (tentative):

Your department(s):

Your Community Partner (if known):

Degree and expected date of completion, if you know it:

Faculty director of your dissertation, if designated:

Title and brief summary of your dissertation, if known:

Briefly state your research interests:

Please submit the names, email addresses and phone numbers of two references. It is strongly encouraged that applicants have both an academic reference and a reference demonstrating community engagement, if possible:

1)

2)

What year are you in your program? Check one:

_____ MA student

_____ Dissertator

_____ PhD student, still taking classes
Phone (home, cell):

E-mail:

Madison address, with zip code:

Student ID number:

How did you learn about the Public Humanities Exchange program?

All successful applicants to the HEX program are REQUIRED to attend two mandatory orientation workshops, and an additional two Public Humanities Seminars. Please see the schedule at the top of page four for more information.

Please let us know your availability for the two required workshops held in March 2015.

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**PART II:** Please briefly and separately address each of the following points. Note that completed and detailed answers are important factors of the selection process. Please answer each question to the best of your ability. Unless specified, no answer should be more than 100 words.

**Project Goals:**

1) Description of your project (up to 250 words)

2) A three sentence summary of your project

3) What are the goals of your project?

4) Who is the target audience of this project? Who will it reach? (Examples: age, interest group, etc…)

5) How do you plan on engaging project participants? What types of activities or methods do you think will work? Please describe your methodology.

6) What logistical challenges are associated with your particular project/community partner/ participants and how will you address these challenges? (Examples: child care needs, transportation, hearing impairments, access to computers, privacy issues, etc…)

7) If you are considering a specific community partner, how does your project address a need or needs as identified by that organization?

8) What might you envision as a capstone for this project? Would the project be suited for a capstone? (Examples include a website, a pamphlet, a performance, a presentation, etc…)

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9) How direct and frequent would you anticipate your involvement with your community partner will be? How much actual participation time do you imagine this project would require on a weekly basis?

10) How would you gauge the successfulness of your project? What specific goals would you aim to accomplish?

Timeline of Your Project:

11) Do you plan to implement in the fall 2015, spring 2016, or both?

12) If you plan to implement for two semesters, did you meet with the Exchange Coordinator before submitting this application?

13) How often do you plan to meet with your participants each month? For how long? How many participants do you anticipate?

14) Please provide a brief timeline for your project. See Appendix C for a sample timeline.

Community Connections:

15) Why are you well suited to work with this community?

16) Do you have past experience with community organizations?

Academic Research:

17) How will your own humanities work, research, and or engagement be integrated into your project?

18) Please cite THREE examples of community-based projects you find particularly influential, including past HEX projects. Include website addresses, citations, or scans of materials for committee review. In lieu of projects, please provide citations for scholarly articles or texts that provide the scholarly basis for your proposed work. These projects or sources need not be explicitly related to the humanities, but rather give the selection committee an idea of the type of thinking or engagement involved in your project. Feel free to refer back to your answer in question #5.

PART III: Submit your Curriculum Vitae. On the electronic file you submit, please label it Curriculum Vitae. We are particularly interested in learning about your research interests, education background, teaching experience, and community involvement.

PART IV: Submit an up-to-date university transcript from the Registrar’s office. Unofficial transcripts are accepted. On the electronic file you submit, please label it Transcript.

PART V. Partner Information (optional): You may include information on possible community partnerships or faculty supporters, including materials from agencies with which you are considering working with. It is strongly encouraged that you meet with the Exchange Coordinator prior to discussing your project idea with a community partner. Additionally, please check the Public Humanities Exchange website to see locations of past and current projects.
APPENDIX A: WORKING WITH THE MADISON METROPOLITAN SCHOOL DISTRICT

Exchange projects have taken place at multiple schools within the Madison Metropolitan School District (MMSD) over the past ten years. Projects created and implemented in collaboration with MMSD have been some of the most successful Exchange projects. Logistics of planning and implementing a project within MMSD, however, are numerous. Due to the number of steps to be taken in order to successfully implement an Exchange project, the program has a liaison within MMSD. She is an invaluable resource to help potential Exchange scholars navigate through the process of finding a partnering school and teacher for their projects. If you would like to discuss your project idea with our contact please speak with the Exchange coordinator.

If you are planning a project in conjunction with MMSD, contact and planning with the school and teacher must be carried out before summer break begins in the public school system on or about June 10, 2015. You will need to become familiar with the school curriculum and schedule far in advance of project implementation if you plan to carry out in class work with MMSD students. Please consult individual instructors regarding weekly and monthly lesson plans in order to determine whether or not your project is suitable for in class participation.

Initial contact should occur before summer break even if you plan to implement in the spring. Teachers may be difficult to contact over the summer and often plan their syllabus prior to the start of the school year. If accepted into Exchange, you will also need to complete and sign a disclosure statement (in order for the district to do a background check) and provide emergency contact information.

As you design your project, please consider the following:

☐ How does your project fit into the teacher’s syllabus and goals for the school year?

☐ MMSD runs on a different schedule than the UW. How will you be able to continue implementing your project during the time period in which UW is not in session but the school is?

☐ Do you plan to implement your project during or after school? Will students need transportation or snacks? If you are planning on implementing after school, you may want to consider partnering with after-school program providers (e.g. Madison School Community Recreation) or a community center.

☐ What age do you plan to work with? What experience have you had working with students this age in the past?

Exchange Scholars have previously partnered with teachers at the following schools:

- Black Hawk Middle School
- Jefferson Middle School
- Spring Harbor Middle School
- Transition Education Program
- Cherokee Middle School
- Lincoln Elementary School
- Thoreau Elementary School
- West High School
- East High School
- Nuestro Mundo Community School
- Toki Middle School
- Wright Middle School

** - HEX has also funded projects at Badger Rock Middle School, located on Madison’s south side, and Clark Street Community School in Middleton. Both charter schools, Badger Rock and Clark Street have the flexibility in scheduling and curriculum development to accommodate HEX projects into their regular schedules. If you are interested in pursuing this option, please contact the HEX Coordinator for contact information.
APPENDIX B: SAMPLE MEMORANDUM OF UNDERSTANDING

The purpose of this memorandum is to insure clear expectations between both the Public Humanities Exchange scholar and community partner. A separate form should be filled out for each partner organization. Once the form is filled out, both parties should sign and date to indicate they are in agreement with the terms and expectations.

Exchange Scholar(s):___________________________Project Title:___________________________

Community Partner:___________________________________________________________

Community Partner Lead Contact:__________________________________________________

Project Planning Dates:
Start:___________________                         End: ___________________

Project Implementation Dates:
Start:___________________                         End: ___________________

Schedule (Frequency of meetings or sessions, e.g.: every Tuesday afternoon):

Participants (High school students, members of center, etc...):

Please describe existing institutional support available to you through your community partner (recruitment ability, publicity, coordination, privacy issues, etc.).

If working with children under 18 or vulnerable or at-risk communities have you considered issues like parental approval, privacy and safety concerns, etc.?

Will you be working with a pre-existing class or group? If not, how will you plan to recruit, establish a core group of members, maintain attendance, etc.:
Will your project occur during the regular program hours of your partner? If not, how will you account for logistical challenges that may arise?

Are there projects or leaders within your partnering organization that can assist you with advice and instruction? Are there particularly successful programs there that you can visit and observe as a part of your planning process?

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**Project Goals:**

Scholar: ___________________________ Date: _____________

Community Partner: ___________________________ Date: _____________
APPENDIX C: SAMPLE TIMELINE

Sample I

May-July 2015: Research other community writing/story-telling groups, aphasia and life-story projects, and other relevant topics that emerge. Consult and exchange these with contact at the Self-Help Group.

Mid-August-September 2015: Work with clinicians involved in the Aphasia Self Help Group to assess needs and desires for the life story program

September-October 2015: Develop a sound curriculum for the program in conjunction with director of the Self Help Group.

October-November 2015: Review curriculum with the facilitators of the Aphasia Self Help Group

Mid-October-Mid-November: Contact potential participants and obtaining their permission

Mid-January-April/early May 2016: Meet with the group on a weekly or bi-weekly basis and develop a capstone presentation or celebration of the projects’ completion.

Sample II

Summer

1. Arrange informational meetings/brainstorming sessions with Creative Writing TA’s (most likely at University of Madison) and theatre and drama faculty and/or doctoral students in order to gain ideas for teaching writing and drama to adult learners.

2. Begin designing and compiling lessons and scope and sequence of workshop

August/September

1. Meet with 2-3 community college instructors to schedule an initial class visit (in order to give the survey and introduce myself) and to schedule the workshop into their syllabi

2. Continue to develop scope, sequence, and individual lesson plans for workshop

Late September/October/November

1. Teach weekly drama/writing workshops over a 4-6 week period

Late November/Early December

1. Hold a performance on the campus of Madison College.

2. Conduct follow-up interviews. Give survey. Meet with individual students and teachers to discuss the possibilities for growth of program and/or future projects.