Breakdown of High Impact Proposals Funded in 2015

In the spring of 2015, a total of $41,417 was awarded to sixteen projects involving faculty and staff who applied to the High Impact Practices Subcommittee of the Advisory Board of the Center for Teaching and Learning Excellence at University of Houston-Downtown. (Where awards are greater than $3,000, it is due to the need to fund fringe benefits for any salary amounts paid.)

CHSS – English
Undergraduate Research, Learning Communities, Diversity/Global Learning, Collaborative Assignments/Projects, Common Intellectual Experiences, Writing-Intensive

12-15 students

Funding received - $3,226 – Fall 2015

Katharine Jager and Melissa Torres – Making Books, Making the Self: Miscellanies, Digital Literacy and Representation

We request funds to create a 2 day learning community for 10 undergraduates and 5 graduate students, faculty, staff and alumni on the production of multimodal miscellanies. Like a scrapbook, a miscellany historically was comprised by a variety of texts and was assembled by a single person. Open to beginners and experts, participants will take a 4 hour course on book production at Houston's Printing Museum, then return to UHD the next day for an 8 hour workshop on the creation of miscellanies gleaned from our own digital presence. Recorded and archived for further assessment, our workshop will consider questions of literacy, history and authority.

CHSS – A & H
Undergraduate Research, Internships, Collaborative Assignments/Projects

600 students

Funding received - $3,000 – Fall 2015, Spring 2016

Windy Lawrence, Paul Fortunato, and Vida Robertson – Students Leading Engagement: Engaging Campus and Community Stakeholders in Dialogue & Deliberation

In the Fall of 2015 and the Spring of 2016, Drs. Windy Lawrence, Paul Fortunato, and Vida Robertson will lead a combined total of 600 students (Freshmen, Sophomores, Junior and Seniors) in a series of deliberation and dialogues on a number of different topics with both internal and
external UHD participants. Dr. Lawrence will also work with communication interns to help support the community organizing piece of this high impact activity. The venture will privilege cross-cultural and cross-generational dialogue between college students, faculty, staff and community members representing various ethnic, racial, religious and political backgrounds. These types of democratic dialogues and deliberations have been demonstrated to foster student retention and important community relationships (find reports on student retention and deliberation at [www.uhd.edu/cpd](http://www.uhd.edu/cpd)).

**CHSS – Social Sciences**  
**Learning Communities, Common Intellectual Experiences, Collaborative Assignments/Projects, Writing Intensive**  
**90 students**  
**Funding received - $3,000 – Fall, 2015, Fall, 2016, Fall, 2017**

John Linantud – Statecraftsim.com for Political Science 3308: *Introduction to World Politics*

I propose the online world politics simulation Statecraft for Political Science 3308: *Introduction to World Politics* in Falls 2015-17. The majority of students will be upper-level political science majors. Statecraft incorporates learning outcomes from POLS 3308 and the General Education Core. Since I piloted Statecraft in 2013, it has become an end to itself for many students, not just a means to a grade. From my experience, this development comes from the game’s ability to mix theoretical concepts with student interactions, often in a subtle and unexpected way. Statecraft therefore provides a valuable High Impact Experience along several dimensions.

**CHSS – English**  
**Undergraduate Research, Collaborative Assignments/Projects, Writing Intensive**  
**4 students**  
**Funding received - $3,810 – Spring, 2016**

Natalia Matveeva and Michelle Moosally – Student Research Grants to Participate in Faculty-led Collaborative Projects through the Center for Plain English Research and Study (CPERS) at UHD

To continue the work we started last year, we request funds for four more student research grants to organize faculty-led projects during the next academic year. Research projects will target plain language strategies in technical and business documentation. Undergraduate and graduate students, in collaboration with two faculty, will conduct research, prepare reports, and create poster presentations. These
presentations will be submitted to the Student Research Conference at UHD. The projects will improve students’ research, writing, and presentation skills. We are currently working with four students who have applied to present at the Student Research Conference at UHD in April 2015.

**COB-MMBA**  
**Undergraduate Research, Diversity/Global Learning**  
1 student

**Funding received - $2,193 – Spring 2015, Summer 2015, Fall 2015, Spring 2016**

Whitney Botsford Morgan – Research Experience and Exposure for an Undergraduate Student

This application is in support of the Undergraduate Research HIP, as I am currently conducting research with a Directed Studies student... I’m writing to request funds to support [her] research activities ... as well as her travel to the annual conference (Spring 2016) for the Society for Industrial and Organizational Psychology to be held April 14-16, 2016 in Anaheim, CA. This will hopefully result in a transformative experience for the student, as the student has not been to a national research conference or to the state of California.

**COB-MMBA**  
**Learning Communities, Service Learning**  
50 students

**Funding received - $3,000 – Spring 2016**

Alicia A Yancy and Chu Nguyen – Service Learning in the College of Business

The objective of this project is to arrange for Neighborhood Tax Centers and the Internal Revenue Service (IRS) to train UHD student-volunteers at the UHD campus and to create three outlets for the trained student-volunteers to prepare income tax returns for low-income individuals and families. It will (i) provide students with hands-on training and opportunities to gain real world experience, (ii) support the Community Engagement, Service Learning and High-Impact Practices goals of the UHD mission statement, as well as the reality based education goal of the College of Business’ mission, and (iii) help students with job searches upon graduation.

**CPS - Urban Education**  
**Capstone Course/Experience, Writing Intensive**  
1 student
Funding received - $418 – Fall 2015

Colin Dalton – MAT 6390 Capstone: Texas Council for the Social Studies Conference Presentation

...a graduate student in the UHD Master of Teaching program and a local-area high school social studies teacher, will present his published paper, “How U.S. Military intervention in Vietnam changed Texas culture,” at the 2015 Texas Council for the Social Studies Conference in Fort Worth, Texas. This will be [his] major project for MAT 6390: Directed Study in Urban Education, the capstone course for the Master of Teaching degree in the Department of Urban Education. He will develop a presentation proposal, adapt his paper into an interactive presentation, deliver the presentation, and participate in the conference.

CPS – Urban Education Service Learning, Common Intellectual Experiences 75 students

Funding received - $1,695 – Fall 2015

John Kelly – UHD Department of Urban Education/Harris County Juvenile Probation Department Excel Academy Reading Project

UHD Urban Education professors, working in collaboration with teachers and administrators at Harris County Juvenile Probation Department’s Excel Academy, will guide 50 UHD pre-service teachers in PED 3301: Introduction to Special Populations and 50 incarcerated youth in reading and discussing the award winning children's novel, The Invention of Hugo Cabret.

CPS – Criminal Justice Common Intellectual Experience 39 students

Funding received - $1,400, Spring 2015

Rebecca Pfeffer – Human Trafficking in Houston: An Educational Bus Tour

Students in CJ4390 (mostly criminal justice majors at various points in their UHD careers) are learning about the phenomenon of sex and labor trafficking in the US and abroad. Learning objectives include the development of a sophisticated understanding of the problem, and the ability to formulate ways to improve the law enforcement and NGO identification and response to trafficking. This educational bus tour will give students the opportunity to discuss and apply what they have learned in the classroom while seeing how and where trafficking happens in our own city,
neighborhoods familiar and beloved to us. This activity will bring the material from our classroom to life, giving students a realistic understanding of what trafficking looks like.

CST – Natural Sciences  Collaborative Assignments & Projects, First Year Experiences  120 students

Funding received - $3,000 for Fall 2015

Poonam Gulati, Gabriella Bowden, and Meghan Minard – Enhancing Group Work By Using Computer Tablets

We would like to purchase computer tablets to enhance learning in Freshman Seminars. The learning outcomes are to, gain a deeper understanding of topics, engage in group work, discover reputable informational websites, and become well-versed with current technology. The objectives are to, facilitate group work in class, enable in-depth discussions, and teach students about technological resources. The significance and anticipated benefits are that students will, be active participants during class, learn about useful websites that they can use in other courses, and become better-equipped to handle group-related issues.

CST – Natural Sciences  Common Intellectual Experiences, Collaborative Assignments & Projects  48 students

Funding received - $3,000 –Spring, 2015

Kenneth Johnson – Introducing Students to Geologic Fieldwork; A Crucial High-Impact Experience for Geoscience Student Success

Exposure to geology outside the classroom is essential for the success of any geoscience major. This proposal seeks funds to support a geologic field trip to the Llano Uplift in central Texas. Junior and senior level students from three upper level geology courses will learn fundamental principles and techniques of field geology, which will prepare them for the Capstone course, Field Geology. Students will work in teams to collect and interpret data in the field, and reconstruct the geologic history of the Llano Uplift. Learning such skills ensures graduates' marketability in geosciences careers.
Lisa Morano and Vassilios Tzouanas – Building a Bioreactor: Students in Microbiology and Engineering Work

In the fall of 2015 Dr. Morano will teach Environmental Microbiology (MBIO 3340) and Dr. Tzouanas will teach Senior Project Control and Instrumentation (ENGR 4328). Students in both classes will work collaborative to research, model, build, test and optimize a bioreactor which will decompose organic waste under controlled conditions to produce desired products (i.e. nutrient rich solution for gardening or alternative energy molecules). Students in both classes will be required to work in teams (3-4 students each) to accomplish goals specific to their course.

Rachna Sadana – Project Based Freshmen General Biology Lab to Improve Retention and Passing Rates – A semester long project-based high impact lab instead of the traditional introductory General Biology I laboratory (BIOL 1101) course that has been taught in the NS department for several decades. The objectives include i) instill in each student a sense of project ownership, ii) discover new scientific information, iii) engage students in the learning process and iv) draw students in to a cycle of self-motivation. After completing this lab course, students should be able to a) effectively use the scientific method, b) apply multiple laboratory skill sets, c) work collaboratively, and d) communicate their findings via written and oral presentations.

Elizabeth Huskin – Exploring Social Justice Issues while Learning Abroad
I would like to offer competitive study abroad scholarships for students to examine a social justice-related topic of their choosing while studying abroad. Most students will be sophomores, juniors or seniors. The primary learning outcome of this exercise will be to understand the difference between how the selected topic impacts society in the host country and in the U.S. Students will keep a journal while abroad and write a paper at the end of their experience. The objective of this exercise is to force students to think critically about important issues that they might not have observed otherwise.

**Student Activities/Affairs**

**Other: Co-Curricular Program**

60 students

**Funding received - $1,000 – Spring 2016**

Maggie Mahoney and Amanda Clinard – Speed Networking for Student Career Success

The Career Development Center encourages all UHD students to increase their understanding of how and why to network through a hands on Speed Networking event. All students are invited to participate. The learning outcomes for them are to learn why and how to network, to become more comfortable with networking through practice, to relate skills learned in the classroom to how they are needed and applicable to the workforce, and to gain student exposure to employers and UHD faculty, staff, alumni, and peers. This event will give them a stronger ability to network, which leads to increased career potential.

**University College**

**Internships, Writing Intensive**

25 students

**Funding received - $3,675 – Fall 2015, Spring 2016**

Mari L. Nicholson-Preuss – The Gator Chronicles: Student-Driven Communication

The Learning Connection is home to a number of formal and informal communities of learners actively engaged within the university and community at diverse levels. These communities include the University Honors Program and its affiliated honor societies as well as student cohorts associated with University College's first and second year student success initiatives, e.g., F.S.S.P and Connections. To increase the potential of these communities to positively impact student engagement and retention efforts, it is necessary to improve their visibility and increase awareness of their benefits. The cultivation of more student generated communication and documentation would improve visibility as
well as provide a venue for the students involved to write about their experiences for an audience of their peers. This proposal seeks to fund the development and maintenance of The Gator Chronicles, a weekly student-edited blog focused on these communities and the students impacted by them.