

2022-23 PROVOST GRANTS TO PROMOTE DIVERSITY, EQUITY, INCLUSION AND JUSTICE WITHIN THE CLASSROOM AWARDED

Congratulations to the following faculty who have been awarded a grant to promote diversity, equity, and inclusion within the classroom. Projects were awarded up to \$2,000 each to full or part-time faculty to support innovation in one or more of the following three areas:

1. Creating a welcoming classroom community that cultivates belonging. These projects focus on developing, documenting, and transparently sharing routines, community building activities, norms, etc. as related to student identities, student needs, respect, compassion, and empathy.
2. Critically analyzing the content and practices of a course through an antibias, antiracist lens. These projects lead to the implementation of culturally sustaining practices in the classroom, including strategies for identifying and countering implicit bias, microaggressions, and stereotype threats.
3. Supporting improved collaborative projects in classes (particularly those with the HIP designation). These projects focus on transparent expectations, instruction, assessments, routines, and materials. These proposals also address the design of inclusive learning environments and equitable instruction that supports all students in collaborative projects.

2022-23 Grant Recipients

EB Caron, Jon Gordils, Margaret Tarampi (*Psychology, College of Arts and Sciences*)

Project in PSY 105 and HON 173 to explore students' definitions of key DEIJ terms and to re-design course content to focus on social issues of highest concern among current students.

Kristin Comeforo (*School of Communication, College of Arts and Sciences*)

Project in HON 163 using field trips to the five "sites of conscience" in Connecticut to foster deep student thinking on DEIJ issues.

Mehmet Dede (*Music and Performing Arts Management, the Hartt School*)

Project in UISC 165D adding a field trip and panel discussion with a film director, documentarian and/or local artist as way to enhance instruction in DEIJ course content.

Nels Highberg (*English and Modern Languages, College of Arts and Sciences*)

Project for the development of his UISA 180D course, "Gender and Power in the Arts", to include antiracist theory and student creation of zines to deliver student perspective on course issues.

Sarah Ketay, Jonathan Gordils, Margaret Tarampi (*Psychology, College of Arts and Sciences*)

Project in PSY 105, 252, and 257 on using the "Fast Friends" method for cultivating belonging and creating a welcoming classroom community.

Billie Lee (*Painting & Drawing, Hartford Art School*)

Project in DWG 310W on developing a “care lab” to address critical thinking on targeted DEIJ themes and exploration of themes of power, privilege and bias.

Mala Matacin (*Psychology, College of Arts and Sciences*)

Project in HON course, “Crip, Queer, Fat: The Intersectionality of Bodies,” using photovoice methodology in a collaborative project to have students co-create a “brave space” in the classroom.

Carolyn Rosiene (*Computing Sciences, College of Arts and Sciences*)

Project in CS 320 on developing alternate course assessments to reduce student cognitive load with high pressure, timed programming assignments on exams.

Rachel Walker (*History and Philosophy, College of Arts and Sciences*)

Project for the development of a new UISC course, “Reproductive Justice in America,” where students will examine reproductive rights from an interdisciplinary, intersectional, and antiracist lens.

Song Wang (*Civil, Environmental, and Biomedical Engineering*)

Project to create and administer a survey for CETA students, as well as selected follow-up student interviews, to learn what factors most impact students’ belonging to the school community, with a focus on international, female and/or BIPOC students.