

2025-2027 Cohort EAH Timeline & Requirements “Syllabus”

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2025-2027 Cohort EAH Timeline and Requirements

Cohort members will:

- Develop skills for academic and professional (non-academic) careers and grow their public and academic visibility.
- Engage communities in the co-design of community-engaged outreach, research, teaching, and creative work and address justice, equity, diversity, and inclusion in partnerships. In addition, cohort members will now have the opportunity to earn a micro-credential in Equity-Oriented Partnerships.

- Creatively apply the tools of arts and humanities disciplines to community interests and build mutually beneficial relationships with community partners.
- Broaden their networks and receive mentorship from artists, nonprofits, leaders, academics, and community members statewide.
- [Interview mentors](#) about their experiences, and how they address equity and inclusion.
- Workshop their ideas and activities with cohort colleagues and practitioners from across campus and beyond.
- The cohort will share aspects of their work in a culminating shared presentation or publication.

While the program is designed with an understanding of the needs and schedules of graduate students, the requirements and activities listed below are mandatory for participation and funding. Failure to comply with the requirements listed below will have predetermined consequences that will be shared during the orientation. Events and meetings take place on campus or virtually where noted. There will be other opportunities and events that cohort members will also be strongly encouraged to participate in or attend.

Guiding Questions and Program Principles

Guiding Questions:

- *How can we engage our scholarship, the tools of the arts and humanities and our unique positionalities to develop mutually beneficial relationships and partnerships with communities?*
- *How do we know how and when activities are mutually beneficial?*
- *How can we develop equity-oriented partnerships?*

Community-engaged scholars

- Engage in the development of **mutually beneficial** activity with communities
- Engage in *humanizing* dialogues and pedagogies.
- Develop and engage in relationships of mutual trust and reciprocity
- Collaborate with partners, participants and where possible, each other
- Learn from each other and from communities
- Attend to issues of equity and inclusion; attend to power dynamics and relationships with community partners and others (including within the cohort)
- Craft processes that engage shared decision making with partners: e.g. have strong mechanisms for input on project design, iteration and outcomes from organizational partners and audiences/participants.
- Listen to the needs, interests and goals of others; provide clear information about their own needs, interests and goals

- Hold a *dynamic* view of culture and a valuation of the “funds of knowledge” (González, Moll, & Amanti, 2005), e.g. the knowledge, resources, histories and lived experiences and possible futures or communities, groups and individuals (in particular for non-dominant groups), interdisciplinarity and hybridity. (see more on Funds of Knowledge at Page bottom)

YEAR 1 Spring 2025 and Academic Year 2025-2026

Two required meetings in April 2025 are non-negotiable:

Friday, April 11,

9:30 – 12pm via zoom attend at least one of the 20 minute “developing community-partner project presentations” of the 2024-26 EAH Cohort. ([schedule here](#))

1-2:30 pm In-person orientation at CHA, who we are, overview of the program

Friday April 25, In-person lunch with the cohort 12:00 – 2pm Discussion of questions for mentors, what we might be looking for in a mentor

How feel respect

- When people acknowledge my contributions
- being able to show up as a full person
- when people are curious and ask good question (when others listen)
- When people ask good questions and critique (have you thought about it this way...?)
- Showing up (communicating if can't)
- Growth feedback (I wonder, have you considered, open ended feedback, next steps in your growth), Calling out / calling in / owning your impact (if not your intent)
- Openness to new ideas

Favorite Snacks

- Lisa - Dates
- Liz - all snacks
- Oreos
- BBQ chips
- Ice cream / oreos
- Dried mango, kettle corn

- Fruits (melon)
- Dark chocolate
- Deep fried / salty
- Adele - Sumo oranges

Any embodied/grounding exercises or great “icebreakers” in your tool kit?

- Amanda- Body scan
- Kelsey - Visualization grounding practices (box breathing)
- Kasra - Calming exercise - sit on chair - take deep breath, free writing exercise, write whatever is in your mind
- Laura - full body rock paper scissors, pass the wa (more in the invigorating than calming)
- Asher - guided meditation

Before May 31, 2025

- Meet individually with facilitator Lisa Schwartz for a 30-45 minute meeting before ~~May~~ June 30, 2025
- Summer 2025: Date and time TBD
- ***Virtual meeting to check in***
 - ***When should we do this? - we decided we will not***

Spring 2026 Guest Visits

Invite a CU Boulder faculty member, either from your Department or that you have worked with, to discuss their community-engaged scholarship with the group. The visit can be in-person or virtual.

Available time slots:

1. Tuesday Feb 24 5:30 pm -5:50 pm: AVAILABLE
2. Tuesday Feb 24 28 6:00 pm -6:20 pm: AVAILABLE
3. Tues March 24 5:30 pm -5:50 pm: AVAILABLE
4. Tues March 24 6:00 pm -6:20 pm: AVAILABLE
5. Tues, April 7 5:30 pm -5:50 pm: AVAILABLE
6. Tues April 7 6:00 pm -6:20 pm: AVAILABLE

Ideas for people we could invite to talk to us:

- Anya Cloud
-
-
- Joanne Belknap
- transformative / restorative justice - Possibly Asher's sister
- Jaime Pratt - restorative justice
- Beth Osnes / Kevin Rich
- Dave Ciplet
- Shawhin Roudbari
- Clint Carroll - arts / narrative methods with ethnography
- Ben Kirshner - co - authoring

I will make a sign up and then whomever invites can select the question or two / area for them to address.

Fall 2025 (September - November)

- ~2 hours per meeting depending on the topic and activity. Cohort members will workshop equity-oriented partnership activities in cohort meetings. You must attend 2 of 3 meetings to remain eligible for funding; missed meetings will require make-up work. You must also attend one additional event related to community-engaged scholarship (further options discussed with the cohort).

Sign up for inviting folks to talk, sharing a resource (reading, video, website etc) on the topic. Sign up for "[workshopping activity](#)"

- Tuesday, August 26, 2025 4:30-6:30 pm

Topic(s): Partnership Development

Subtopics:

Go over summer prep work (point of wonder/what you care about, values, networks, positionality intro)

Leads:

Visit: Jim Walker from Playback performance as method

5:30-6:15

- **Tuesday, September 30, 2025 4:30-6:30 pm**

Topic(s): Moving into shared activity

Subtopics: (equity-oriented partnerships, discursive /embodied practices, partnership agreements, negotiating ideas, facilitating engagement)

Partnership Agreements

Planning activities

5:30 - break

5:40 - 6:20 Workshopping activity 40 - 45 - Amanda

6:20 - close out mtg

OCTOBER - meet with each other on your own to discuss mentor interview or other topics. Will assign pairs

IRB workshop Oct 14 need to sign up for lunch and learn

- **Tuesday, November 18, 2025 4:30-6:30 pm**

Topic: Documenting and Sharing (co-authorship – how to share within academia/publically for impact, equity, IRB?,) / Assessing / Iterating

Lead(s), grant workshop

Workshopping Activity: Kasra and Kelsey

4:30 - 4:45

Something that stood out to you from mentor interview:

Housekeeping! (invites for folks, signing up workshopping activity, adding march mtg, January situation, to do for Jan) (I will add this to canvas)

Self Assessment Document / Plan:

https://docs.google.com/document/d/1u_HncdS-bW3v4mbUBdsKAXbj46Bf263340M-S665B2U/edit?tab=t.0

Complete Steps 1-3 (more if appropriate)

Everyone add one resource related to your experience, background and the work in the resource section 1-3.

4:45 - 5:20 - Kasra workshopping activity

5:30-6:00 visit with Helanius Wilkins -

Intros -who you are, 1 sentence of what you care about in your work

Helanius discuss more on performance as method, community collaboration, documenting and sharing in multimodal formats and more

discuss more on performance as method, community collaboration, documenting and sharing in multimodal formats and more

6 - 6:30 - Kelsey workshopping activity

Spring 2026 (January-MAY)

IN BRIEF

Tues Feb 24 5-7pm Laura and Kelsey do their “workshopping activities” - which will take more or less the entire session. Laura will be trying out an activity she will do with teachers in MX and also discussing her YPAR methodology. Kelsey will also workshop an activity.

Everyone but Asher can attend

(a few folks share what stood out to them in mentor interviews)

Where is everyone at on their self assessment?

Assignment - of read article - self reflection questions

Thurs March 12 5-7pm Asher does their “workshopping activity”. Everyone can attend but Kelsey . Go over the project progress self-assessment and plans, parts of presentation for May. Everyone can attend but Kelsey .

A few folks share with stood out to them in mentor interviews

Wednesday April 15 2-4pm - everyone but Laura can attend. Liz Corrado does this work for you to workshop your activity?

Working session:

Go over project presentation for May - review each others abstracts

Self assessment,

MAY PRESENTATION DATE??? (or....)

- ~2 hours per meeting depending on the topic and activity. Cohort members will workshop equity-oriented partnership activities in cohort meetings. You must attend 2 of 3(now 4) meetings to remain eligible for funding; missed meetings will require make-up work.
- **NO MEETING Tuesday, January 27, 2026 4:30-6:30 pm**
PREP WORK: Draft of mentor interview completed, *final version due by Feb mtg*

FOR FEBRUARY/march MEETING Read: *Aprovechando Funds of Knowledge with EAH Scholars: Creating Equity-Oriented Zones of Collaboration*

Do: Questions to ask oneself about equity-oriented partnerships that can reflect on over time

Self Assessment:

Lead(s):

Workshopping activity: laura and kelsey

Reading or resource:

To do:

Self-Assessment and plan draft

○ **Tuesday, February 24, 2026 5 – 7 pm**

Lead(s):

Reading or resource:

Workshopping activity laura and Kelsey 1.20 (10 min break)

30

Go over template for mid-project sharing and self assessments / plans - what are gaps need to address?

Move to april Share Questions to ask oneself about equity-oriented partnerships

March 12 Thursday March 12 5-7pm

Workshopping activity: Asher

Wed April 15, 2026 2-4 pm

Lead(s)

Reading or resource:

Workshopping Activities (2-3) people

Check in on mid project sharing

- **Required: May 12? 10-12:30pm Required: Present your developing project proposal at a "critique" where you will receive feedback from campus and community members. A presentation template will be provided. Mandatory for project funding eligibility.**

YEAR 2

- Summer 2026: Write Grant Proposal draft
- 1 meeting in Fall 2026, 1 meeting in Spring 2027

Additional Meeting Requirements

- Planning meeting for development of shared presentation, publication, or workshop (date TBD, format to be determined by the group).
- Participate in a session for the next EAH Scholar cohort

Mentor-related Activities

- Between April 15 and November 15, 2025:
 - Interview your community mentor about their community-engaged work and write up an interview blog post to be shared online. May be done in person, by phone, or by video chat.
- Between September 2026 and September 2027:
 - Do an advisory session with your mentor on your proposed community-engaged scholarship “partner” project (a partnership with communities on a project relevant to their teaching, research, or creative work). May be done in person, by phone, or by video chat.

Other required activities (EAH Scholars profile pages, project proposals, etc.)

- Summer and academic year 2025–26:
 - Provide Lisa Schwartz, program lead, with content for your EAH scholars page (see example student pages from prior years).
- Summer and academic years 2025–27:
 - Year 2 Complete monthly reflections and/or assignments in your process portfolio related to your community-engaged scholarship process (how you are thinking about the work, relationship development with partners, how you are using and developing your interests and experiences as well as your partners in the design of equity-oriented, shared activity).
 - Complete your community-engaged scholarship project proposal. Project proposals are approved by a committee and are not guaranteed to be approved if they do not meet the specific criteria of the EAH scholars program.
 - Complete community-engaged partner project
 - Complete project reflection summary
 - Determine how you will share your work with broader audiences.
 - Complete evaluation materials from the program (ongoing).

A. EAH scholars Leads

Lisa H. Schwartz Ph.D. , Program Manager, lead/founder of EAH scholars. [Office for Public and Community-Engaged Scholarship \(formerly the Office for Public and Community-Engaged Scholarship\)](#) lisa.h.schwartz@colorado.edu Office: RL1 226 Cell Phone: Voice and text messages: 720-537-6840, teams # 303-735-6222

[Center for Humanities & the Arts](#) Macky Auditorium 201 University of Colorado Boulder
303-735-1324 280 UCB

B. Resources and Important Links

We will use this document to orient us, and you can find links to agendas and key folders and resources etc here in this document. Below are some key links

Important links:

- **EAH 25-27 cohort shared folder (please add to your google drive):** *Within this google folder are all of our documents. Anything you add in this folder will be viewable by ALL cohort members.*

- Canvas Course

zoom mtg link for any online mtgs: <https://cuboulder.zoom.us/j/99828794089>

- [Cohort and timeline page on CHA Website](#)
- [PACES Website with past cohorts and information](#)

Program Purpose and Learning Goals

The EAH Scholars is a yearly cohort for up to six graduate students. No prior experience with engaged scholarship is required, only an interest in and ability to apply the tools of an arts and humanities discipline and the student's life experience to work with Colorado communities beyond the university. The EAH scholars helps students apply the tools of their academic disciplines and their unique interests to community-engaged scholarship projects. Students will:

- Develop capacities for mutually beneficial community-engaged scholarship with Colorado communities
- Develop skills for academic and professional (non-academic) careers and to grow their public and academic visibility
- Creatively apply the tools of arts and humanities disciplines to community interests and build mutually beneficial relationships with community partners.
- Learn how to engage communities in the co-design of community engaged research, teaching and creative work.
- Broaden their networks and receive mentorship from artists, nonprofits, leaders, academics and community members statewide.

***Please note:** the process of relationship development, reflective practice, and learning, (through practice and experimentation!) to develop mutually beneficial community-engaged activities through your participation in cohort activities and your partner project work are the focus here! Expectations for your community “partner” project are to provide you with the experience of building relationships and practices that are key to community-engaged scholarship and to seed further work and continued interest!*

E. Required Meetings and Events

The cohort will meet to develop partnership plans and engage in professional development and learning activities over summer and academic years 2025-27. Cohort members will develop partnerships in year one and complete a draft project proposal to be presented in April of academic year one. Over the summer of 2026 they will finalize their project proposals and in year two they will actualize a community engaged-scholarship "partner" project with monthly reflections on power, position and process. Subsequently, they will present aspects of their work to each other and to the public.

While the program is designed with an understanding of the needs and schedules of graduate students, **the requirements and activities listed below are mandatory for participation and funding.** Failure to comply with the requirements listed below will make participants ineligible for continued participation and funding. Events and meetings take place on campus or virtually where noted. There will be other opportunities and events that cohort members will also be strongly encouraged to participate in or attend.

I. EAH Scholar Policies

I.1. Attendance

Cohort members are expected to attend meetings as stated in the section above. However, we understand that illness, extraordinary circumstances, or emergencies may make it necessary to miss a meeting. For this reason, for the Fall and Spring AY 2025-2026 meetings we allow a certain number of missed meetings, but the expectation is that everyone will attend unless they indicate their absence in advance. **If you will need to miss a meeting, notify the EAH leads prior to the meeting via email at your earliest ability. We are a cohort, and we need critical mass to make our meetings work. If more than two people are going to miss a meeting, we may have to cancel and reschedule. You will still be required to do the assigned preparation work for the meeting when you miss a meeting.**

If cohort members miss more than the allowed number of meetings, the advisory committee will be notified. You may remain in the cohort, but you will no longer be eligible for the stipend or project funding. In the event that you miss more than one meeting or fail to make up work from a missed meeting within the time frame communicated to you by the Leads, the Leads acting on behalf of the advisory committee will contact you detailing the consequences explained in the first sentence of this paragraph (you may remain in the cohort but will no longer be eligible for stipend or project funding).

We understand that extraordinary circumstances arise and look forward to open channels of communication; however, we also emphasize that full attendance is crucial for successful EAH Scholars cohort participation.

I.2. Submission of Assignments

We will use canvas and our google folder for submission of work.

Generally, you must only use your @colorado.edu account to save any information in Google Drive, and to communicate with your instructors and your practicum colleagues. Avoid the use of any personal email addresses or Google accounts.

All assignments are due on the dates specified by the leads in this document.

If extenuating circumstances arise and you anticipate not being able to complete an assignment on time, **contact the lead at least three days in advance of the due date** so that alternative arrangements can be made, if necessary or possible. Failure to turn in key assignments by the due date without pre-determined accommodation by the lead (e.g. mentor interview, project proposal) will cause you to lose eligibility for funding. **Failure to submit your final project proposal by the deadline will cause ineligibility for funding. ***

In addition, failure to complete assignments in full will be reported to the advisory and a consequence that involves a reduction in funding or ineligibility for funding will be determined.

1.3. Expectations for Participation and Professionalism

You will be expected to contribute to our shared learning community and communities in Colorado in the following ways:

Participation: To meet standards for participation, you must:

- Arrive promptly at the start time or a few minutes before. This allows you to get settled, check in with others, and be ready to go.
- Answer emails in a timely manner to the lead, cohort members and community partners
- Complete activities and preparations for meetings
- Actively contribute to discussions.
- Be a positive, energetic presence in each other's lives and learning;
- Offer and receive critical compassion and constructive feedback
- Follow the agreements created by the group.

If any of these aspects of the participation standard are not being met, you will be asked to meet with the lead and make a plan of action to address points for improvement.

Preparation: Come to meetings prepared. Complete assignments before meetings

1.4. Programs changes

The EAH leads reserve the right to alter (add, delete and/or modify) the program to meet the individual needs of the students.

J. University-wide statements

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with

scheduled exams, assignments or required attendance. ***In this class, please notify me of any schedule conflicts via email, and we will create a plan for you to make up or complete related work, if needed.*** See the [campus policy regarding religious observances](#) for full details.

K. Checklist

- Attend cohort mtgs _____
- Meet with program lead 1x before June 15. _____(I will send a sign-up)
- Complete mentor interview _____
- Final mentor interview draft due Feb. 1 2025 _____
- Complete follow up conversation with mentor 1 _____ and 2 _____
- _____
- Complete reflections/prompts for each meeting _____
- Complete draft project proposal _____
- Complete final project proposal _____
- Complete any modifications requested by decisions committee _____
- Complete workshopping of an activity for your project during AY 25-26 _____

Funds of Knowledge: a methodology and concept (from Schwartz, L. (2015). A Funds of Knowledge Approach to the Appropriation of New Media in a High School Writing Classroom. Special issue of *Interactive Learning Environments* on Learner Generated Designs in Participatory Culture.

Funds of Knowledge (FK) is a collaborative approach to research and a way of envisioning the semiotic, meaning-making resources of youth and families, especially those with working-class backgrounds, as valuable resources for academic learning. FK are conceptualized as the diverse practices and knowledge derived from the lived experiences of youth, families and networks of households enmeshed in thick relationships of exchange (González, Moll, & Amanti, 2005; Moll, Amanti, Neff, & González, 1992; Velez-Ibañez & Greenberg, 2005). (NOTE see also Funds of Identity - Moises Esteban Guitart)

As a methodology, teachers or students, both independently or together, engage in ethnographic inquiries into community experiences and shared reflection on practice. In the original research, teachers conducted interviews and observations in households and participated in study groups with researchers. Through this process, they developed reciprocal relationships of trust with each other, families and community members. As Hogg (2013) discusses, subsequent studies extend the FK model to include youth as FK researchers (Calabrese-Barton & Tan, 2009), and to design curriculum to learn about and base classroom activities on youths' FK (Dworin, 2006; Lee, 2007). Importantly, a critical component of any form of FK research is that new curriculum and instructional approaches are developed through the participants' collaborative reflection on their evolving understandings of youth, family and community.

As a methodology and a concept, FK is based on the idea that people live and learn culturally, using tools and signs to mediate their experience of the world (Vygotsky, 1978), but that no member of a group embodies a fixed, rigid and monolithic “culture” (González, 2005). Rather, a FoK approach emphasizes the processual nature of FK as non-fixed social, cultural and historical practices (González, 2005) that evolve within changing sociocultural contexts. This is significant to keep in mind, so that FK are not thought of as knowledge that one can “capture” to understand a particular person or group, and there is no one-size-fits-all recipe for instructional practice that can exist without the process of learning about students’ lived experiences and histories.