



UWW ORSP DEADLINE: 1 APRIL 2011

UNIVERSITY OF WISCONSIN SYSTEM INSTITUTE ON RACE AND ETHNICITY (IRE) SUPPORT GRANTS PROGRAM

INTRAMURAL GRANT APPLICATION PACKAGE

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University of Wisconsin-Whitewater Office of Research and Sponsored Programs Intramural Transmittal Form. ONE original, complete ORSP Transmittal Form including all relevant funding competition information, proposal information, required clearances, and required signatures must accompany each proposal submitted to ORSP.

X

Proposal Development and Submission Instructions. Each University of Wisconsin grant program has varying proposal development and submission requirements. Principal Investigators must review this application package carefully and adhere to specific program requirements to be competitive.

X

Grant Program Forms. Each University of Wisconsin grant program requires the submission of different forms. All relevant forms are included in this application package. Electronic versions of all forms can be accessed on the ORSP Funding Page (<http://www.uwworsp.org/media/funding.htm>).

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Additional Proposal Development and Submission Resources. University of Wisconsin grant application packages may include additional resource information including evaluation/review criteria, description of proposal review processes and deadlines, and other pertinent appendices.

The Office of Research and Sponsored Programs can provide additional information, proposal development assistance, and copies of funded proposals. ALL proposals must be submitted to ORSP. Grants submitted to directly to System or Extension may not be reviewed.

DENISE EHLEN, Director, 262-472-5212, ehlend@uww.edu
RON FLEISCHMANN, Associate Research Administrator, 262-472-5212, fleischr@uww.edu
ORSP, 2243 Andersen Library, www.uwworsp.org





UNIVERSITY OF WISCONSIN
WHITewater

RSP APPROVAL & CERTIFICATION
TRANSMITTAL



DO NOT COMPLETE SHADED SECTIONS WITH DOUBLED BORDER – FOR UWW RSP USE ONLY

FUNDING COMPETITION INFORMATION Deadline:		RSP USE ONLY		ID:
1. Sponsor & Program:		Date Submitted:		
2. Address:		Number of Copies to Sponsor (original +)		
3. Telephone:	Fax:	Binding of Original: <input type="checkbox"/> Clip <input type="checkbox"/> Staple <input type="checkbox"/> Other <input type="checkbox"/> N/A		
4. Web:	Notes:	GT Proposal Entry:		GT Award:
PROPOSAL INFORMATION				
5. Principal Investigator:		5a. Department/Division/Institution:		
5b. Address:		Phone:	Fax:	Email:
6. Co-Investigator:		6a. Department/Division/Institution:		
6b. Address:		Phone:	Fax:	Email:
7. Co-Investigator:		7a. Department/Division/Institution:		
7b. Address:		Phone:	Fax:	Email:
8. Co-Investigator:		8a. Department/Division/Institution:		
8b. Address:		Phone:	Fax:	Email:
9. Project Title:				
10. Funding Type <input type="checkbox"/> New <input type="checkbox"/> Renewal/Continuation		AWARD INFORMATION – RSP USE ONLY <input type="checkbox"/> GRANT <input type="checkbox"/> CONTRACT		
11. Total Request \$		New Account <input type="checkbox"/> Non-Federal <input type="checkbox"/> Federal (CFDA#)		
12. Match Information \$		Org Information <input type="checkbox"/> New <input type="checkbox"/> Add To		
13. Begin Date End Date		Total Award Begin Date End Date		
REQUIRED CLEARANCES – Does the project involve:				
14. toxic, infectious or carcinogenic/mutagenic material? Use recombinant DNA technology?			Approved? (choose one)	
15. use of human subjects, human tissue or vertebrate animals?			<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Pending	
16. action involving space, remodeling, or construction?			<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Pending	
17. hiring non-UWW personnel?			<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Pending	
18. requires release time by PI (and/or Co-Is) in support of project activities?			<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Pending	
19. creation of new degree programs or services?			<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Pending	
20. potential environmental impacts, which require review under the Wisconsin Environmental Policy Act?			<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Pending	
REQUIRED SIGNATURES				
PRINCIPAL INVESTIGATOR/PROJECT DIRECTOR		SIGNATURE		DATE
I certify that the plan detailed in the proposal/contract complies with all campus, state, and federal regulations and policies and reflects University, College/Division, and Department/Unit goals. This project is achievable as described, including the limitations of time, resources, and personnel expertise. All required clearances have been satisfied. I have disclosed any possible conflicts of interest during the proposal development process. If awarded, I agree to conduct the proposed project in compliance with (1) the conditions of the grant and (2) with all policies of UWW, UWS, and the State of Wisconsin.				
I authorize the use of my name and grant information for university publication. <input type="checkbox"/> NO <input type="checkbox"/> YES (initial)				
DEPARTMENT CHAIR/UNIT DIRECTOR		SIGNATURE		DATE
I certify that I have reviewed the proposal/contract and found it to be complete, including required clearances, budget, and commitments involving space, faculty/staff time, and matching funds. In addition, I certify that all resources and other provisions of any award will be fulfilled. A match (check one) <input type="checkbox"/> has OR <input type="checkbox"/> has NOT been pledged. Cash match will be satisfied by a transfer of funds from org code _____-_____ in the amount of \$_____ or via in-kind contributions as described in the budget (narrative).				
COLLEGE DEAN/DIVISION DIRECTOR(S)		SIGNATURE		DATE
I certify that I have reviewed the proposal/contract and found it to be complete, including required clearances, budget, and commitments involving space, faculty/staff time, and matching funds. In addition, I certify that all resources and other provisions of any award will be fulfilled. A match (check one) <input type="checkbox"/> has OR <input type="checkbox"/> has NOT been pledged. Cash match will be satisfied by a transfer of funds from org code _____-_____ in the amount of \$_____ or via in-kind contributions as described in the budget (narrative).				
<i>Applicants submitting proposals including an international component must secure the signature of the Director of the Center for Global Education in this cell.</i>				
RESEARCH AND SPONSORED PROGRAMS CERTIFICATION		SIGNATURE		DATE
By signing this transmittal, I certify that this proposal/contract is consistent with campus, state, and federal regulations; is within the campus' research/service mission; and is approved for submission to the funding agency.				
INITIAL HERE TO APPROVE GRANT/CONTRACT ACCEPTANCE:		DATE:		TYPED NAME: DENISE EHLEN

UNIVERSITY OF WISCONSIN SYSTEM
INSTITUTE ON RACE AND ETHNICITY (IRE)
2011-2012 *SUPPORT GRANTS PROGRAM*

SPECIAL NOTE

Applicants must first submit the proposal to the Office of Research and Sponsored Programs for internal review and Provost signature.

Contact Denise Ehlen (ehlend@uww.edu, x5212) with additional questions.



Institute on Race and Ethnicity

161 W. Wisconsin Ave., Suite 6000
Milwaukee, WI 53203-2602
Telephone: (414) 227-3250
Fax: (414) 227-3267
Website: <http://www4.uwm.edu/ire/>

October 13, 2010

CALL FOR PROPOSALS: SUPPORT GRANTS FOR RACIAL AND ETHNIC STUDIES

Four categories of grant support are being made available by the **UW System Institute on Race and Ethnicity** for implementation during the **2011-12 fiscal year** (i.e., July 1, 2011—June 30, 2012). Approximately **\$135,000** will be distributed across the four categories. All IRE grants are informed by the UW System's focus on "Inclusive Excellence." The answers to FAQs re. "Inclusive Excellence" can be found at: http://www.uwsa.edu/acss/planning/09Workshop/Inclusive_Excellence_FAQ.pdf For a more complete explanation of each of the four grant categories, including eligibility and format requirements, see the inside pages of this Call.

CATEGORY A – (Research): To support scholarly research on topics addressing race, ethnicity, diversity, inclusivity, and/or equity with the intention of publication.

CATEGORY B – (Curriculum Development): To support the development and teaching of new courses pertaining to race, ethnicity, diversity, inclusivity, and/or equity.

CATEGORY C – (Campus Activities): A miscellaneous category designed to support campus activities, guest lectures, fine arts performances, curricular infusion and instructional innovations, and/or other events re. race, ethnicity, diversity, inclusivity, and/or equity.

FACULTY DIVERSITY RESEARCH AWARDS – To provide released time and support for categories of individuals who are tenure-track faculty members for their scholarly research and writing, thus enhancing their opportunities for achieving tenure. (See pages 5-6 of this Call for Proposals for eligibility requirements and other important stipulations.)

Due Date: Proposals must be sent to the Institute office no later than **Friday, April 8, 2011. This deadline is firm!** Proposals postmarked after that date will be returned unread to submitters. **Requirement:** Signatures/Sign-offs from Campus Provost and Campus Grants Administrator.

Copies: Eight (8) copies, Seven (7) Hard and One (1) Electronic. Attempt to use a single staple to assemble each copy, including any appendices or attachments.

Eligibility: Varies for each of the four categories. See inside for specific details.

Funding: Maximum dollar amounts vary for each funding category. The Institute reserves the right to partially fund a proposal. Depending upon the budget request and Institute decisions, the transfer of grant funds will be made under three categories of use:

(i) salaries/personnel; (ii) supplies-and-expenses; and (iii) student hourly help. (If funds for salaries/personnel and/or student hourly help are included, the receiving campus/department is responsible for any relevant fringe benefits.) **Funding decisions will be communicated to applicants by the week ending June 25, 2011.** Award monies will be transferred to the appropriate campus and department via a budget transfer after the start of the 2011-12 fiscal year. Grant funds must be encumbered and fully utilized prior to the end of the 2011-12 fiscal year, i.e., June 30, 2012. Any portion of the award not to be used for the purposes intended must be returned to the Institute by **March 12, 2012**, or the campus/department will be responsible for reimbursing the Institute for the unused amount in the subsequent fiscal year (FY 2012-13). The likelihood of funding will be enhanced if your proposal includes collaboration between faculty/staff of more than one UW System campus, and/or a focus on the priorities emanating from the UW System's "**Growth Agenda Action Steps.**" (See: <http://www.wisconsin.edu/growthagenda/actionsteps/>)

Final Reports: Written final reports, including a thorough accounting of expenditures and dissemination plans, will be due for all Category A, B, and C Grants no later than June 30, 2012. We will be particularly interested in any impact or outgrowth that the grant has generated. See page 6 of this Call for Proposals regarding the final reports that must be submitted for Faculty Diversity Research Awards. If the submitter previously has failed to submit a final report, the IRE reserves the right to deny funding.

Other Information: *Applicants are responsible for checking on individual campus procedures regarding the submission of grants before sending their proposals directly to the Institute.* The decisions and evaluations of the Institute's reading committee are considered final and confidential. Individuals may submit only one proposal per fiscal year, and may not resubmit a proposal that previously has been funded. Submitters should keep in mind that members of the grant evaluation committee come from a variety of

Send To: Franc James, Program Associate, UW System Institute on Race and Ethnicity, 161 W. Wisconsin Ave., Suite 6000, Milwaukee, WI 53203-2602. Phone: (414) 227-3250. Fax: (414) 227-3267. E-mail: fjames@uwm.edu

CATEGORY A grants are for the support of scholarly research on race, ethnicity, diversity, inclusivity, and/or equity by University of Wisconsin System faculty and academic staff. Such research with the intention of publication and/or seeking other sources of extramural support is highly encouraged, as is including both undergraduate and graduate students in your research plans in order to stimulate interest in racial/ethnic topics. (Faculty and academic staff should not submit a proposal as a surrogate for what is actually the research of graduate students.) Those applicants chosen for funding may also be contacted by the Institute to write a scholarly article for publication consideration in our newsletter, *Kaleidoscope II*.

Special consideration will be given to the following themes: (i) student learning outcomes in racial/ethnic studies courses taught by the applicant; (ii) use of the curriculum and pedagogy to encourage equity and inclusivity; (iii) outcomes from pre-college programs, including the mentoring of K-12 students; and (iv) successful STEM science, technology; engineering; math) preparation and competency programs, especially for a more diverse student cohort.

Eligibility: Faculty and academic staff members employed at UW System institutions during the 2011-12 fiscal year.

Maximum Dollar Request: \$5000

Fundable Items: Funding support may only be requested in two categories: (i) supplies-and-expenses and (ii) student hourly help. No funds for salaries/personnel may be requested in Category A. Fundable items might include travel-related costs (within state maxima), word processing, photocopying and printing, software, computer searches, data and materials acquisitions, and the hiring of student research assistants. Please be aware that any relevant fringe benefit costs cannot be covered by the Institute and thus are the responsibility of your campus/department.

Proposal Format (Category A):

- [Grant Application Form](#) (Download and complete this form.) This form must be completed and then placed as the first two pages of your proposal. Note that the form asks for your name, department, campus mailing address, phone, fax, e-mail address, proposal title, grant category, budget request summary, budget transfer information, semester(s) of grant activity, and contact information for relevant individuals on your campus. **(Requirement: Please note that signatures/sign-offs from your campus provost and campus grants administrator are required on the Grant Application Form's second page.)**
- **Abstract:** In the appropriate space on the aforementioned grant application form, summarize your research project in 100 words or less.
- **Narrative Section:** In three (3) double-spaced pages or less, describe your research topic, its significance, the specific research activities and methodology, implementation dates, use of student hourly help, publication plans, plans for dissemination throughout the UW System and the state, and other possible sources of extramural support.
- **Personnel Section:** In one (1) page or less, discuss your (and any co-investigators') previous work on the topic and any other relevant qualifications or expertise.
- **Budget Page:** Provide a budget itemization for the two categories listed above under "Fundable Items," i.e., supplies-and-expenses and student hourly help. Next to each dollar entry, provide a brief narrative explanation that clarifies the intended use and its necessity for completing the project.
- **Appendix Section:** Include such items as the principal applicant's/s' curriculum vita (5-page limit), letters of support, any evidence of campus or departmental financial support, information on publication outlets and sources of possible extramural support, and any other relevant documentation. (Do not have letters of support sent directly to the Institute.)

CATEGORY B grants are to support the development and teaching of new courses pertaining to race, ethnicity, diversity, inclusivity, and/or equity. The courses may be from any discipline or profession, and may be either undergraduate or graduate. If possible, we encourage you to include student collaboration in your course development plans. Those applicants chosen for funding may also be contacted by the Institute in order to write an article about the course for publication in our newsletter, *Kaleidoscope II*. **Special consideration will be given to courses that incorporate the “Inclusive Excellence” planning process for greater diversity. (See weblink address on p. 1, first paragraph.)**

Although these courses may be of the ad hoc or open curricular number variety, they must be offered either during the 2011-12 academic year or the first 2012 summer session. A written guarantee to this effect from campus/departmental sources must accompany all applications. The intent of Category B grants is to have new courses on racial/ethnic topics adopted into the regular catalog of a department’s course offerings, and the prospects for this occurring will be a criterion in proposal evaluations. Finally, applicants are responsible for abiding by their established campus procedures in effect for new course development and approval.

Eligibility: Faculty and teaching academic staff members employed at UW System institutions in the 2011-12 fiscal year.

Maximum Dollar Request: \$5000

Fundable Items: Funding support may be requested in three categories: (i) supplies-and-expenses and (ii) student hourly help. Also, funding support may be requested for (iii) salaries/personnel if: (a) monies are needed to purchase ad hoc instructional support to provide released time for the individual developing the course; or (b) to cover a portion of the instructor’s salary only if he/she is teaching the course during the first 2012 summer session. Funds may not be requested for summer 2011 for the applicant to develop the course during that time period. Other fundable items might include travel-related costs (within state maxima), bibliographical and syllabi searches, photocopying and printing, books and materials acquisitions. Funds for the purchase of computer hardware such as laptops, printers, etc., may not be requested. Please be aware that any relevant fringe benefit costs cannot be covered by the Institute and thus are the responsibility of your campus/department.

Proposal Format (Category B):

- **Grant Application Form** (Download and complete this form.) This form must be completed and then placed as the first two pages of your proposal. Note that the form asks for your name, department, campus mailing address, phone, fax, e-mail address, proposal title, grant category, budget request summary, budget transfer information, semester(s) of grant activity, and contact information for relevant individuals on your campus. **(Requirement: Please note that signatures/sign-offs from your campus provost and campus grants administrator are required on the Grant Application Form’s second page.)**
- **Abstract:** In the appropriate space on the aforementioned grant application form, summarize your course proposal in 100 words or less.
- **Narrative Section:** In three (3) double-spaced pages or less, describe such items as the course content, rationale, need, course prerequisites, semester of course offering, whether it will satisfy the ethnic studies/cultural diversity graduation requirement, expected student enrollment, use of student hourly help, the process (including dates) for submitting the course for permanent curricular adoption, and plans for dissemination throughout the UW System and the state.
- **Personnel Section:** In one (1) page or less, discuss your (and any co-instructors’) qualifications to teach the course and previous experience at developing new courses.
- **Budget Page:** Provide a budget itemization for the three categories listed above under “Fundable Items,” i.e., supplies-and-expenses, student hourly help, and salaries/personnel. Next to each dollar entry, provide a brief narrative explanation that clarifies the intended use and its necessity for completing the course proposal.
- **Written Guarantee:** Include a letter from your department chair and/or dean which guarantees that, if funded, the course will be offered. This letter should state the semester in which the course will be offered, and comment on the prospects for permanent curricular adoption.
- **Appendix Section:** Include such items as the principal applicant’s/s’ curriculum vita (5-page limit), a rough draft of the course syllabus and anticipated readings, letters of support, any evidence of campus or departmental financial support, and any other relevant documentation. (Do not have letters of support sent directly to the IRE.)

CATEGORY C grants are for the support of miscellaneous campus activities and events that contribute to the understanding of race, ethnicity, diversity, inclusivity, and/or equity. Such activities may include workshops, guest speakers, cultural exhibits, fine arts performances, curricular infusion and instructional innovations, professional development, and materials acquisitions. The proposed activity must directly serve a UW System constituency (faculty, staff, and/or students). If possible, we encourage you to include student collaboration in your planning. Those applicants chosen for funding may also be contacted by the Institute in order to write an article on their project for publication consideration in our newsletter, *Kaleidoscope II*.

Special consideration will be given to activities that: (i) support pre-college programs, including the mentoring of K-12 students; (ii) support STEM (science; technology; engineering; math) preparation and competency, especially for a more diverse student cohort; and (iii) incorporate the “Inclusive Excellence” planning process for greater diversity. (See: http://www.uwsa.edu/acss/planning/09Workshop/Inclusive_Excelsence_FAQ.pdf)

Eligibility: Faculty, academic staff, and classified staff members employed at UW System institutions during the 2011-12 fiscal year. Also eligible are student organizations (with faculty/academic staff sponsorship).

Maximum Dollar Request: \$2000

Fundable Items: Funding support may only be requested in two categories: (i) supplies-and-expenses and (ii) student hourly help. No funds for salaries/personnel may be requested in Category C. Fundable items might include honoraria for guest speakers, travel (within state maxima), registration fees, publicity costs, rental fees, set-up charges, and materials acquisitions (*excluding library books and computer/A-V hardware such as laptops, printers, etc.*). Please be aware that any relevant fringe benefit costs cannot be covered by the Institute and thus are the responsibility of your campus/department. (Note: Food, beverages, and related refreshment costs cannot be funded.)

Proposal Format (Category C):

- [Grant Application Form](#) (Download and complete this form.) This form must be completed and then placed as the first two pages of your proposal. Note that the form asks for your name, department, campus mailing address, phone, fax, e-mail address, proposal title, grant category, budget request summary, budget transfer information, semester(s) of grant activity, and contact information for relevant individuals on your campus. (**Requirement:** Please note that signatures/sign-offs from your campus provost and campus grants administrator are required on the Grant Application Form's second page.)
- **Abstract:** In the appropriate space on the aforementioned grant application form, summarize your campus activity/event in 100 words or less.
- **Narrative Section:** In three (3) double-spaced pages or less, describe your proposed activity/event, its need, objectives, target group, any community involvement, means of self-evaluation, implementation dates, use of student hourly help, and any plans for dissemination throughout the UW System and the state.
- **Personnel Section:** In one (1) page or less, identify the key participants in the proposal's implementation and discuss his/her/their qualifications and expertise that are relevant to the proposed project. If the proposal is being submitted by a student organization, include some information on the organization's purpose and clearly identify your faculty/academic staff sponsor.
- **Budget Page:** Provide a budget itemization for the two categories listed above under “Fundable Items,” i.e., supplies-and-expenses and student hourly help. Next to each dollar entry, provide a brief narrative explanation that clarifies the intended use and its necessity for implementing the activity/event.
- **Appendix Section:** Include such items as flyers/brochures, articles and reviews, letters of support, any evidence of campus or departmental financial support, printed information on the student organization (if relevant), and any other supporting documentation. (Do not have letters of support sent directly to the Institute.) Optional: If relevant, include the principal applicant's/s' curriculum vita (5-page limit).

FACULTY DIVERSITY RESEARCH AWARDS are designed to provide released time and research support for categories of individuals (see section on “Eligibility” below) who are tenure-track faculty members on University of Wisconsin System campuses. An award serves to free the individual from all teaching responsibilities and additional service responsibilities during the Fall 2011 or Spring 2012 semester, thus allowing the individual to conduct research/scholarly activities solely. The intent of the award is to increase the publishing opportunities of recipients, thus aiding them in achieving tenure.

The faculty applicant, her/his department chair, and her/his dean must state explicitly in writing that, should the applicant receive a Faculty Diversity Research Award, the individual’s entire award period will be devoted solely to research/ scholarly activities. The applicant must agree (and receive the aforementioned written approval) not to teach courses, workshops, institutes, nor any other regularly scheduled or continuing teaching activity during the period of the award. Also, those who receive an award are not to begin or undertake any faculty governance or service activity that would reduce the time devoted to research/scholarly activities.

All applicants must select a distinguished senior scholar to serve as their research mentor during the period of the award. (See section on “Mentor” below.) Ideally, this mentor should have a publication record in the applicant’s specific area of study, and this will be a criterion in proposal evaluations.

It should be noted that as in all the Institute’s grant categories, we traditionally receive more Faculty Diversity Research Awards than can be funded. These awards are granted on a competitive basis, and the decisions and evaluations of the Institute’s grant evaluation committee are considered final and confidential.

Eligibility: Tenure-track faculty members at UW System institutions who are: (i) African American, Hispanic/Latina/o, American Indian, or Asian American—particularly Southeast Asians; and/or (ii) tenure-track faculty members who are members of groups for which there are hiring goals identified in their institution’s Affirmative Action Plan. In their proposal, applicants must include a letter from their campus provost/vice chancellor that speaks to the candidate’s eligibility and verifies that the nomination is consistent with their institution’s affirmative action goals.

All candidates must hold a full-time, probationary, tenure-track faculty appointment at a UW System institution during the 2011-12 academic year. Those who have been awarded tenure, denied tenure, given a terminal contract or notice of non-renewal are not eligible to apply, nor are those beginning their sixth year of probationary service. Applicants must have completed all requirements for a Ph. D. or other terminal degree at the time of application. Previous recipients of the award are not eligible to apply. (*Should you have questions regarding eligibility, we urge you to contact the Institute office before submitting a proposal.*)

Mentor: Applicants must identify a distinguished senior scholar in their academic discipline to serve as their research mentor. The mentor, who may be from a UW System campus or from an outside institution, should possess a research and publication record that lends itself to the applicant’s research topic. The mentor is expected to assist the individual in developing the research agenda and methodology, aid in the production of materials for publication or creative display, and generally provide guidance in developing the individual’s scholarly career and in identifying possible publication and extramural funding outlets. In return for the mentor’s guidance, the Institute will make the sum of **\$500** available to the mentor in the form of a supplies-and-expenses transfer (UW System faculty) or an honorarium payment (non-UW System faculty) to support her/his scholarly work or professional development.

Grant Funds: Whether the award is for the Fall 2011 or Spring 2012 semester, a sum of **\$10,000** in provisional salary funds will be transferred to the recipient’s campus and department to allow the hiring of part-time instructional support, thus allowing the recipient to be relieved of all teaching responsibilities. Please be aware that any relevant fringe benefit costs cannot be covered by the Institute and thus are the responsibility of your campus/department. In addition, the recipient will be provided access to research support funds in the amount of **\$2000** that may be used for any combination of supplies-and-expenses and student hourly help. During the period of the award, the recipient will remain payrolled full-time in her/his department and campus. Finally, as explained in the “Mentor” section above, mentors will be provided access to \$500.

(See p. 6 for additional information on the Faculty Diversity Research Awards)

Conditions: Should a recipient submit her/his resignation which becomes effective prior to the completion of the following academic year (2012-13), the Institute retains the right to rescind the award and/or the recipient's department and campus retain the right to have the individual fulfill any contractual teaching obligations from which s/he was relieved due to the award. Also, a recipient's department and campus may be liable for reimbursing the Institute should a recipient fail to abide by all the terms of the award.

Final Reports: By the following deadlines (see below), recipients must arrange for the following items to be submitted to the Institute: (i) a completed manuscript or other scholarly/creative project undertaken during the period of the award; (ii) a budget itemization and narrative explanation of how the \$2000 in research support was used by the recipient; and (iii) a letter from the mentor sent directly to the Institute which evaluates the recipient's scholarly work during the period of the award. The Institute also asks that it receive two copies of all publications or products which eventually may result, and that its support is acknowledged in such.

The deadlines for these "final report" materials are as follows:

Fall 2011 Award: March 23, 2012

Spring 2012 Award: August 17, 2012

Proposal Format (Faculty Diversity Research Award):

- Grant Application Form (Download and complete this form.) This form must be completed and then placed as the first two pages of your proposal. Note that the form asks for your name, department, campus mailing address, phone, fax, e-mail address, proposal title, grant category, budget request summary, budget transfer information, semester of grant activity, contact information for relevant individuals on your campus, and complete contact information for your mentor. (**Requirement:** Please note that signatures/sign-offs from your campus provost and campus grants administrator are required on the Grant Application Form's second page.)
- Abstract: In the appropriate space on the aforementioned grant application form, summarize your research agenda in 100 words or less.
- Letter of Interest: In no more than one (1) page, discuss your interest in the award, its potential importance in contributing to your achievement of tenure, and speak to your eligibility (see p. 5) to apply for the award.
- Narrative Section: In four (4) double-spaced pages or less, discuss your research topic, its significance, the specific research activities and methodology, publication possibilities, the prospective collaboration with your mentor, use of student hourly help, and a timetable for the implementation of your research agenda.
- Budget Page: Provide a budget page that itemizes how you intend to utilize the \$2000 in research support funds between the two allowable categories: (i) supplies-and-expenses and/or (ii) student hourly help. Next to each dollar entry, provide a brief narrative explanation that clarifies the intended use and its necessity for completing the research project.
- Applicant's Curriculum Vita
- Letter of Support from Mentor and Mentor's Curriculum Vita
- Letter of Guarantee from Department Chair: This letter should speak to the candidate's scholarly potential and state specifically that, should an award be granted, the applicant will be released from all teaching responsibilities during the semester of the award.
- Letter of Guarantee from School/College Dean: (same as above)
- Letter re. Eligibility from the Campus Provost/Vice Chancellor: This letter should speak to the candidate's eligibility to apply for the Faculty Diversity Research Award as is explained in the "Eligibility" section on p. 5 of this Call for Proposals.
- Appendix Section: Include such items as additional letters of support, any evidence of campus or departmental financial support, information on publication outlets and sources of possible extramural support, and any other relevant documentation. (Do not have letters of support or guarantee sent directly to the Institute.)



Institute on Race and Ethnicity

The University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, Wisconsin 53201
(414) 229-6701/4700
(414) 229-4581 Fax

website: <http://www.uwm.edu/Dept/IRE>

Applicants may complete the required information and then save as a Word document. **Use the tab key to scroll from one field to the next.** Do NOT, though, send us the Word document electronically. You still must attach a hard copy of your completed Grant Application Form to all eight copies of your proposal.

GRANT APPLICATION FORM

Name of Principal Applicant and Title/Position:

Department:

Campus and Mailing Address:

Campus Phone:

Fax:

E-Mail Address:

Title of Proposal:

Grant Category:

(check one)

Category A (Research)

Category B (Curriculum Development)

Category C (Campus Activities)

Faculty Diversity Research Award

Budget Request:

\$ _____ Salaries/Personnel + \$ _____ Supplies-and-Expenses +

\$ _____ Student Hourly Help = \$ _____ TOTAL

Funds To Be Transferred To: Department:

Campus:

Semester of Grant Activity:

Fall 2011

Spring 2012

Summer 2012 (prior to June 30, 2012)

(check one or more)

Semester/Year of Hire (for Faculty Diversity Research Award Applicants only): _____

Most Recent Grant from Institute: Fiscal Year _____ Category _____

Abstract: Summary of proposal must be 100 words or less

Name of Department Chair:

Department:

Campus Phone:

E-Mail Address:

Name of Dean:

School/College:

Campus Phone:

E-Mail Address:

Name of Provost/Vice Chancellor:

Signature of Provost/Vice Chancellor (required)

Campus Phone:

E-Mail Address:

Name of Grants Administrator:

Signature of Grants Administrator (required)

Campus Phone:

E-Mail Address:

Name of Mentor:

Title:

(For Faculty Diversity Research Award Applicants only)

Department:

Campus and Mailing Address:

Campus Phone:

Fax:

E-Mail Address:

Please attach the completed two-page form to the front of all eight (8) copies of your proposal. Send to: Franc James, Program Associate, UW System Institute on Race and Ethnicity, 161 W. Wisconsin Ave., Suite 6000, Milwaukee, WI 53203-2602. Phone: (414) 227-3250 Fax: (414) 227-3267 E-mail: fjames@uwm.edu

Due Date: Must be postmarked by Friday, April 8, 2011



Growth Agenda Action Steps Overview

Derived from the Advantage Wisconsin Strategic Framework

Revised January 30, 2009

1. Commit to Shared Learning Goals for all UW undergraduates

The UW System will articulate succinctly and clearly what its undergraduates ought to know and be able to do as competent citizens in a 21st-century, knowledge-based, global society.

2. Create the Student Engagement Portfolio

The UW System's commitment to student success is shown not only in the content of classroom instruction captured in the traditional academic transcript, but also in out-of-classroom learning that is such an important part of student development on all UW System campuses. The new Student Engagement Portfolio will serve as a tool to help students synthesize all of their educational experiences, allowing them to understand and demonstrate the value and breadth of their academic and co-curricular experiences to potential employers or graduate schools.

3. Transform research into leading-edge jobs and economic vitality for Wisconsin

Compared to other states, Wisconsin lags in business start-ups and workers in high-tech, fast-growing industries. The UW System will step up efforts to connect academic research with the private sector to transform ideas into new jobs and new businesses that will attract and employ college-educated workers. It will forge campus-industry collaborations to develop next-generation technologies and products, and encourage experiences with undergraduate research and entrepreneurship for all students.

4. Model inclusive excellence in UW System education and employment

The UW System must prepare its students for responsible, ethical, and engaged citizenship to meet the university's broad goal of promoting excellence in professional, civic, and personal life. Inclusive Excellence, the UW System's successor to Plan 2008, builds on the Equity Scorecard and Campus Climate projects to close the achievement gap and integrate the core value of diversity into everything the UW System does to develop a bright future for students and the entire state.

5. Offer UW New Pathways Degrees to Wisconsin's adult population

To expand the percent of Wisconsin residents with undergraduate and advanced degrees, the UW System must seek ways to open more learning opportunities to working adults, many of whom “swirl” into and out of its universities to achieve a credential, update their skills, enable a career shift, or pursue learning for the pure pleasure of it. This initiative will create more flexible and affordable pathways for a greater number of students, as well as new degree opportunities specifically designed for working adults.

6. Build a Wisconsin KnowHow2GO Network, enlisting undergraduates as mentors to kids

The UW System is a leader in KnowHow2GO, a national campaign to raise college aspirations in young people and teach them how to get there. Working with UW campus colleagues and student government leaders, the UW System will call upon the generous volunteer spirit of undergraduates to become mentors and carry the KnowHow2GO message to young people and families statewide. This will build upon other efforts supporting young people's aspirations for college, including the Wisconsin Covenant, a program promising students who get good grades and are good citizens a spot in a Wisconsin college, enhanced by generous support from the Great Lakes Higher Education Assistance Corporation, and the Fund for Wisconsin Scholars, a private endowment established through a major gift by John and Tashia Morgridge to provide scholarships to lower-income UW and technical college students.

7. Collaborate with the PK-12 community to enrich college preparation in math

Greater collaboration between the higher education community and the PK-12 education community will increase the number of students who enter the state's universities prepared for success. The UW System is working actively with colleagues in the schools to address math preparation for Wisconsin students as they progress from school, to college, and beyond. The focus is on identifying competencies needed for college preparation and aligning those with academic standards for high school.

8. Expand the UW-Madison Connections Program

UW-Madison cannot accommodate all of the academically strong students who currently apply for admission at that campus. Beginning in 2001, UW-Madison piloted the Connections Program, in partnership with four UW Colleges campuses, to allow applicants who are Wisconsin residents to begin their education at a two-year UW Colleges campus and finish their bachelor's degree at UW-Madison. The UW System has expanded this opportunity to other two- and four-year campuses, ensuring that Wisconsin keeps more academically talented students in the state.

9. Ramp up operational excellence and efficiency to focus more resources on the Growth Agenda for Wisconsin

To focus its limited resources on the Growth Agenda, the UW System is committed to keeping its administrative costs among the lowest in the nation. The university must take operational excellence to the next level through a business process redesign that will make the UW System an even more efficient system of higher education. Institutions are collaborating to identify business practices that can be standardized, streamlined, simplified, and automated across the UW System. They are looking to other institutions of higher education as well as to the private sector to identify better ways to conduct business, while improving the UW System's service to students and the entire state.

10. Establish New "Wisconsin Idea" Public Policy Forums that bring the University's best research to bear on Wisconsin's biggest challenges

The Public Policy Forums focus UW System resources on Wisconsin's most vexing social, environmental, and economic challenges. In the spirit of the Wisconsin Idea, these forums will inform the debate around selected current issues confronting Wisconsin residents by bringing objective, research-based information to the dialogue. Plans are underway to hold two Public Policy Forums annually at UW System institutions beginning in Spring 2009.

11. Increase private need-based financial aid to supplement state and federal assistance to students

Compared to other public universities, UW System tuition is low, but aid to needy students lags. To ensure that college is possible for all students, regardless of financial resources, the UW System is advocating for increased private investments in need-based financial aid. The goal is to double the university's current levels of this privately funded aid. The UW System's statewide fundraising efforts will build on recent campaigns, including the Morgridges' Fund for Wisconsin Scholars and the Great Lakes Higher Education Assistance Corporation's private contribution to the state's Wisconsin Covenant program.

INCLUSIVE EXCELLENCE FAQ

WHAT IS INCLUSIVE EXCELLENCE?

Inclusive Excellence is a planning process intended to help each UW System institution establish a comprehensive and well-coordinated set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life. The central premise of Inclusive Excellence holds that UW System colleges and universities need to intentionally integrate their diversity efforts into the core aspects of their institutions—such as their academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations, and organizational cultures—in order to maximize their success.

HOW DOES INCLUSIVE EXCELLENCE WORK?

Inclusive Excellence offers an approach for organizing our work in a deliberate, intentional and coordinated manner. This approach:

- ◆ Employs a dual focus in diversity efforts, concentrating on both increasing compositional diversity, and creating learning environments in which students of all backgrounds can thrive;
- ◆ Requires a more comprehensive, widespread level of engagement and commitment ensuring that every student fulfills their educational potential;
- ◆ Places the mission of diversity at the center of institutional life so that it becomes a core organizing principle, around which institutional decisions are made;
- ◆ Calls for a close attentiveness to the student experience itself, including the impact of race and ethnicity, and the influence of physical ability, sexual orientation, gender expression, socioeconomic background, and first-generation status on their learning experiences; and
- ◆ Demands that the ideals of diversity and excellence be pursued as the interconnected and interdependent goals they are.

WHY INCLUSIVE EXCELLENCE?

In many respects, Inclusive Excellence represents the next necessary step in our evolution as a System committed to creating those diverse learning environments that we know are so vital to our students' growth, learning, and achievement. Our recruitment and retention efforts as well as our engagement in such initiatives as the Campus Climate Study and the Equity Scorecard Project have taught us that our pursuit of diversity has to be a far more multidimensional, integrative, and student-centered process if it is to produce the kinds of individual and System-wide transformation we have been seeking. Inclusive Excellence is a change-oriented planning process that encourages us to continue in our diversification efforts albeit with a greater intentionality and attentiveness of how they serve the needs of our students. Informed by a well-established body of empirical research as to the institutional contexts, practices, and cultures that contribute to the establishment of a diverse learning environment, Inclusive Excellence represents a shift not in the essence of our work but how we approach it and carry it out. Above all, Inclusive Excellence asks us to actively manage diversity as a vital and necessary asset of collegiate life rather than as an external problem.

Working Definitions for Inclusive Excellence

Inclusive Excellence brings together a comprehensive knowledge base – research and theory— from a variety of sources. Within this framework there are some concepts and terms that are fundamentally linked to the educational mission and institutional practice, and thus deserve to be highlighted. The definitions have been categorized by four essential pillars of Inclusive Excellence— Diversity, Equity, Inclusion and Excellence.

DIVERSITY

DIVERSITY: Individual differences (e.g. personality, learning styles, and life experiences) and group/social differences (e.g. race/ethnicity, gender, sexual orientation, gender identity or expression, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.

COMPOSITIONAL DIVERSITY: The numerical and proportional representation of various racial and ethnic groups on a campus. (Milem, Chang and Antonio).

CRITICAL MASS: Meaningful representation. Refers to a number that encourages underrepresented minority students to participate in the classroom and not feel

INCLUSION

INCLUSION: The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

EQUITY

EQUITY MINDEDNESS: Refers to the outlook, perspective or mode of thinking exhibited by practitioners and others who call attention to patterns of inequity in student outcomes, and are willing to assume personal and institutional responsibility for the elimination of inequity. This includes being “color conscious,” noticing differences in experience among racial-ethnic groups, and being willing to talk about race and ethnicity as an aspect of equity. Equity perspectives are evident in actions, language, problem-framing, problem-solving, and cultural practices. (Bensimon, 2008)

DEFICIT MINDEDNESS: Deficit thinking “posits that students who fail in school do so because of alleged internal deficits (such as cognitive and/or motivational limitations) or shortcomings socially linked to the youngster—such as familiar deficits and dysfunctions” (Valencia, 1997). In other words, deficit thinking “blames the student” for unequal outcomes.

REPRESENTATIONAL EQUITY: Proportional participation of historically underrepresented racial-ethnic groups at all levels of an institution, including high status special programs, high-demand majors, and in the distribution of grades. (Bensimon, 2008)

EXCELLENCE

EXCELLENCE: The quality of being excellent; state of possessing good qualities in an eminent degree; exalted merit; superiority in virtue.

**WHY NOT
IMPLEMENT
ANOTHER TEN-
YEAR PLAN?**

Despite its twenty-year history of strategic plans for diversity, success on the widespread scale the UW System intended remains frustratingly out of reach, with only modest gains in key areas. Though Plan 2008 provided a bold, progressive vision for transforming the UW System, it did not—and could not—fully anticipate the myriad of practices and processes that its institutions would need in order to cultivate truly diverse and equitable learning environments. Moving forward, we as a system of higher education institutions intend to focus our efforts on driving diversity deep into our everyday cultures, daily practices, and organizational patterns where it can take root and eventually blossom.

**WHAT ABOUT
THE GOALS OF
PLAN 2008
WHICH WE
HAVE YET TO
REACH?**

Establishing a critical mass of faculty, staff, and students from historically underrepresented groups will remain a top priority for UW campuses under Inclusive Excellence. As institutions of learning, as a collective system of higher education, and as a state, our futures depend heavily on our ability to educate and hire those who will soon constitute the new majority in this country. We shall maintain our support of efforts aimed at diversifying our institutions, including our multicultural/disadvantaged initiatives, pre-college programs, and efforts such as the Equity Scorecard Project to enhance access, retention, and graduation rates for students of color as well as to ensure their full and successful participation at all levels of institutional life.

**WHAT DOES
SUCCESS
ACCORDING TO
INCLUSIVE
EXCELLENCE
LOOK LIKE?**

Success will be recognized by numerous hallmarks, some of which include:

- ◆ Thorough institutionalization of equity and diversity where they are embraced as core values and used to inform campus decision-making, educational practices, and policy-making;
- ◆ Greater compositional and equitable representation diversity of among faculty, students, staff, and other university personnel;
- ◆ Steady and significant rates of retention and upward mobility for faculty and staff who are members of underrepresented populations;
- ◆ Steady and significant increases in the retention and graduation rates for all UW students;
- ◆ Proportional representation of students from underrepresented and underserved populations in competitive academic programs and co-curricular activities that are indices of excellence;
- ◆ Improved campus climates that provide a strong, abiding sense of belonging and community for all UW students;
- ◆ Better alignment and cohesiveness between diversity efforts and other institutional initiatives, particularly those that focus on excellence in undergraduate education;
- ◆ Greater numbers of UW students who possess the requisite multicultural competencies they need to navigate an increasingly diverse democracy; and
- ◆ The enhanced capacity of UW System institutions to meet the ever-emerging and complex needs of its students, the state, and society, now and in the future.

**WHAT KINDS OF
BENCHMARKS
WILL WE HOLD
OURSELVES TO
UNDER
INCLUSIVE
EXCELLENCE?**

UW System Administration and UW institutions will likely engage in collaboration with one another to identify which reliable measures will be used to assess how they are doing in their Inclusive Excellence-related efforts.

**HOW LONG
WILL WE HAVE
TO IMPLEMENT
INCLUSIVE
EXCELLENCE
ON OUR
CAMPUSES?**

The Inclusive Excellence process is an iterative one, something that unfolds and develops over time, according to each institution's mission, culture, identity, and demographics. If institutions work diligently and steadily to incorporate their diversity work into the larger institutional culture, Inclusive Excellence and diversity more generally will simply become integrated into the larger fabric of the institution.

**WHAT KINDS
OF RESOURCES
DOES
INCLUSIVE
EXCELLENCE
REQUIRE?**

Inclusive Excellence is not a free-standing initiative to be treated as separate or distinct from other institutional planning efforts. Therefore, its implementation should not require any additional resources of either the financial or human kind. It will require the leveraging of institutional resources so that they are distributed according to a campus' most pressing diversity needs.