Women's Giving Circle Grant Application

Instructions:

1. Complete all information in the grant proposal application.
2. Adhere to recommended text limits as indicated
3. Define any acronyms that are used in the proposal.
4. Upload the WGC Grant Application Budget Request Sheet as the final page of this application.
5. Please note that the WGC will not accept repeat applications beyond more than two consecutive years.
6. If you have questions, contact your unit's development officer for any clarifications or assistance in preparing your proposal.
7. Applications are due to the Women's Giving Circle by 5:00 p.m., May 15, Monday. Please deliver your application to your dean or development officer for review and approval prior to the submission deadline. We advise you to give these individuals sufficient time to make recommendations for changes and allow yourself time to execute them.
8. Remember to save a copy of your proposal before final submission.
9. We ask that you keep the following aspects of the Women's Giving Circle grant program in mind as you complete your application:

Women's Giving Circle Mission

To support innovative programs and research at the University of Arkansas

Women's Giving Circle Vision

To engage and empower women as philanthropic leaders at the University of Arkansas

Women's Giving Circle Funding Priorities

Support and promote scholarship, research, and service
Enrich the quality of life of women and children
Encourage outreach and engagement in Arkansas

Areas that meet the strategic priorities for the university and the WGC

- Focus on retention/graduation
- Increase undergraduate opportunities, i.e., building the endowment; involving students in research or service learning project with a collaborative bent
- Promote graduate student participation in research
- Focus on collaboration
- Follow the land grant mission to fund projects that support needs in the region and the state with emphasis on collaboration between colleges/departments/units
- Invest in faculty excellence
- Recruit first-generation students from Arkansas
- Advance the mission of the WGC

Identifying Information:

College or Unit Affiliation

Dale Bumpers College of Agricultural, Food and Life Sciences
Fay Jones School of Architecture and Design
J. William Fulbright College of Arts and Sciences
Sam M. Walton College of Business
College of Education and Health Professions
College of Engineering
Honors College
Graduate School and International Education
School of Law
Student Affairs
University Libraries
Other

*Please specify **OTHER** unit affiliation:* _____

Title of Proposal: Building Capacity for Anthropological Community Outreach and En

Primary Contact and Title: Claire Terhune, PhD, Assistant Professor

Primary Contact E-mail: cterhune@uark.edu

Primary Contact Phone Number: 479-575-3529

Project Summary (200 word maximum)

Public perceptions of science and scientists are at an all-time low, and scientific literacy of US citizens lags behind that of other peer nations. STEM jobs are projected to increase substantially in the next decade, and data suggest that gross domestic product is correlated with science proficiency. Promoting scientific literacy is therefore critical for the US to compete with our global peers. Adoption of the Next Generation Science Standards has brought this discussion to the forefront of education communities, though many educators still struggle with teaching evolutionary theory, the cornerstone of biology. One way to promote literacy and teaching evolutionary theory in public schools is via increased interaction between scientists and K-12 educators. This proposal seeks funding to build capacity for anthropological outreach in Northwest Arkansas, with the goal of increasing scientific literacy at the K-12 levels. Funding would purchase outreach materials that allow students to complete hands-on exercises covering topics including anatomy, mathematics, 3D modeling, primate and human evolution, and human diversity. Project goals include developing educational exercises and materials that could be loaned out to local K-12 teachers, liaising with the Center for Math and Science Education at UAF, and developing continuing education courses for local K-12 teachers.

Is this:

- ○ an expansion of a current program
- ● a new program

Please list media sites (if any) utilized by your project or program to publicize the project/program, i.e., website, social media, etc?

-Terhune Lab web page (terhunelab.uark.edu); outreach offerings would be publicized on the website (https://terhunelab.uark.edu/outreach/), and students would also blog about outreach events and experiences.
-Department of Anthropology web page (anthropology.uark.edu)
-Department of Anthropology Facebook page (https://www.facebook.com/uarkanthro/)

Additional publicity will also take place via the University of Arkansas Newswire.

If your project is funded, describe innovative ways how the WGC will be recognized in the success/completion of your project?

If funded, the Women's Giving Circle would be thanked and acknowledge on all presentations and/or publications, and on the Terhune Lab website.

To highlight the importance of community outreach and to further the goals of the Women's Giving Circle to engage with the community, graduate and undergraduate students involved in the project will be encouraged to write blog posts about their experiences with outreach activities on the Terhune Lab Website and via other social media. Further, activities taking place as part of this project will be highlighted in class offerings (for example, ANTH 1013, Introduction to Biological Anthropology) so that University of Arkansas college students can learn about the project and appreciate the value of using anthropological principles to promote scientific literacy. The Women's Giving Circle would be acknowledged and thanked in all blog posts and class discussions.

Grant Proposal

What is the specific scholarly or community needs your grant request addresses? (100 word maximum)

Estimates suggest that careers in science, technology, engineering, and math (STEM) fields are increasing faster than other careers, and STEM wages are higher on average. Training future generations to be competitive for these careers and/or to understand the value of such careers and be scientifically literate (familiarity with the enterprise and practice of science) is critical. Scientific literacy is also linked to economics; in the US, state per capita GDP is correlated with science degrees awarded and evolution acceptance. Notably, Arkansas ranks 49th and 50th, respectively, in these metrics, putting future Arkansans at a disadvantage for future careers in STEM.

How does your proposed project or program assess how these needs will be redressed? *(100 word maximum)*

One challenge in STEM education is teaching evolution. Although portrayed as controversial, the theory of evolution is widely accepted and is the cornerstone of biology. Barriers to evolution acceptance are focused on teaching and learning fundamental principles of evolutionary theory. Although core to science education standards, many teachers avoid conflict by not teaching evolution, some are creationists themselves, while only a small percentage accept and are comfortable teaching evolution. Collaborations between scientists and K-12 educators, as proposed here, can foster teacher development and understanding, provide students with direct access to scientists, and help inspire public faith in science and scientists.

Describe any unique and/or innovative aspects of your project or program that improves what is already known about your area of inquiry. *(100 word maximum)*

This project uses anthropology to promote science education and literacy. Anthropology is concerned with understanding the breadth of the human experience. Though not a focus at K-12 levels, anthropological principles can be applied to a variety of topics including human health, mathematics, 3D modeling, and understanding the origins and breadth of human biological and cultural diversity. Anthropology can speak to human origins and behavior, human relationships to other organisms, and more. Using anthropological topics such as human evolution and human diversity to teach about science and evolutionary theory therefore has the potential to be a powerful and engaging pedagogical tool.

Please list up to five (5) expected outputs and outcomes with corresponding measurements. (Please note: just listing outputs is not sufficient.)

WGC funding will be used to purchase materials dedicated to outreach on the UA campus and in Northwest Arkansas. PI Terhune has developed a series of these outreach events (i.e., visits to local schools, school field trips to campus). Reception to these events has been uniformly positive; via these events PI Terhune and her graduate students have interacted with over 600 individuals ranging in age from 5th through 12th grade. Having dedicated outreach materials will allow these activities to be expanded. The following outcomes are also expected 1) liaise with the UA Center for Math and Science Education to offer continuing education programs and educational materials for local science teachers; 2) present a booth and hands-on exercises for the UA Northwest Arkansas Regional Science and Engineering Fair; and 3) develop a research framework for assessing attitudes toward teaching and learning about anthropology, biology, and evolution in Northwest Arkansas. Success will be measured via implementation of survey tools and presentation of results at local and national conferences, followed by peer-reviewed publication.

Document if there are other programs/projects that attempt to address the same needs as your proposal. If so, describe whether and how you will collaborate with them.*(100-word maximum)*

To my knowledge, there are no other projects that address the same needs as those identified here. Via this project, I will liaise with the University of Arkansas Center for Math and Science Education, which provides K-16 education outreach across Northwest Arkansas and offers professional development events for educators.

Demographic Considerations

First generation students engaged in the project: ◉ Yes ○ No

Number of current UA students engaged in the project: 10-15 directly engaged (grad and undergrad)

Geographic region served:

- ◉ Northwest Arkansas
- ❍ Southwest Arkansas
- ❍ Northeast Arkansas
- ❍ Southeast Arkansas
- ❍ Central Arkansas
- ❍ Campus

Budgetary Considerations

Have you received WGC Funding before?

- ❍ Yes
- ◉ No

Please provide the year(s) and project name(s).

I have not previously received WGC funding.

Total proposed budget for project or program: (proposed budgets of more than $20K will not be considered; in typical years WGC proposals fall within in the $5-10K range):
$ 10,000

Should match Item 1 on Budget Request sheet.

Please list total funding commitments from external or campus sources to date:
$ 0

Should match Item 2 on Budget Request sheet.

How much, if any, of your request involves funding for the following?
Please estimate using percentages
Student Compensation: 0 %
Equipment: 92 %

Total funds requested from WGC Grant:
$ 10,000

Should match Item 3 on Budget Request sheet.

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Although this project will continue after WGC grant money has been spent, there will not be any funds needed to sustain this project in the long term. All funds will be spent on materials used for outreach; there are no funds requested for ongoing salaries, equipment, or other stipends.

In the rare case that grant resources cannot be expended, be prepared to return the remaining funds to WGC.

If selected as a recipient for a WGC grants, you will be required to submit two progress reports, including a budget summary, as well as a poster of your project for purposes of grant presentation.

Please be sure to save this document within the Grant Application Packet.