**The American Cultures Engaged Scholarship (ACES) Program**

Launched in January 2010, the ACES program is a partnership between the American Cultures Center (<http://americancultures.berkeley.edu>) and the Public Service Center (<http://publicservice.berkeley.edu>). This program aims to transform how faculty’s community-engaged scholarship is valued, to enhance learning for students through a combination of teaching and practice, and to create new knowledge that impacts both the community and the academy.

The American Cultures (AC) requirement—the only campus-wide breadth requirement on the UC Berkeley campus—was passed by the Academic Senate in 1989 and instituted as a campus requirement in 1991 to help students gain a deeper understanding of the diverse cultures of the United States through an integrative and comparative framework. These goals are extended through community-focused and collaborative research and teaching.

In the 2019-2020 proposal cycle, several priorities have been emphasized to support community-engagement and engaged scholarship, and proposals are welcome in the following categories.

**Application Categories for Spring 2020 ACES Program**

1. **Continuity Grants for Partnership.** Faculty receive financial support to continue and deepen collaborations with community partners. Grants include $500 funding for support of community partners’ labor, energy, and time or toward collaborations like participatory research, conferences, events, etc.
2. **Chancellor’s Public Fellow.** Faculty may apply for $1500 to be given to a Graduate Fellow of their choice. The Fellow could serve one of the following roles:

...facilitate structured reflection within the course.

...act as a liaison among the faculty, students, and community partners.

...assist with syllabus design.

Graduate Fellows must be selected by the first week in August and will participate in a seminar throughout the semester.

Faculty may consider a Fellow for Spring 2020 or Fall 2020. Graduate students will be asked to participate in the Learning Community for Graduate Scholar-Activists (C).

1. **Learning Community for Graduate Scholar-Activists.** Graduate students may apply to participate in a series of workshops discussing community engagement and scholar-activism. Graduate students will have the opportunity to build community together while exploring the importance of and connection between their academic studies, teaching, and research and their community relationships and social justice efforts. Please nominate yourself or others to participate.
2. **General Continuity Funds for Faculty.** Faculty could receive up to $500 to seed ideas that support community-engaged scholarship across campus. Funding could be used toward conference travel/stipends or materials for an event, brown bag, or workshop conversations that promote community-engaged scholarship, departmental conversation, etc.

# Program Admission Procedure

We encourage applications from Senate or non-Senate faculty. Each of the above application categories has corresponding requirements, listed below. Completed applications will include all requirements within that category and will be sent by Friday, January 17, at 5:00 PM to ACES staff, Victoria Robinson (AC Director) and Andrea Wise (Associate Director, Public Service Center) at aces@berkeley.edu.

**Category A Requirements – Continuity Grants for Partnership**

1. **Cover Letter:** Faculty should address the following prompts in 250 words or less:
* Describe the community-identified needs and assets that you hope to explore through the course.
* How do you envision partnering with your selected community organization(s)? For those continuing existing ACES courses, please briefly describe how you will build on current community partnerships.
* How will this partnership contribute to student learning, and what impact do you hope it will have in the community?

**Category B Requirements - Chancellor’s Public Fellow**

1. **Cover Letter:** Faculty should address the following prompts in 250 words or less:
* In part C (above), there are descriptions of three ways to utilize a graduate student. Describe which of the three areas you hope a student will support and how the appointment of a graduate student will further the goals of the course. Faculty should d goals, partnership, and sustainability of course-community relationships.
* Please describe how you imagine the graduate student fellow’s role and corresponding work/activities will be integrated into the course design and offering.
* Include the timeframe you hope they will work as well as the name and contact information of the graduate student you have in mind.

**Category C Requirements – Graduate Scholar-Activists**

1. **Cover Letter:** Graduate students should address the following prompts in 250 words or less:
* Describe the social justice or community-based work you are involved in and how it connects (or does not connect) to your academic pursuits.
* What support do you hope to gain from meeting with other peers involved in social justice and community-based work?
* What impacts do you hope to have after building a community with other graduate students? How might this impact your program, your studies, and your communities?
* What are two questions you hope to bring to the community?
1. **Availability:** The group will meet as a cohort throughout the spring 2020 semester. Graduate students must list three to four 2-hour time slots in which they have consistent fall semester availability.

Category D Requirements - **General Continuity Funds for Faculty**

1. **Cover letter –** Faculty should address the following prompts in 250 words or less:
* Describe the idea for which you are seeking funding. How will this support community-engaged scholarship -- personally and across your department?
* Include the timeframe of your activities and proposed deliverables that you could share with the ACES program.

**After submission:**

* ACES staff will notify participants via email by the end of January.
* A formal notification letter will go to department chairs of accepted applicants notifying them of participation.

**Benefits of Participation**

The ACES program is designed to provide opportunities to develop, broaden, and/or deepen research and teaching of community-engaged scholarship.

Participants receive and gain:

* intensive training and consulting from and with the ACES and Public Service Center staff
* potential funds for costs related to course community projects, graduate student hire, and/or community-based project development (as detailed per application category above)
* opportunities to present research and best practices at an on-campus ACES seminar
* new relationships with an interdisciplinary cohort of faculty or graduate students, as applicable
* enhanced capacity to build and sustain long-term relationships with community partners
* the opportunity to mentor undergraduate and graduate students in the development of community-engaged partnership