

2009 TRANSFORMATION OF UPPER DIVISION COURSES IN THE MAJOR GRANT

Proposals are now being solicited for the **2009 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 courses 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 our office 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 printed guidelines and instructions will not be accepted or considered by the Course Transformation Committee.

Application materials should be clipped together – **do not staple**. Proposals must include the following to be considered complete.

APPLICATION CHECKLIST:

Applicant:

- Transformation of Upper Division Courses in the Major Grant Application
- Proposal Outline - (THREE PAGES, SINGLE-SPACED)
- Grant Condition Form (SIGNED ORIGINAL)

Chair:

- Confidential Chair's Evaluation sent to the Director, Office of Faculty Support

Dean:

- Confidential Dean's Evaluation sent to the Director, Office of Faculty Support

Award recipients will be required to present a 10-minute presentation to the Intercultural Advisory Committee on the transformed course.

If you have any questions about these application procedures, contact Abbie Robinson-Armstrong, Ph.D. at 8-7598 or arobinso@lmu.edu or the Office of Faculty Support at 8-5693 or dsteinbacher@lmu.edu.

2009 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 area of research and artistry

References

Scott, Barbara M. “Integrating Race Class, Gender and Sexual Orientation into the College Curriculum.” In *A Multicultural Prism: Voices from the Field*, J. Q. Adams and Janice R. Welsch (eds.), 1994.

2008 GRANT APPLICATION TIMETABLE

March 2, 2009	Applications due to Birute Anne Vileisis, Ph.D., Director, Office of Faculty Support , University Hall, Suite 4820 by 5:00 pm. <ul style="list-style-type: none">◆ Copy of proposal, along with the appropriate evaluation forms, are due to your Department Chair and Dean.
April 1, 2009	Department Chairs' and Deans' evaluations are due to the Director, Office of Faculty Support , University Hall, Suite 4820 by 5:00pm.
May 1, 2009	Transformation of Upper Division Courses in the Major Grant awards announced.
May 11, 2009	Submit in writing letter to accept or decline award to Joseph B. Hellige, Vice President for Research & Graduate Studies, U-Hall 4820 .
June 1, 2009	Initial payment of 50% of the grant amount is funded through payroll.
September 2009 through April 2010	Grantee(s) present a 10-minute presentation to the Intercultural Advisory Committee on the transformed course
September 1, 2009	Final 50% of grant funds disbursed through payroll following approval of final report by Dean and ATC Chair.

2009 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 2008 Transformation of Upper Division Courses in the Major Grant, you will be ineligible to apply for a 2009 Transformation of Upper Division Courses in the Major Grant. However you may apply to one of the other 2009 LMU Internal Summer Grant competitions.
- ♦ 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 during the 2009 – 2010 academic year.

FUNDING:

- ♦ Grants will be awarded for the sum of \$4000 per individual faculty and \$12,000 per faculty team of 3 individuals. Fifty percent of the grant (\$2,000 or \$6,000) will be awarded through payroll on June 1, 2009. The remaining 50% (\$2,000 or \$6,000) will be awarded on September 1, 2009.
- ♦ Submit in writing letter to accept or decline award to **Joseph B. Hellige, Vice President for Research & Graduate Studies, UHALL 4820**.
- ♦ 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.
- ♦ Individual faculty and teams of three individuals may apply for a grant.

PROJECT:

- Proposals should carefully follow the “Outline of Project Description” contained in these documents
- The Intercultural Advisory 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.
- Applicants should include their names only on the cover sheet of the proposal.

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) Define 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) Question 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) Understand 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) Select 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) Prepare 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?

2009 TRANSFORMATION OF UPPER DIVISION COURSES IN THE MAJOR GRANT APPLICATION

FOR CONTINUING TENURED AND TENURE-TRACK FACULTY

All entries on this cover sheet MUST be typed. **Do not staple.**

I. APPLICANT INFORMATION (Instruction for Cover Page)	
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 date for start of Project:	
Projected date for completion of Project:	
Projected dates for presentation to the Intercultural Advisory Committee and colleagues:	
Name of Chair Evaluating the Proposal:	

II. 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.

III. 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 Faculty Support in a sealed envelope with a signature across the flap by the deadline date.

LMU INTERNAL SUMMER GRANT CONDITIONS

Please read the following items carefully. Sign this form in **blue ink** to signify your consent of the grant conditions and include it with your 2009 LMU Internal Summer 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 2009-2010 academic year.

Signature:

_____ I agree to allow the Intercultural Advisory Committee to distribute the syllabus for my transformed course after consultation between Abbie Robinson-Armstrong, Ph.D. 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 Summer Grant Conditions.

Applicant's signature

Date

TRANSFORMATION OF COURSES IN THE MAJOR

DEPARTMENT CHAIR'S EVALUATION

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

APPLICANT(S): _____

DEPARTMENT(S) : _____

Department Chair, 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 department(s)?**

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 (or group of applicants) during the last two years.**

Comments: _____

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?

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:**

- _____ Summer Research Grant for Continuing Faculty
- _____ Faith and Justice Research Grant
- _____ Summer Proposal Development Grant
- _____ Faith & Justice Curriculum Development Grant
- _____ Common Good in Action Curriculum Development Grant
- _____ Academic Technology Grant
- _____ Summer Research Grant for New Faculty
- _____ Other (please identify) _____

Department Chair's Signature: _____ **Date:** _____

TRANSFORMATION OF COURSES IN THE MAJOR

DEAN'S EVALUATION

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

APPLICANT(S): _____

DEPARTMENT(S) : _____

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(s)?

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 (or group of applicants) during the last two years.

Comments:

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:**

- _____ Summer Research Grant for Continuing Faculty
- _____ Faith and Justice Research Grant
- _____ Summer Proposal Development Grant
- _____ Faith & Justice Curriculum Development Grant
- _____ Common Good in Action Curriculum Development Grant
- _____ Academic Technology Grant
- _____ Summer Research Grant for New Faculty
- _____ Other (please identify) _____

Dean's Signature: _____ **Date:** _____