

Criteria

1. Project's goals, aims, format, and activities are clear and in alignment with grant's aims to "promote more equitable, inclusive, diverse, accessible, and socially just writing practices, curriculum, and classrooms and that contribute to our teaching community, encourage collaboration, and nurture professional growth. For example, the strongest proposals should exhibit the below:
 - Project is collaborative by design
 - Proposal explains how the project and activities speak to issues of diversity, equity, and inclusion, as understood and defined by proposers, in relation to the teaching of writing, and, ideally, in conversation with the English department's [strategic plan](#)
 - Proposal articulates concrete outcomes and concrete contribution(s) of the project to our broader teaching community, to our students, and/or to others
2. Project is doable in the timeline and budget is clear and funds allocated to support grant goals

Collaboration Grants for Equity-Oriented Praxis—Call for Proposals

The Expository Writing Program invites proposals for **Diversity, Equity, & Inclusion Collaboration Grants** for 2020-2021.

We invite proposals for collaborative projects that promote antiracist, anti-colonial, and equity-orientated writing praxis and learning environments and that contribute to our teaching community, encourage collaboration, and nurture professional growth.

Funded projects might, for example, develop teaching resources that seek to counter the ongoing legacies of systemic inequity and settler colonialism; stage conversations that examine and respond to ways intersectional discrimination, in explicit and implicit forms, has produced structures of exclusion in literacy education; craft curriculum that build students' capacity to listen to and work across difference; engage in community engaged approaches; among others.

We are interested in funding a wide-range of collaborations, projects, and group configurations. For example, groups might work exclusively with each other on a project (e.g., collaboratively created curriculum or private reading group) or might facilitate events open to our entire teaching community (e.g., roundtable or workshops).

Projects can be modest and you are welcome to build on ongoing work and existing collaborations. Projects should relate to the teaching and practice of writing, very broadly understood. Projects must be collaborative involving at least two core participants and must result in something that can be shared with our broader teaching community.

Projects might include but are not limited to:

- reading/discussion groups, invited speaker, workshops, roundtables, or conversations;
- experimental, performative, imaginative, speculative, and collaborative thinking, reading, and teaching practices;
- developing strategies and resources for addressing the diverse needs of our students and writing instructors and for navigating power in the classroom;
- conducting writing-related research and sharing findings;
- designing/curating resources or curriculum that promote student learning, retention, wellbeing, and resilience, especially for historically marginalized student populations;
- curating or creating equity-focused writing assignments, lessons, curriculum, assessment practices, and teaching resources to share on our website;
- guidelines for teaching relevant issues and topics, such as environmental equity, racial justice, intersectionality, Indigenous rights, gender politics, and so on;

- decolonial, antiracist, translingual, transnational, and/or accessible approaches to teaching;
- public writing or community engaged projects;
- building partnerships or community across/beyond campus as liaison groups

All Graduate Student Instructors and Part-time Lecturers in EWP/IWP and all UWHS teachers are eligible to apply. Award amounts will range between \$300-\$500 and can be used for materials to support work, gift cards/stipends for organizers or workshop leaders, funding for research, and the like. Projects should be carried out in Winter/Spring 2021 and completed by June 15, 2021. Grantees will be asked to provide a brief summary (one page) at the end of the grant of the group's activities and impact. Groups should plan to publicly share something concrete that emerges from their collaboration with the broader teaching community (e.g., a public forum presentation, workshop, teaching artifact(s) or resource(s) that can be shared on our website, etc.). Project leads must be instructors in EWP/IWP/UWHS but others can be involved as grant participants.

Complete Application: One PDF document of items submitted in the following order:

3. Project proposal (750 words or less) that includes:
 - a project title
 - a description of the goals, aims, format, and activities of the proposed collaborative project
 - an explanation of how the project and activities speak to issues of diversity, equity, and inclusion, as understood by you, in relation to the teaching of writing, and in conversation with the English department's [strategic plan](#), if applicable
 - an articulation of the concrete outcomes and contribution(s) of your project to our broader teaching community, to our students, and/or to others
1. Names and emails of all core participants that identifies 1-2 lead facilitator(s).
1. A timeline & budget with proposed use of funds.

Application Deadline: Monday, November 16th, 2020 by 11:59 p.m. Send proposals to Candice Rai at crai@uw.edu and Jacob Huebsch at jhuebsch@uw.edu. Decisions will be announced by December 1, 2020.

For questions, please email: Candice Rai, Director of the Expository Writing Program, crai@uw.edu.

For more information about grant projects funded, see below:

<https://english.washington.edu/diversity-equity-inclusion-collaboration-grant-information>