**CALL FOR PROPOSALS   
Diversity and Inclusivity Course Development and Enhancement Grants**

**Purpose**

This in-house small grant program is designed to help faculty to include diversity-related content in courses and to increase inclusivity. More specifically, this grant can be used to achieve any one of the following faculty goals:

1. To make meaningful changes to an existing course (whether or not that course has a Diversity and Power [DP] designation) in order to increase the diversity-related content of that course.
2. To help faculty make major changes to the pedagogy being used to teach a course in order to increase inclusivity.
3. To develop a new course that would have a DP designation or to modify an existing course so that it would have a DP designation.

**Process**

Grant applications are due in the Faculty Development Office. The format for the applications and the budget form are on the next pages of this notice. Only one proposal may be submitted per person per year for this grant whether as an individual or as a team. The applications will be reviewed by the Committee on Academic Diversity and Inclusivity and their recommendations will be forwarded to the Dean, who will make the final decision.

Preference will be given to proposals related to courses offered in the regular semester. Up to four proposals will be selected for funding each academic year. That money should be spent between June 1 and May 31. If you need to spend money before June 1, please indicate what that money is needed for and why it needs to be spent early. Not all exceptions will be possible.

**Reports**

Reports utilizing assessment results will be due from grant recipients within 4 weeks of the end of the semester in which the course is taught. The report should include a summary of the objectives of the grant and an assessment-based evaluation of how well the objectives were met. If this is a course that had already been taught, the report should also compare the old version of the course with the new version of the course. Including the old and new syllabi may be helpful in this endeavor, but isn’t the only way to highlight the specific changes made.

A summary of how the money was spent should also be included.

**Eligibility**

All faculty with full-time contracts in both the previous and current academic years are eligible to apply for funds to support courses taught during the current academic year

Previous recipients of RSC, Diversity, or Course Development and Enhancement grants will only be considered for a new grant if all their receipts and their final report have been submitted. Only one application per faculty member will be considered in any given year.

**Projected Expenses**

Each award will be for up to $750. The funding may be used for the purchase of materials, supplies, equipment, and computer software; travel to libraries or professional conferences; to pay a work study student; or for the acquisition of other course materials. Up to $500 of the grant may be taken as a taxable stipend. Grant money cannot be used for recurring expenses such as invited speakers or field trips. Faculty must provide the College with expense receipts up to the amount granted.

**Diversity and Inclusivity Course Development and Enhancement Grants**

Format for Applications to the Diversity and Inclusivity Course Development and Enhancement Fund

Please address your application to an interdisciplinary audience of your Simpson College colleagues, not to specialists in your field. Please submit your grant request to the Faculty Development Office. The CADI will review the applications and make recommendations to the dean ($750 grants) for final decision. The application should include the following items:

1. Proposal Title

2. Name of the Proposer

3. Do you intend to use this grant to increase diversity-related content, increase inclusivity of an existing course, or develop a new DP course? (See the call for proposals for longer descriptions of these three options.)

4. A description of the proposed course for which funding is being sought if it is a new course, or the course description if it is an existing course.

5. Information about when and how often you intend to teach the course?

6. A description of how you intend to use the funding: This should include a specific description of the purchases and activities, including location, staff, schedules or itineraries, and desired outcomes. Provide a justification for your use of the funds. For example, articulate the need for travel: why must you travel rather than contact someone over the phone or use an electronic database?

7. A complete budget for the project. The budget should be submitted using the Diversity Grant standardized budget form below.

**If you are applying for a grant to increase diversity-related content or develop a new DP course, answer the items below:**

8. A description of the diversity-related student learning outcomes that will be met *through the use of these funds*. Please do not list all the course objectives for the course; list only those objectives associated with the use of the grant funds.

These learning objectives should focus on what students not instructors will do. The best learning objectives start with action verbs that are measurable. Illustrate, critique, and construct are better verbs to use in a learning objective than understand. The following website provides a long list of possible action verbs: <http://www.cme.northwestern.edu/docs/templates/objectives.pdf>

9. A description of how the learning outcomes will be assessed. These assessment results need to be included in the final report due 4 weeks after the end of the semester in which the course is taught.

**If you are applying for a grant to increase course inclusivity, answer the items below:**

10. A brief description of the way you intend to change your pedagogy to increase inclusivity. If you use any jargon terms (e.g., universal design for learning, inclusive pedagogy, team-based learning), be sure to define those terms.

11. A description of the outcome(s) you want to meet. These outcomes might be things that students will be able to do, but they might also be things students will believe (e.g., that they belong in your class/major/discipline), attitudes they will hold (e.g., that they were welcomed, supported, and valued in your course), or things they will care about.

12. A description of how the outcomes will be assessed. These assessment results need to be included in the final report due 4 weeks after the end of the semester in which the course is taught.

**All applicants should answer the following items**

13. List the RSC, CDE, and Diversity grants (including the year for which the money was awarded) you have received in the past.

* If you have received a Diversity grant in the past, please attach a copy of your final report with assessment results. If the previously submitted report does not indicate how the goals of the project were met or include assessment results, a revised version of the report may be submitted with this application.
* Include a summary of how the monies were actually spent.

14. Please indicate whether, if your proposal is funded, we may share your proposal with others. Your answer to this question will not influence whether your proposal is funded.

**Possible Uses of a Diversity & Inclusivity Grant**

The list below is designed to spark ideas. It is not an exhaustive or restrictive list of uses for a starter micro-grant.

1. My textbook includes diversity-related content that I have not had time to teach. I’ll use the diversity grant to revise my class to teach more of that content. I will revise lecture notes, in-class activities relevant to the diversity-related content, and write exam items over the diversity-related content.
2. I want my students to see that scholarship in my discipline has been done by a wide-variety of people. I will find photos, biographical information, and information about the contributions of scholars in the field who can be used to illustrate the diversity of scholars. I’ll revise my lectures or course plans to mention these scholars throughout the term.
3. I will develop a new diversity-related assignment for students to complete (e.g., identify something they could do once a practitioner of the profession to better serve a group traditionally underserved by the profession). I will complete the assignment myself and created an annotated example of what a good version of this assignment looks like. I will also write the assignment using the guidelines for transparent assignments (<https://www.unlv.edu/provost/transparency/tilt-higher-ed-examples-and-resources>).

**SIMPSON COLLEGE BUDGET PROPOSAL FORM Diversity and Inclusivity Grant**

|  |  |  |
| --- | --- | --- |
| **ITEM** |  | **AMOUNT** |
| **Equipment** | | **$** |
| **1:** | **Cost:** |  |
| **2:** | **Cost:** |
| **3:** | **Cost:** |
|  |  |  |
| **Materials** | | **$** |
| **1:** | **Cost:** |  |
| **2:** | **Cost:** |
| **3:** | **Cost:** |
|  |  |  |
| **Travel Costs** | | **$** |
| **Airfare:** | |  |
| **Mileage: Number of miles @.56/mile or current mileage rate** | |  |
|  | |  |
| **Lodging** | | **$** |
| **Number of days @ $ /day** | |  |
|  | |  |
| **Other Expenses** | | **$** |
| **1:** | **Cost:** |  |
| **2:** | **Cost:** |
| **3:** | **Cost:** |
|  |  |  |
|  | |  |
| **TOTAL EXPENSES** | | **$** |
|  | |  |
| **AMOUNT REQUEST (not to exceed $750)** | | **$** |