



AY 2022-23

High-Impact Engaged Education Funding

Each year the Spencer Center dedicates a portion of its Endowed Fund to support faculty in developing high-impact education experiences related to civic and global engagement.

We will distribute \$2800 to support faculty in the development of high impact educational experiences in the areas of service-learning, community-based learning and global learning. Projects could include development of a new service-learning or community-based learning course, enhancement of an existing course, or the addition of a new civic or global engagement element to an existing course.

High Impact Practices _____

Two of the high impact practices identified by the American Association of Colleges & Universities (AACU) constitute a major portion of the Spencer Center's work:

Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address US diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

[<https://www.aacu.org/leap/hips>]

Grant amounts will be determined by the nature of the project, its potential for significant student impact, and its resonance with other curricular and co-curricular initiatives on campus. Preference will be given to proposals designed to develop or



enhance a course or program that incorporates best practices in civic and global engagement.

Timeline

Applications due:	March 15, 2023
Notification of funding decisions:	March 29, 2023
Project expenditures:	July 1, 2023-June 30, 2024
Final report	August 1, 2024

Budget

Proposals that contain a “sliding” budget allowing for several funding scenarios will be considered favorably.

The following types of expenses are allowable:

- Direct costs specifically tied to goals (reasonable travel, lodging, meals, admission fees)
- Educational materials
- Training or workshop fees for professional development that would be used in an MBU course or program

Funds may not be used for:

- Salaries, wages, stipends, fringe benefits and course “buy out” or release
- Capital expenses such as computers or other equipment
- Participation in an already existing Mary Baldwin spring break, May Term or “study away” program

Examples of appropriate budget expenditures:

- Exploration of a domestic or international location that would add a study away component to a pre-existing course or develop a service-learning course;
- Visiting a destination such as a museum or community group/agency that could facilitate the development of a partnership for a course or program; or
- Adding a new component to a course or discipline(s) through the purchase of educational materials or professional development.

All award funding must be expended and receipts for reimbursement submitted by June 30, 2024.



Report Back and Sharing

Grant recipients will submit a written summary of the project that includes:

1. Description of outcomes and what was accomplished
2. Description of the impact the project had on your professional development, including its impact on your teaching and your scholarship

Additionally, grant recipients are encouraged to attend a Spencer Center Faculty Fellows meeting during the Fall semester to report back on grant activity and discuss opportunities for further disseminating results and lessons learned with interested faculty and students.

Civic and Global Engagement Best Practices

Preference will be given to projects that incorporate high impact practices related to civic and global engagement: service-learning, community-based learning and global learning.

- Promising pedagogies:
 - Service-learning (community service imbedded into the course as one of the “texts”)
 - Intergroup or deliberative dialogue
 - Collective civic problem-solving (initiatives that address pressing public problems)
- Reciprocal partnership with a community, agency or group that builds in intentional measures to ensure mutual benefits to both partners
- Community-based opportunities for students to bridge theory and practice
- Planning for long-term sustainability of the project and partnership whenever possible
- Careful preparation and reflection of community-based experiences

Examples of recent High Impact Engaged Education grants

Dr. Amy Tillerson-Brown, Department of History

The emergence of U.S. hip hop culture in the U.S. and its role in social commentary and critique of U.S. history, 1970-2010

Redesign the HIST 216 course to focus on the emergence of hip hop culture in the U.S., using the lyrics of hip hop music as social commentary in our critique of U.S. history, 1970-2010. The funds will support my travel to the Bronx and Harlem to research the history of hip hop at the Schomburg Center for Research in Black Culture and to attend the Hip Hop Literacies Conference at John Jay University.

Doreen Bechtol, Shakespeare and Performance

Shakespeare in Staunton City Elementary and Middle Schools



Fund a program to bring one performance and one experiential learning workshop to each Staunton elementary and middle school, enabling meaningful engagement between MBU graduate students and young learners in our community. MFA students will learn practical skills necessary to develop an educational touring show and put into practice theories learned in their Shakespeare Pedagogy course while engaging with youth in Staunton through a service learning project.

Dr. Brenci Patiño, Latin American and Francophone Studies

Women Voices of Empowerment

Attend the “Voces Oral History Research Summer Institute” at the University of Texas to learn best practices for conducting oral histories. This knowledge will be used to develop a new Latinx Studies course for either Spring 2019 or Fall 2019 that centers on testimonies, memoir and autobiographical writings based on women’s personal stories. Students in the class will compile a digital archive of stories of community members, building a deeper understanding of women’s contributions to their families and communities.

Dr. Bruce Dorries, Communications

Marketing and Communications Course in Haiti

Travel to Haiti to teach a short-term Business Communications course at the Bishop Tharp Business and Technology Institute. Explore the development of an institutional relationship between administrators and faculty of MBU and BTI. possible Business Communication course as a collaboration with MBU.

Application for High Impact Engaged Education Funding

Please submit completed applications to civicengagement@marybaldwin.edu.

*Applications for 2023-2024 are due **March 15, 2023**.*

I. BASIC INFORMATION

Faculty name/department:

Faculty name/department:

Phone(s): _____ Email(s): _____

Title of project:

Destination(s): _____ Proposed Duration/Dates: _____

Amount Requested: \$ _____



II. NARRATIVE (*short answer*)

Project Outline and Rationale

1. Describe your project, including the program you hope to develop or enhance:
 - a. What are your educational goals for students?
 - b. How will it expand or deepen civic or global student engagement?
2. Identify and describe the community/group/agency with which you intend to partner or visit (if applicable).
 - a. Describe the potential for a long-term relationship with this community.
 - b. Describe your level of familiarity or background with this community (types of contact, duration, if you have visited, etc.).
3. Identify the students who might be interested in taking part in this educational experience (by major, minor, group affiliation, class year, etc.). What aspects of this program make it accessible and appealing to students?

Sustainability

4. Has a project similar to yours (addressing the same issue, working with a similar community, focusing on similar educational goals, etc.) ever been attempted or done at MBU? If so, what were the reasons that it did not continue or outcomes? Have you communicated with those on campus who were involved in that project?
5. Describe your preparation to carry out this project (e.g. previous international travel; research or professional expertise on the topic; experience with program development; level of familiarity with the community or issue).
6. What is the potential for interdisciplinary collaboration on this project? (Are there other disciplines that could be included in this experience? Have you explored partnership with another department or colleague?)
7. What campus academic or co-curricular offerings support or dovetail with your project? How does it fit into existing campus initiatives or curriculum?

III. TIMELINE

Outline the chronological steps of your project.



IV. BUDGET

Please provide a detailed budget outlining how the requested funds will be spent.

V. ATTACHMENTS

Please attach or include the following:

Bibliography (if applicable), Vita and a letter of endorsement from your Associate Dean or Program Director.