*Consistent with the University’s commitment to inclusive excellence, the Diversity and Inclusion Grant supports teams of faculty in their efforts to develop and implement strategies to infuse departmental and program curriculum and pedagogies with best practices related to diversity, broadly defined*.

**Funding**

Each team has a project budget of $500, and each team member will receive a stipend of $1000. The project budget can be used at the team’s discretion; these funds are intended to purchase relevant resources and to cover team meeting expenses (meals, etc.).

The team’s project funds are available only during the budget-year of the project. If you have questions about appropriate use of project funds, please consult with Deandra Little (dlittle@elon.edu).

Participants will receive half of the stipend award ($500) upon the completion of the team’s Diversity Action/Assessment Plan (described below), which is due **August 15**. Participants will receive the other half of the stipend award ($500) in mid-May upon completion of the team’s final report.

**Phase I, The Research/Planning Phase** (Summer):

Teams will research and develop a specific plan for the year, based on discipline-appropriate best practices for their project. This research might include identifying any or all of the following, depending on the scope of the project:

* Teaching and learning related to course content or student learning; for example, the knowledges of various groups
* Pedagogy, such as inclusive and evidence-based approaches to teaching
* Other models for effective curricular mapping or design efforts related to diversity

By the start of the fall semester, each team will report the results of its research and create an action/assessment plan to deepen diversity content and/or pedagogy in specific courses or across the major/minor or curriculum during the next academic year. The attached timeline provides guidance and outlines expectations for Phase I.

**Phase II, the Implementation Phase** (Fall)

In addition to implementing and adapting your action plan, we will meet twice as a whole group, at the beginning and end of the semester. Teams should also feel free to consult with Deandra or Mary Jo as needed.

**Phase III, the Assessment & Sharing Phase** (Spring)

During the spring, your team will determine how effective the implementation was and any changes you would like to make in the future. In consultation with CATL, the team will also share information about the project and results locally and more broadly, in ways that make sense for the project and team.

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| **By August 15** | **Submit a Diversity Action Plan:** Each team should submit a working plan (of no more than 4 pages), plus a short annotated literature review and draft teaching materials you create over the summer. In the report, please address the following (Suggested questions to get you started are included below):1. **Outline the curricular or pedagogical issue.**
* What curricular/pedagogical issue does the project address? What is the project’s goal?
* Who are the students who will learn from this project?
* Why do you feel it is important to address this issue? What is your motivation to pursue this particular issue?
* This outline may be a refinement of your team’s initial proposal, as it reflects your team’s understanding of the best discipline-based teaching practices from your research.
1. **Describe the plan of action your team will take.**
* How will the team address this issue? You might address the methods you will use in tackling their issue in the classroom or curriculum.
* What materials will you use to address the issue? Describe the kinds of materials/resources you will use. If possible, attach draft teaching materials/resources.
1. **Explain how you plan to measure the effectiveness of your plan.**
* How will you know if the plan works? What modes of assessment will you use to determine whether and how the goals of the project are met? What evidence of student learning will you gather, and when will you gather it? How do you intend to analyze and use that evidence to revise your plan for the future?
1. **Provide a working timeline of your project**

We realize that projects may evolve along different timelines. Tell us how you plan to implement and share yours. Please include along with the plan:1. **A short annotated literature review of the most helpful sources you discovered in your research, to share with others on the CATL website.**
* This review is intended to be useful for your project, and to contribute potentially to an online resource for other faculty considering similar work. You can use it to provide an overview of a few key sources that describe best practices in the discipline as well as a scholarly foundation for the team’s work. Teams may find useful information in their respective disciplinary journals, websites for professional organizations and scholarship of teaching and teaching and learning related to the discipline. Consider:
* What did you find out about best practices in your discipline regarding diversity, curriculum and pedagogy?
* How do those best practices apply to the team’s project?
* What were the best sources? Why?
* What gaps do you notice in research on the subject in your discipline?

Continues on next page1. **Any teaching materials your team created.**

Resources:CATL and Belk Library have a collection of books and many relevant journals/databases that may prove helpful as you research and plan. In addition, teams may find the following websites useful:* CATL website: Inclusive Classroom Resources <http://www.elon.edu/e-web/academics/teaching/inclusive%20classrooms/resources.xhtml>
* Jack Meacham, Assessing Diversity Courses <http://www.diversityweb.org/digest/sp.sm00/courses.html>
* Student Assessment of Their Learning Gains <http://www.salgsite.org/>
* LEAD Program Assessment Tool Kit: <http://www.wcer.wisc.edu/publications/LEADcenter/toolkit.pdf>

Teams should also feel free to consult with CATL (catl@elon.edu) as needed on any aspect of the project. |
| Fall  | **Implement:** Plan on two meetings, one early in the semester, to share plans and brainstorm potential common resources/problems as you begin implementing your plan, and one later in the semester, to report on progress and to problem-solve as needed. |
| Spring | **Assess and Share:** Plan to report on the effectiveness of your work and determine how best to share it.Final reports are typically 3-4 pages in length, and include data (or sample assignments, activities, or in one case a paper manuscript) as appendices to demonstrate what teams developed as part of the project or found most significant during the project.* Note: We will post the final reports on the CATL website, so if there are materials you are sharing with me that you would prefer are not included on the site because they are part of a program review or publication, etc., please let me know when you share those with me, and I’ll make sure those materials aren’t posted.

In conversation with CATL, your team will also determine how to **share** your findings locally (for example, in a department meeting, online, or some other venue) and more broadly (in, perhaps, a blog entry, conference presentation, publication, or some other form). |