Detailed Application Instructions

Graduate Equity Initiative Grant Program

The **Project Proposal** should explain clearly the **need or problem** the project has been designed to address, as well as the **rationale** for the project's approach in relation to the dynamics of graduate education in the field(s) covered. The proposal should also specify the **roles** of faculty, staff, and students in carrying out the project. It is important to consider (and plan for) the labor investment implied by the proposal: for instance, if the project involves a research internship, a faculty mentor, or a workshop, the proposal should specify whose responsibility it will be to carry out the associated tasks.

The proposal should provide specific plans and standards for the **evaluation** of the program. How will it be assessed and refined over the course of its operation? What will be considered the measure of its success?

The project proposal should also include a **post-funding plan**. This section should provide a consideration of the ways it might be possible to sustain the program after the seed grant period. More broadly, it should articulate the program's aspirations for long-term impact. What value will be created by the program? How might it transform the unit's culture?

The proposal must also address the **climate for current graduate students** enrolled in the unit(s) applying for funding. Even if the proposal is focused on another issue — say, a pipeline program to encourage and prepare undergraduates from other institutions to apply to graduate school — the proposal must include a section discussing the situation of students from diverse or non-traditional backgrounds in the program. Issues of climate are directly related to issues of recruitment: if current minority or non-traditional students find a program's environment to be inhospitable, or even hostile, then it makes it even more difficult to attract prospective students. Such issues also have a direct impact on the success of students coming out of a program: an atmosphere of respect and collegiality is crucial in setting the stage for the student's progress into the profession.

Recently, student coalitions in many departments in Arts and Sciences have written statements and open letters outlining their sense of current problems and potential solutions. These documents should be consulted carefully, as relevant to the unit(s) submitting the proposal, and faculty should open lines of dialogue with current students to gain a sense of their perspectives. Project proposals should address student feedback (recognizing the fact that there may not be unanimity of student opinion in any given unit) and outline specific measures to ameliorate any problems in the unit's atmosphere in this respect.

The **Budget and Budget Narrative** should include a thorough prospective listing of all **costs** related to the implementation of the project, annotated or explained in the budget narrative as necessary. It is understood that costs can vary widely depending on the scope

of the particular proposal. (As part of its consultation with each unit submitting a proposal, the Steering Committee and staff from A&S and GSAS will provide assistance with budget templates and cost estimates for program items.)

In particular, the budget should note any **administrative support** necessary to set up and maintain the project. As appropriate, the budget narrative should include a dedicated section with an explanation of the administrative hours and skills that will be required. Units submitting applications are strongly encouraged to include (and list in the budget breakdown) an in-kind contribution of staff/faculty hours and expertise in order to bring projects to fruition.

The budget may address staffing issues by including funding for non-academic administrative fixed-term postdoctoral fellows who might be employed to implement the program during the grant period.

Budgeted costs may include a **graduate course release** for an individual faculty member taking the primary administrative responsibility in a given program, when that responsibility entails student-centered work for the program that reaches an additional course equivalent for a faculty member (10+ hours a week during term, plus additional time at the start and end of term). In such a case, colleagues at the divisional and departmental levels should expect to reconfigure existing graduate teaching (leaving undergraduate teaching intact) to accommodate the lost graduate seminar if it fulfills a requirement. **Budgeted costs may not include research funds or salary supplements.**

With regard to issues of climate in particular: even if the proposal focuses on a different stage of graduate education, the budget may include line items for programming in response to concerns of the current graduate student population.

The application should include brief **<u>Letter(s) of Support</u>** from the Department Chair, Department Director of Graduate Studies, and/or Institute/Center/Program Director of each of the units submitting the application, as appropriate (in the case that the lead faculty applicant does not hold one of these positions). The letter(s) of support should confirm the unit's commitment to the proposal and willingness to implement it, detailing any in-kind support the unit will provide. The letter(s) should also note if the unit has already obtained any funding (from another source) or institutional support for the program being proposed.

Timeline

December 17 and 18, 2020: Information Sessions
February 1, 2021: Preliminary draft application deadline
February 8-March 1, 2021: Consultation with A&S and GSAS (via appointment)
March 8, 2021: Application deadline
Mid-April 2021: Notification