



2020 TRANSFORMATION OF UPPER DIVISION COURSES IN THE MAJOR GRANT

Proposals are now being solicited for the **2020 Transformation of Upper Division Courses in the Major Grant**. Transformation Grants are available to continuing tenured and tenure-track faculty who want to integrate substantive scholarship on issues of diversity and inclusive pedagogy into upper division courses in the major. The course must be required for all majors in the discipline or program. Preference will be given to faculty who teach existing upper division courses, and those whose proposals demonstrate the greatest potential for impact on the lives of all students at Loyola Marymount University. Faculty in all colleges and schools are encouraged to apply.

Please follow the grant application procedures in this document, paying careful attention to key dates. Contact the Office of Intercultural Affairs prior to the deadline date if you cannot download or print out the application. Applications that are incomplete, late, or do not conform to the guidelines and instructions will not be accepted or considered by the Office of Intercultural Affairs or the Intercultural Faculty Committee.

Proposals must include the following to be considered complete.

APPLICATION CHECKLIST:
<p>Applicant:</p> <ul style="list-style-type: none"><input type="checkbox"/> Transformation of Upper Division Courses in the Major Grant Application<input type="checkbox"/> Proposal Outline - (THREE PAGES, SINGLE-SPACED)<input type="checkbox"/> Grant Condition Form <p>Chair:</p> <ul style="list-style-type: none"><input type="checkbox"/> Confidential Chair's Evaluation sent to the Office of Intercultural Affairs <p>Dean:</p> <ul style="list-style-type: none"><input type="checkbox"/> Confidential Dean's Evaluation sent to the Office of Intercultural Affairs

Award recipients may be required to present a 10-minute presentation to the Intercultural Advisory Committee (IAC) and the Intercultural Faculty Committee (IFC) on the transformed course.

If you have any questions about these application procedures, contact the Office of Intercultural Affairs at 8-87744 or oia@lmu.edu.



2020 TRANSFORMATION OF UPPER DIVISION COURSES IN THE MAJOR GRANT OVERVIEW

Course transformation is the process of integrating new research trends on gender, ethnicity, class, and other dimensions of human identity. According to Barbara Scott, "We have an academic responsibility and a moral obligation to provide students with an inclusive education that will enable them to deal with the contingencies of living in a diverse world. Research shows that when students are taught from an inclusive curriculum they are eager to learn; they are more engaged in the teaching/learning process. They want more inclusive course content throughout the education process. Faculty who are involved in integrating diversity into their courses report that their teaching is revitalized; their student evaluations improved, and their overall job satisfaction increased" (1994). You may transform an upper division course in the major to:

1. expose students to biases, stereotypes, inaccuracies, and marginalization in traditional curricular content and pedagogy
2. increase students' knowledge of the social dynamics of identity formation and change
3. introduce students to structures of power and privilege in American society
4. help students understand patterns of communication and interaction within and among different cultural groups
5. discuss theories of personal, institutional, and societal change
6. increase sensitivity to and awareness of different cultures, and celebrate and appreciate their perspectives, heritages, and contributions
7. promote scholarship and highlight opportunities for new areas of research and artistry



2020 GRANT APPLICATION TIMETABLE

November 1, 2019	Applications due to Jennifer Abe, Ph.D. , Interim Special Assistant to the President for Intercultural Affairs, Xavier 105 by 5:00 pm. Email all application materials to oja@lmu.edu . <ul style="list-style-type: none">◆ Copy of proposal, along with the appropriate evaluation forms, are due to your Department Chair and Dean.
November 1, 2019	Department Chairs' and Deans' evaluations are due to Jennifer Abe, Ph.D. , Interim Special Assistant to the President for Intercultural Affairs, Xavier 105. by 5:00 pm. Email evaluations to oja@lmu.edu
November 25, 2019	Transformation of Upper Division Courses in the Major Grant awards announced.
December 6, 2019	Submit in writing a letter to accept or decline award to Jennifer Abe, Ph.D. , Interim Special Assistant to the President for Intercultural Affairs, Xavier 105. Email letter to oja@lmu.edu .
April 2020	Initial payment of 50% of the grant amount is funded through payroll.
September 2020 through April 2021	Grantee(s) present a 10-minute presentation to the Intercultural Advisory Committee and Intercultural Faculty Committee on the transformed course.
September 1, 2020	Final 50% of grant funds disbursed through payroll following approval of final report by Dean and IFC Chairs.



GRANT GUIDELINES

ELIGIBILITY:

- ♦ Transformation of Upper Division Courses in the Major Grants are awarded only to **continuing full-time, tenured or tenure-track faculty** who are teaching full-time during the grant period.
- ♦ If a recipient fails to sign his or her contract with the University for the following academic year, the grant will be automatically revoked.
- ♦ Faculty are **eligible to apply every other summer**. If, as a continuing faculty member you were awarded a 2020 Transformation of Upper Division Courses in the Major Grant, you will be ineligible to apply for a 2021 Transformation of Upper Division Courses in the Major Grant.
- ♦ Grant proposals must be evaluated by Department Chairs and Deans, and recipients must present a ten-minute presentation on the transformed course(s) to the Intercultural Advisory Committee and Intercultural Faculty Committee.

FUNDING:

- ♦ Individual faculty may apply for a grant.
- ♦ Grants will be awarded for the sum of \$5000 per individual faculty. Fifty percent of the grant (\$2,500) will be awarded through payroll in April 2020. The remaining 50% (\$2,500) will be awarded on September 1, 2020.
- ♦ A written letter either accepting or declining the award must be submitted to **Jennifer Abe, Ph.D.**, Interim Special Assistant to the President for Intercultural Affairs, Xavier 105 by December 6, 2019.
- ♦ Faculty may only accept **one LMU internal grant** each summer. In addition, you may not receive additional funding from other sources for the specific project proposed in this grant application.

PROJECT:

- Proposals should carefully follow the “Outline of Project Description” contained in these documents.
- The Intercultural Advisory Committee and Intercultural Faculty Committee assumes that you are already familiar with the diverse scholarship that is applicable to your discipline and the steps involved in transforming a course. Your proposal should demonstrate your knowledge of new research in your discipline, inclusive pedagogy, and assessment practices.
- Proposals should contain language that is understandable to faculty colleagues in a wide variety of disciplines. Therefore, the use of jargon should be avoided.

Email application materials to uia@lmu.edu by November 1, 2019.

STEPS INVOLVED IN TRANSFORMING UPPER DIVISION COURSES IN THE MAJOR

Betty Schmitz, Ph.D., Director of the Curriculum Transformation Project, University of Wisconsin

Course transformation is the process of incorporating new research on race, ethnicity, gender, class, sexualities, and other dimensions of human identity. It includes teaching practices that create a positive learning environment for all students. The steps involved in transforming a course include:

(1) Defining Learning Goals. What do students in your field need to know about:

- the history of diverse groups; their writings, theories, and patterns of participation
- the social dynamics of identity formation and change
- structures of power and privilege in society; prejudice, discrimination, and stereotyping
- patterns of communication and interaction within and among different cultural groups
- theories of personal, institutional, and societal change

(2) Questioning Traditional Concepts

- Have traditional ways of organizing content in this course obscured, distorted or excluded certain ideas or groups?
- What new research is available that addresses past distortions and exclusions?
- How will the course change if I include this new research?
- How might a change in this syllabus affect its relation to the rest of the curriculum?

(3) Understanding Student Diversity

- What kinds of diverse perspectives and experiences will students bring to the class?
- How can I assess students' prior knowledge of race, class, gender, etc?
- How can I incorporate diverse voices without relying on students to speak for different groups?
- How will my own characteristics and background affect the learning environment? Will some students see me as a role model more readily than others? How can I teach to all students?

(4) Selecting Materials and Activities

- If the course topics remain the same, what new research, examples, writings can illustrate these topics?
- Is there a new thematic approach to this material that will help to foreground cultural diversity?
- How do I integrate new material so that it's not simply an "add-on"?
- What teaching strategies will facilitate student learning of this new material?

(5) Preparing to teach the transformed course

- What are my strengths and limitations relative to this new content and teaching techniques?
- How will I assess student learning in the transformed course?
- How will I handle difficult or controversial subjects in class discussions?
- What resources are available to assist faculty members in transforming courses?



**2020 TRANSFORMATION OF UPPER DIVISION COURSES IN
THE MAJOR GRANT APPLICATION**

FOR CONTINUING TENURED AND TENURE-TRACK FACULTY

<i>APPLICANT INFORMATION (Instruction for Cover Page)</i>	
NAMES:	
TITLE OF PROJECT:	
DEPARTMENT:	
ACADEMIC RANK:	
BUILDING:	
ROOM NUMBER:	
MAIL CODE:	
EMAIL ADDRESS:	
Course Number(s) and Title(s):	
Course Element of Change:	Content () Instruction () Assessment () Classroom Dynamics ()
Proposed Course Information:	
Are you currently teaching this course?	Yes () No ()
What would be the estimated enrollment per course?	
What would be the maximum enrollment per course?	
How frequently is the course being offered?	Once per semester () Once per year ()
Indicate semester(s) if known:	Fall () Spring () Summer ()
Projected start date of Project:	
Projected completion of Project:	
Projected dates for presentation to the Intercultural Advisory Committee and colleagues:	
Name of Chair Evaluating the Proposal:	

Email application materials to ojia@lmu.edu by November 1, 2019.

PROPOSAL OUTLINE (THREE PAGES, SINGLE-SPACED):

On separate paper, provide the title of the course and a narrative using each of the headings listed.

1. **Question(s):** Course transformation involves questioning traditional concepts. Please respond to the following questions:

- a. Have traditional ways of organizing content in the course obscured or excluded certain ideas or groups?
- b. What new research is available that addresses past distortions and exclusions?
- c. How will the course change if you include the new research?
- d. What course elements do you expect to change? For example, content, instruction, assessment, and classroom dynamics.
- e. How might a change in your syllabus affect its relation to the rest of the curriculum?

2. **Background Research:** Summarize the relevant background literature in the area of the course(s) you plan to transform. You should have thoroughly researched the topic.

3. **Learning Goals:** Define the learning goals for your transformed course(s). The learning goals must focus on what students in your field need to know about diversity-related issues.

4. **Pedagogical Methods:** State what pedagogical methods you plan to use to achieve your learning goals. Please be as specific as possible. For example, simply stating that you will introduce “cooperative learning techniques” without stating specifically what will be done in the class would not usually be considered an adequate description of the approach. You should have appropriate pedagogical methods with details clearly worked out.

5. **Student Outcomes and Assessment Plan:** Preparing to teach a transformed course involves identifying your strengths and limitations relative to the new content and teaching techniques. Specifically describe how you will assess the success of your transformed course. Valid assessment requires more than anecdotal evidence. For example, simply stating that you will solicit students’ opinions of the innovation will not usually be considered an adequate assessment plan. In addition, include an assessment plan to document the outcomes of the transformed course. The learning outcomes and the assessment plan should be clearly defined. Please respond to the following questions:

- a. How will you assess student learning in the transformed course?
- b. How will you handle difficult or controversial subjects in class discussions?
- c. What resources do you need in order to transform your course?

6. **Understanding Student Diversity:** Please respond to the following questions related to understanding student diversity:

- a. What kinds of diverse perspectives and experiences did students bring to the course in the past?
- b. What will you do to incorporate diverse voices in the content without relying on students to speak for different groups?

7. **Interest:** Clarify how the results of the project will be of interest to other faculty in your department.

8. **Value:** Clarify how the syllabus for the transformed course(s) will be disseminated outside of the LMU community.

9. **Calendar:** Describe your work plans and indicate the dates associated with the beginning, major parts of the execution, and completion of the project. Insure that the amount of work you are proposing to do fit appropriately into your projected timeline or is significant enough to deserve funding.

EVALUATIONS FROM CHAIR AND DEAN (2):

Applicant must request Deans’ and Chairs’ Evaluation from their Dean and Chair. Evaluations must be submitted directly to the Office of Intercultural Affairs.



LMU INTERNAL GRANT CONDITIONS

Please read the following items carefully. Sign this form to signify your consent of the grant conditions and include it with your 2020 LMU Internal Grant Application.

Your application will not be considered unless all items are initialed and an original signature given.

Initial	Grant Condition
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_____ I understand that the funding for this grant requires that I have signed and returned a valid contract for full-time teaching at LMU for the 2020-2021 academic year.

Signature:

_____ I agree to allow the Intercultural Advisory Committee and Intercultural Faculty Committee to distribute the syllabus for my transformed course after consultation between the Office of Intercultural Affairs and myself.

Signature:

_____ I agree to obtain written permission from any student whose work will be disseminated to faculty at LMU and other universities after transforming my course(s) (for example on the internet).

Signature:

I have read and agreed to all of the above LMU Internal Grant Conditions.

Applicant's signature

Date

TRANSFORMATION OF COURSES IN THE MAJOR

DEPARTMENT CHAIR'S EVALUATION

The Intercultural Advisory Committee and Intercultural Faculty Committee would appreciate your evaluation of the proposal to transform courses in the major submitted by the following faculty in your College.

APPLICANT:

DEPARTMENT :

Department Chair, please assess the proposed project. Please provide a numerical rating and comments.

1	2	3	4	5	6
Poor	Fair	Neutral	Good	Excellent	Not Applicable

RATING:

1. **The overall quality of the proposal?**

Comments: _____

2. **The extent to which the project will contribute to the quality of the curriculum in the department?**

Comments: _____

3. **The extent to which the transformation of this course(s) will significantly contribute to the curriculum in the Major?**

Comments: _____

4. **The extent to which this project will contribute to the implementation of important initiatives in your department?**

Comments: _____

5. **Because this is a grant involving teaching and learning from an inclusive curricular and pedagogical perspective, please rate the teaching effectiveness of this applicant during the last two years.**

Comments: _____

Email application materials to oia@lmu.edu by November 1, 2019.

6. With respect to accountability issues, has the applicant turned in sabbatical or grant reports, student evaluations, syllabi, etc., in a timely manner in the last two years?

RATING: _____

Comments: _____

7. The likelihood of completion (if appropriate, take into account the individual's past record of performance)?

Comments: _____

8. The relative significance of this project to the Department?

Comments _____

Total Score: _____

9. Previous Funding: What other grants has the applicant applied for and received in the past two years? Please check all that apply:

- _____ Faculty Incubator Course Development Grant
- _____ Faith and Justice Research Grant
- _____ Faith & Justice Curriculum Development Grant
- _____ Interfaith Forum Course Development Grant
- _____ Other (please identify) _____

Department Chair's Signature: _____ Date: _____

Email application materials to oia@lmu.edu by November 1, 2019.

TRANSFORMATION OF COURSES IN THE MAJOR

DEAN'S EVALUATION

The Intercultural Advisory Committee and Intercultural Faculty Committee would appreciate your evaluation of the proposal to transform courses in the major submitted by the following faculty in your College.

APPLICANT :

DEPARTMENT :

Dean, please assess the proposed project. Please provide a numerical rating and comments.

1 Poor	2 Fair	3 Neutral	4 Good	5 Excellent	6 Not Applicable
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RATING:

1. The overall quality of the proposal?

Comments:

2. The extent to which the project will contribute to the quality of the curriculum in the originating department?

Comments:

3. The extent to which the transformation of this course(s) will significantly contribute to the curriculum in the Major?

Comments:

4. The extent to which this project will contribute to the implementation of important initiatives in your College/School?

Comments:

5. Because this is a grant involving teaching and learning from an inclusive curricular and pedagogical perspective, please rate the teaching effectiveness of this applicant during the last two years.

Comments:

Email application materials to oia@lmu.edu by November 1, 2019.

6. With respect to accountability issues, has the applicant turned in sabbatical or grant reports, student evaluations, syllabi, etc., in a timely manner in the last two years?

RATING:

Comments:

7. The likelihood of completion (if appropriate, take into account the individual's past record of performance)?

Comments:

8. The relative significance of this project to the College, in light of other projects submitted (if applicable)?

Comments

Total Score:

9. Previous Funding: What other grants has the applicant applied for and received in the past two years? Please check all that apply:

- _____ Faculty Incubator Course Development Grant
- _____ Faith and Justice Research Grant
- _____ Faith & Justice Curriculum Development Grant
- _____ Interfaith Forum Course Development Grant
- _____ Other (please identify) _____

Dean's Signature: _____ Date: _____

Email application materials to oia@lmu.edu by November 1, 2019.