

Submission Guidelines: Faculty Capacity Building Grant

Project Summary (no more than 300 words) No More than 300 Words. Describe the project: What learning and/or resources will your efforts create, and how can your department/program/unit leverage the results to support faculty in multiple courses in improving their teaching related to anti-racist, inclusive courses and pedagogies that foreground equity and justice? If the resource will provided particular support to faculty engaged in teaching relevant to one of the Mason Impact focus areas (Research and Creative Activities, Civic Engagement, or Entrepreneurship) or another university or college/school initiative, please explain. Proposals that attend to the needs of term or adjunct faculty, the teaching of introductory courses in any level of degree program, and/or integration with program-level assessment (APR) will be highly regarded. Include the names, titles, and units of all key participants.

Narrative (No more than 1000 Words)

Please address each of the following prompts within the narrative:

ARIT-related goals: Identify the key goals for how the effort, programming, or guides will address calls for anti-racist, inclusive, and equitable teaching through altered course content, assessment of learning, curriculum alignment, and/or pedagogical strategies for student engagement. What resources will you consult and/or assemble to help guide your project? Identify how your project will help faculty better integrate learning and/or assessment of learning that is designed to call out and reduce the effects of structural racism as appropriate to the field, and how the resource will address intersectionality with other forms of structural discrimination. (See more information on the [Stearns Center site](#)).

Initial and extended outcomes: List two or three faculty learning outcomes for this resource that are directly related to ARIE principles (“Faculty who consult/participate in this resource will be able to ___”). How will you measure the initial success of the project once a first iteration is complete? What goals will you set for uptake of this resource in the following two years, and how will you evaluate the impact on teaching and learning? List any particular faculty groups, courses, programs, or curricular pathways that you intend to have particular impact on. Cite any reports, calls, or statements documenting the need for students and professionals in this field to have the inclusion, justice, and equity awareness/skills that the resource will support faculty in providing.

Managing the Resource Development and Implementation: What is your timeline for designing, engaging with, and/or piloting this resource? What are your plans for engaging faculty in use of it across multiple years, and for updating/expanding/revising the resource? Note that Stearns Center can consult with participants on designs for faculty support programming, but leadership, recognition, and evaluation will need to be embedded locally. What will be your measures of success in these areas?

Letters of Support from chairs and/or deans

For each unit involved with the grant proposal, provide a support letter, from either the department chair or the dean of the unit, that addresses the desire for a resource like this one and the sustainability of an up-to-date, actively used resource in the future.

Budget and Justification

Grants can include faculty stipends of \$3000/person. For an ARIE leadership-development group, up to 6 people can be included with stipends, or fewer people if budget is needed for materials or professional development opportunities. For resource or audit-type projects, up to three faculty can be included on stipend, with option for up to \$6000 in materials, student wages (graduate or undergraduate), or professional development. Grants can propose additional spending, but must justify that cost with attention to additional need or impact.