

**Public Humanities Exchange (HEX-G) Scholarship
2023-2024 Call for Applications**

HEX-G is now using a **rolling application**. Submit your application using our application form here: [HEX Application Portal](#). *Applications need to be done in one sitting.* Please familiarize yourself with the application portal and prepare all of your materials in advance. Use this packet to prepare and organize the necessary materials.

Please ensure you follow the following guidelines for your file names:
FirstnameLastname_documentname, example “BuckyBadger_Budget.”

For comments, questions or concerns please contact Public Humanities Coordinator, Danielle Weindling, weindling@wisc.edu. Applications will be reviewed within 2-3 weeks.

Once accepted, HEX-G scholars are required to:

- › Meet with the Public Humanities Program Coordinator prior to and throughout your project;
- › Present your project to a campus body of your choosing after your project is done;
- › Execute your project for the duration of either one full semester or two full semesters, depending on the grant for which you apply;
- › Attend one mid-semester cohort social and one professional development workshop, the goal of which is to familiarize yourself with public humanities activity and methods.

If you have any questions about the program or the application process, please visit our website at humanities.wisc.edu or contact Public Humanities Program Coordinator, Danielle Weindling (weindling@wisc.edu) to set up a meeting.

PROGRAM GOALS

- › Fund and promote direct, active engagement between university and non-university entities.
- › Provide access and services to meet real, identifiable needs of people in Dane County.
- › Provide graduate students with an opportunity to pursue research outside of the academy.
- › Work with existing community programs and organizations to offer innovative contributions in the form of knowledge-transfer, as well as the sharing of the methods and perspectives of academic research in the humanities.
- › Create opportunities for students to work with communities infrequently engaged during graduate careers.
- › Encourage public exposure to and enjoyment of the humanities.

APPLICATION CONSIDERATIONS

The HEX Scholar builds partnerships with community members to develop a service project that meets the needs of the partner, and that build on the Scholar's research, interests, and expertise.

Projects will be evaluated based on the centrality of the humanities component; the potential impact of the humanities on the project's goals and outcomes; the anticipated level of engagement with community participants; the method of engaging participants; the thoroughness of your plans for project implementation; the creativity involved in executing the project; and logistical planning and feasibility considerations.

COMMUNITY PARTNERS

The best partnerships between HEX Scholars and community partners are reciprocal ones. Each scholar should pay close attention to the needs, capacities, and interests of their partner organization and its constituency. You're encouraged to reach out to a prospective community partner prior to submitting an application to assess the viability of such a relationship. You are also welcome to apply without having spoken with a potential partner. Consulting previous projects on the [HEX website](#) will provide you with a sense of the particular interests and needs of organizations we have worked with in the past.

The HEX Program has historically worked with non-profit organizations, public schools, community centers, libraries, and other public entities in Dane County and beyond which provide services to its constituents.

PROGRAM TIMELINES

You have the option to apply for a one-semester grant of \$1000 or a two-semester grant of \$2,000. Consider what works best for your community partner and your schedule, and whether your project is best served by one or two semesters of implementation. If you receive a one-semester grant, you can apply for a continuation grant to receive funding for a second semester at the end of the first semester, but you are not guaranteed this second semester of funding just because you apply. If you know from

the outset that your project is best suited for two semesters, you should apply for the \$2,000 grant. All HEX Scholars receive a \$600 stipend award, regardless of project timeline.

Application for HEX-G Scholarship Guidelines

Graduate students from across campus are eligible to apply; you don't have to be enrolled in a humanities or arts program, but it may be useful to partner with someone in humanities to develop your proposal.

PROJECT INFORMATION

Please respond to each of the following prompts. Complete and detailed answers are important factors of the selection process, but no answer should be more than 100 words, unless specified.

Project Goals (300 Words):

1. Describe of your project and provide a succinct account of its goals. You should include your vision of how your project will involve humanities content, skills, or methods.

Target Audience (300 Words):

2. Who are the target audiences of this project?
3. If you are considering a specific community partner, how does your project address a need or needs as identified by that organization?
4. How do you plan on engaging project participants? What types of activities or methods do you think will work? How many participants do you anticipate?

Methodology (300-400 words):

5. What logistical challenges are associated with your project and how will you address these challenges? (Examples: childcare needs, transportation, hearing impairments, access to computers, privacy issues, etc.)
6. What might you envision as a capstone for this project? (Examples include a public exhibition or performance, website, pamphlet, presentation, etc.)
7. How direct and frequent do you anticipate your involvement with your community partner will be? How much time will you devote to the project weekly basis (i.e., how often do you plan to meet with your participants each month? For how long?)
8. How would you gauge the success of your project?

Timeline:

9. Please provide a brief timeline for your project. (See *Appendix I* for examples.)

Community Connections (150 words):

10. Why are you suited to work with this community?
11. Do you have experience with community organizations or similar programs?

Academic Research (300 words):

12. How will your own research or methodology be integrated into your project?
13. Please cite and briefly describe three (3) examples of community-based projects that influence your proposal. These may include projects within the HEX Program, undertaking by Humanities Councils or the NEH, etc.

14. List two references; include name, email address and phone number. *We encourage you to include one academic reference and one reference demonstrating community engagement.*

CV

Include your Curriculum Vitae as a PDF document. We are particularly interested in learning about your research interests, education background, teaching experience, and community involvement.

TRANSCRIPTS

Include an up-to-date university transcript from the Registrar's office as a PDF document. Unofficial transcripts are acceptable.

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. Check the HEX website to see locations of past and current projects.

Appendix I: Sample Project Timelines

Sample I (One Semester)

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 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 (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

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.

Sample II (Two Semester)

May-July:

- › 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:

- › Work with clinicians involved in the Aphasia Self Help Group to assess needs and desires for the life story program.

September-October:

- › Develop a sound curriculum for the program in conjunction with director of the Self-Help Group.

October-November:

- › 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:

- › Meet with the group on a weekly or bi-weekly basis and develop a capstone presentation or celebration of the projects' completion.