



The Mindich Program for Engaged Scholarship

Course Development Awards Application Guide

I Overview

A. Purpose

The Mindich Program for Engaged Scholarship (MPES) announces a new initiative to support faculty innovations in teaching, learning, public service and community engagement through the development of courses that integrate academics and service/community engagement. Through this Request for Proposals (RFP), we invite proposals from FAS faculty for funds to support the development of undergraduate Engaged Scholarship courses.

We invite proposals for new courses, as well as for the substantive redesign of previously offered courses. More information on the MPES and Engaged Scholarship is available on the program website: <http://engagedscholarship.fas.harvard.edu/>

B. Funding

Course Development Awards provide \$10,000 to selected faculty or pairs/groups of faculty collaborators to develop an Engaged Scholarship course to be offered between the fall 2017 and spring 2020.

The MPES will fund up to four (4) courses for development in Round 1. Moving forward, we anticipate funding up to two courses for development each academic year, for the next seven academic years.

C. Eligibility

All ladder and non-ladder faculty with a current and ongoing teaching appointment in FAS, who are able to teach the course at least three times, are eligible for this award.

II Engaged Scholarship: Vision Statement

Engaged Scholarship at Harvard College brings together academic work and community engagement through hands-on learning experiences in/with a community context. By linking

academic work to real-world questions, problems, and opportunities, *Engaged Scholarship* challenges students to integrate intellectual content with community perspectives, knowledge, and expertise. To inform and motivate rigorous scholarship and meaningful engagement with community, *Engaged Scholarship*:

- Expands academic learning by integrating the community context into course content
- Promotes the intellectual development of students while responding to community interests, needs, and priority action areas
- Embraces novel pedagogical approaches that strengthen existing programs and partnerships whenever possible, while cultivating new collaborations
- Fosters informed and high quality engagement with community, which facilitates learning and understanding of course content
- Nurtures and sustains reciprocal, respectful, and responsive relationships with communities
- Fosters intellectual, social, personal, and institutional transformation to advance substantive and meaningful change for students and communities

Through hands-on experience, *Engaged Scholarship* develops students into engaged citizens and civic leaders who are equipped to respond to the opportunities and challenges facing the wider world through the discovery, integration, communication, and application of knowledge in service to society.

III Curricular Integration and Sustainability

Course development awards are designed to stimulate the development of Engaged Scholarship (ES) courses that will enhance the Harvard undergraduate experience, becoming a permanent and sustained feature of the College curriculum.

Courses developed as part of the Engaged Scholarship program should fit into the overall curricular plan for the department. ES Courses should be integrated into the regular course offerings of the faculty member's department offered regularly.

IV Community Collaborators

The RFP is conceptual. Therefore, applicants are not required to name a community or community partner at the application stage. However, faculty are encouraged to discuss the possibilities for partnership and explore potential collaborators with the MPES as soon as possible. Although a community or community partner may be named or described in the application, it is not required, and doing so will not confer an advantage in the review process

Faculty will identify appropriate communities and develop collaborations through the course development and implementation process. The Director of the MPES will support faculty to develop collaborations for ES courses as needed, including determining appropriate community partners, identifying existing partnerships and Harvard-based programs that can serve as the foundation for courses, developing new collaborations for ES courses, and supporting faculty to build and sustain relationships with community collaborators throughout.

V Resources for Course Development Award Recipients and Faculty Teaching ES Courses

A. Ongoing Support with Course Development

The Director of the MPES will work closely with individual faculty on all aspects of the course development process from conceptualization to implementation. The Director of the MPES is here to support faculty, to be a sounding board for faculty to talk things through and flush-out ideas. The Director of the MPES provides the following for faculty to develop and teach ES courses:

- Consultation to develop and refine the course concept and pedagogical approach
- Identifying appropriate community partners
- Facilitating and supporting collaboration and relationship building among faculty and community collaborators
- Specifying the role and responsibilities of the Engaged Scholarship Course Fellow (see below)
- Supporting the Mindich Course Fellow with their teaching
- Recommendations for further readings on engaged scholarship and related topics
- Individual consultation on an ongoing basis

With regard to the pedagogical and curricular aspects of an ES course, the Director of the MPES can help faculty to:

- Refine the course concept
- Specify learning goals
- Conceptualize and develop assignments
- Develop grading criteria, rubrics and scoring sheets for assignments
- Identify appropriate activities in the classroom and in/with a community context
- Identify course readings

B. Engaged Scholarship Course Fellow (CF)

The MPES will work with the Office of Undergraduate Education (OUE) to provide the instructional support needed for ES courses.

For ES seminar courses, the MPES will pay for one CF each semester the course is offered.

For ES lecture courses, the MPES will work with OUE to ensure appropriate section sizes and sufficient support for administrative tasks.

The stipend amount for the CF is the same as that for any other instructional support staff in a course, usually .2 FTE

Faculty will identify and select the CF they would like for their course. The Office of the MPES can provide guidelines to help faculty select an appropriate CF. The CF will be hired by the faculty members' department, with the salary billed to the MPES.

The role and responsibilities of the CF will vary depending on the department, discipline, purpose, and structure of the course. Examples of CF responsibilities include, but are not limited to::

- Planning events or activities on or off campus
- Organizing trips for students
- Administrative tasks/managing course and community logistics
- Supporting communications with community partners
- Identifying guest speakers
- Locating/securing space or other resources in communities
- Visiting students on site
- Leading (required or optional) discussion sections either in the classroom, in the community or online
- One-on-one meetings with students
- Supporting students with assignments
- Reading and commenting on drafts of written assignments
- Checking-in with students throughout the course
- Assisting with student grading and assessment

Note that in small, seminar-style courses, Teaching Fellows do not normally grade assignments or assign final grades, and the same applies to the CFs in ES courses. CFs in small, seminar-style ES courses should not provide final student assessment/assign grades.

C. Student Transportation Expenses

Courses in partnership with the PBHA may have access to PBHA vans for travel to PBHA sites. The MPES will cover the cost of MBTA T-passes for students to travel locally for course purposes anywhere that is T-accessible. The MPES can also assist with transportation on the commuter rail. The MPES is not able to assist with other regular (i.e.: weekly) forms of transportation for students at this time. The MPES is not able to provide assistance with travel to other sites or locations on a regular basis.

The MPES can assist with transportation costs for field trips, special events or other off-campus activities for ES courses. This will be negotiated on a case-by-case basis.

D. Course Expenses

The MPES program can assist with course expenses. The MPES will reimburse up to \$300 for incidentals expenses per course. Faculty teaching ES courses are expected to use course funds available through their department before requesting reimbursement through the MPES. Incidental course expenses that may be covered by the MPES include, but are not limited to:

- Guest speakers
- Equipment and materials
- Printing costs
- Research incentives (e.g.: gift cards)
- Consumables (e.g.: for focus groups, closing event with community partners)
- Organized events and community activities (e.g.: space, table at a fair)

Additional funds, including for student transportation, may be available for special experiences or course expenses in excess of \$300. These will be negotiated on a case-by-case basis. Special experiences may include:

- Organized activities
- Field trips, including transportation
- Guided neighborhood tours
- Events
- Buses for one-time travel to course-related activities or events that are not MBTA T or commuter rail accessible

Faculty should discuss these proposed expenses with the Office of the MPES in advance. The Office of the MPES will consider providing additional funds on a case-by-case basis. All expenses must be course related and a receipt must be provided for reimbursement. Faculty have 30 days after the end of the semester the ES course is taught to request reimbursement from the MPES.

The MPES's ability to assist with course expenses is contingent on the availability of funds. Therefore, reimbursement for course related expenses may be discontinued in the future.

VI Sharing Resources and Activities for Faculty Teaching ES Courses

Faculty funded by the MPES to develop a course are invited to participate in ongoing activities to support their course development and teaching, which will also foster connections between ES course faculty, colleagues across disciplines and in other departments. ES course faculty are asked to make their course materials available to faculty colleagues at Harvard:

A. Course Syllabus and Materials

Faculty should provide the Office of the MPES with the final syllabus and relevant course materials developed for an ES course. The syllabus and/or course materials that should be provided include the course description, schedule, reading list, guidelines and policies, assignment guidelines, grading criteria, etc. We also ask faculty funded by the MPES to make their syllabus and course materials available to their faculty colleagues. To support faculty, in particular faculty interested in developing an ES course, we will make Harvard ES course syllabi and related materials available to Harvard faculty colleagues. Syllabi will not be made publicly available without faculty permission.

B. Monthly Lunch and Discussion

ES faculty are invited and encouraged to attend a monthly lunch discussion with fellow ES faculty colleagues. These get-togethers will help to connect faculty with colleagues and potential collaborators across the College, and provide the MPES with insights into how to best support faculty. Lunches are social and informal, and will help to build the Engaged Scholarship Community at Harvard. Lunches will provide a space for faculty to ask questions, pitch ideas, share resources, and reflect on the course development process with their colleagues. Lunch will be provided by the MPES.

C. Symposium

Faculty awarded to develop an ES course will be invited to participate in a symposium for the Harvard Community. Details TBD.