



2024-25 FACULTY AND STAFF  
GRANT PROGRAM APPLICATION

Name of Project/Program: \_\_\_\_\_ Date: \_\_\_\_\_

Applicant's Name: \_\_\_\_\_

GCC Position: \_\_\_\_\_ Department: \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone \_\_\_\_\_

Please check which category best describes your project:

- Arts & Culture
- Athletics & Fitness
- Career & Work Training
- College Operations & Facilities
- Humanities/Social Sciences
- Science & Technology
- Other

Amount requested: \$ \_\_\_\_\_

Please attach a one- to two-page typed request that provides a comprehensive summary of your project/program and establishes the need. Please include the following:

- What do you propose to do?
- Who will be involved in the project/program?
- What are the benefits of this project/program to the students, college, and the community?
- How does this project/program support the College's [Institutional Strategic Plan](#)?
- Timeline for the project/program.
- How do you propose to use the funds requested? Please include specific budget information.
- Please list any other sources of funding you have applied for and include dollar amounts if already awarded.
- How will the Foundation's support be recognized?
- How do you plan to evaluate this project's success?
- If your project/program is successful, how will it inform your practice moving forward?

Please email this completed and signed form along with your proposal to [zjacobs@glendale.edu](mailto:zjacobs@glendale.edu)

**Submission Deadline – Thursday, May 30, 2024 by 5:00 PM PST**

**Your signature indicates approval of this request to the Glendale College Foundation**

*Julie [Signature]*

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**Applicant's signature**  
*Sarah McLemore*

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**Chair or Department Head Signature**

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**Print name of Chair or Department Head**

Grant Review Committee comments and/or recommendations:

This grant was denied/approved on \_\_\_\_\_ The amount awarded is \$ \_\_\_\_\_

1.What do you propose to do?

We propose to host the third annual national Language Equity in Academia: Reimagining knowledge (LEARN) Conference at GCC, building on the success of the previous three conferences. Our conference focuses on linguistic equity and justice, a crucial pedagogical and institutional practice that is gaining momentum across community colleges. The goal of this conference is to provide a platform for faculty from diverse backgrounds and disciplines to share data, research, and effective practices related to linguistic equity. We aim to expand the conference to a larger audience, offering interactive workshops, keynote presentations, and roundtable discussions.

2.How does this request support the mission of the College?

The conference directly supports GCC's commitment to "ensure students identify their educational goals and needs and successfully accomplish student learning" by providing faculty from diverse disciplines with opportunities to share research, effective practices, and strategies that enhance student learning. Through collaborative workshops and discussions, the conference fosters "collaboration among disciplines and openness to the diversity of the human experience" as faculty engage in dialogue about linguistic diversity and inclusion. By centering student voices and languages, the conference advances "postsecondary education success, personal enrichment, self-development, and a purposeful and meaningful life" for students in community colleges and contributes to the development of a "global community" that celebrates linguistic diversity.

3.Please list any other sources of funding you applied for and include dollar amounts if already awarded.

For the first conference, we received funding through a Senate Innovation Grant. In the second year, we utilized one-time professional development funds, supplemented by support from 3CSN through connections from Dr. Cornner, for technology and marketing. For the third conference, we received \$5,000 in funds from the Glendale College Foundation and \$10,000 in one-time funds from the president of Las Positas college. We are hopeful for the support of the GCC Foundation again for year four, and also hope to apply for additional grant funding to secure and grow the conference.

4.If you would like to have your program review request (include ID code) forwarded to the Foundation for consideration, please check here: N/A

5.What are the benefits of this project to the students, college and the community?

This conference offers wide-ranging benefits to students, the college, and the community at large. In higher education, students from marginalized backgrounds, including immigrant and BIPOC students, often face exclusion due to institutional practices which equate language use, such as speaking accented English or African American Vernacular English (AAVE), with lack of ability to succeed in community college. Our conference directly addresses this issue by promoting equitable teaching practices that support and empower these students. By attending the conference, faculty gain valuable insights into the importance of incorporating students' real-life experiences, embracing language equity, and adopting fair grading strategies. These transformative shifts in teaching practices foster a greater sense of belonging in classrooms, leading to increased student engagement and success.

By hosting this conference, GCC takes a leadership role in advancing linguistic equity and justice practices, which in turn attracts faculty and students who value diversity and inclusion in education. Furthermore, the conference serves as a catalyst for collaboration among faculty and institutions, creating a vibrant community of educators dedicated to transforming education and promoting equity. For examples of the scope of the conference, this is our [2023 program](#) and here is our [2024 Conference Website](#), including Archived Conference Video and Slides.

6. How do you propose to use the funds requested? Include specific budget information. Please note: if the project involves an outside vendor, please attach 3 bids.

We are requesting funding for a keynote speaker, and stipends for presenters, student panelists, and conference organizers

- Keynote speaker with workshop (1) - \$6000
- Student speakers for two roundtable sessions (10 @ \$75 each) - \$750
- Presenters (10 @ \$100 each) - \$1,000
- Conference coordinators (2 @ \$1,500 each) \$3,000

**Total requested funds: \$10,750**

7. Timeline for the project.

A cross-institutional conference planning committee will commence meetings in September 2024, holding biweekly meetings throughout the Fall to finalize the conference date, secure keynote speakers, develop the call for proposals, and address logistics. From January to February 2025, the committee will intensify biweekly meetings to ensure seamless execution, transitioning to weekly meetings in March 2025 to handle last-minute preparations. The conference is currently planned for April 2025.

8. How will the Foundation's award be recognized?

The Foundation's award will be recognized on our marketing materials, as well as during the opening of the conference, and on the conference website. We will also express our gratitude through personalized acknowledgments and recognition in post-conference communications within the GCC campus community.

9. How do you plan to evaluate this project's success?

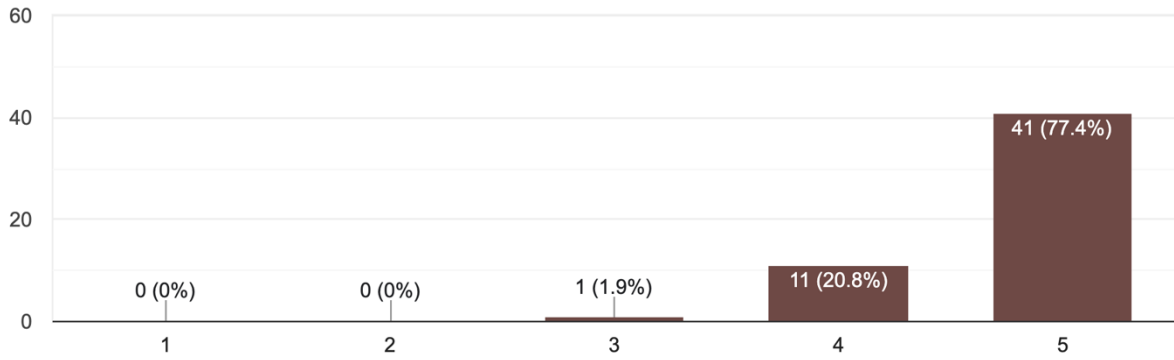
To evaluate the conference's success, we will encourage attendees to complete evaluation forms, assessing the conference's usefulness and their plans for implementing conference insights at their institutions. We have already begun working closely with the Office of Research and Planning to track the outcomes of students and faculty involved in linguistic equity and justice classrooms. Additionally, we will measure the impact of the conference by monitoring changes in teaching practices, course outcomes, and institutional policies through ongoing collaborations and feedback loops with participating faculty and institutions.

We would like to close by sharing additional pages for browsing, with attendee response data and a sampling of narrative responses to two of the survey questions from the 2023 Conference Attendee Evaluations and the 2024 Conference Attendee Evaluations that illustrate the success and importance of this conference for faculty and students.

2024

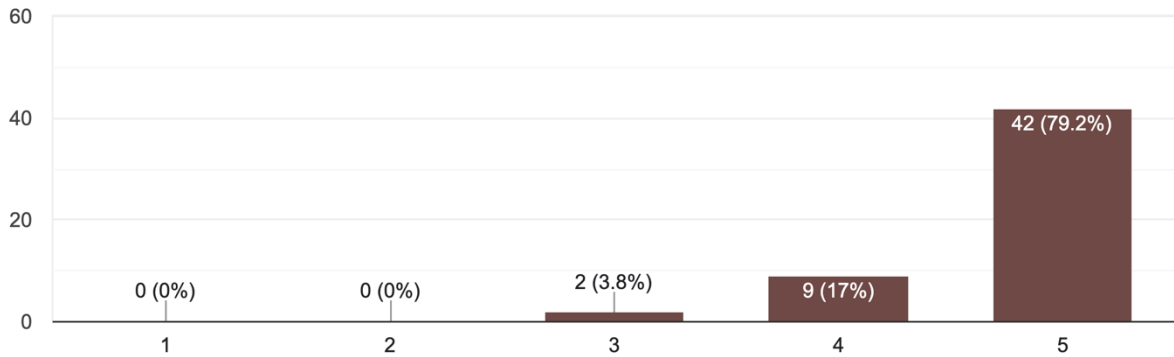
How useful will the language equity/linguistic justice topics covered during the conference be in advancing your teaching practices and/or campus student success efforts?

53 responses



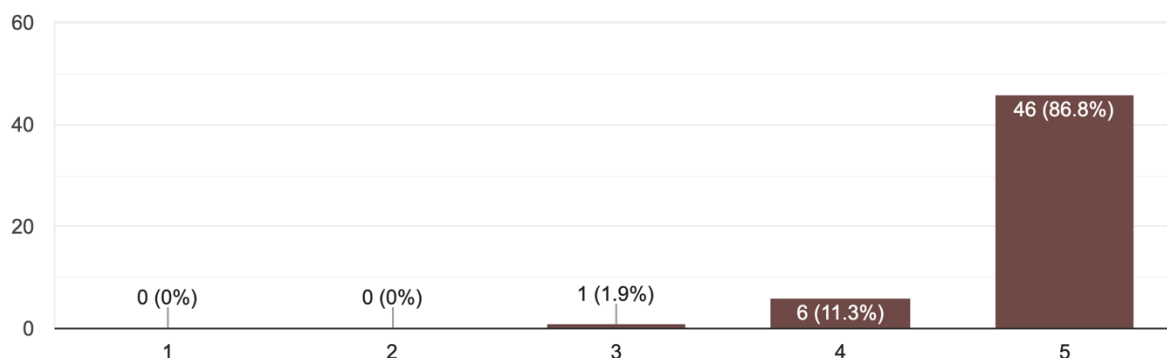
How likely are you to utilize the keynote topics, one of the workshop topics, or information from the student panel?

53 responses



How likely are you to recommend this conference and language equity practices to a colleague?

53 responses



### What specific aspects of the conference did you find the most valuable and why?

- Discussion and brainstorming on designing assignments and rubrics that support and acknowledge students' voices
- I found every section very stimulating and well organized
- I appreciated the space for ideas and all of the resources. The student panel was fantastic!
- Language Equity, and AI, are directly applicable to my classes where writing is of the premium. Further still, we can all be biased simply because we know our own language and not take the time to learn others.
- Every breakout room and presentation was amazing!
- Hearing what other programs and faculty are doing at other institutions.
- The Keynote speaker really created a wonderful dialogue to start the conversation about language equity for all of us no matter our backgrounds.
- The structure seemed like it was created by extremely thoughtful humans. The breaks are nice! The music lovely. The pace just right. Keynote--shazamm! Students were wonderful and frank. Breakouts really top notch.
- Student panel!
- Having Sunn M'Cheaux was amazing. I was starstruck. I will use his words in every class from now on.
- Keynote. Opened my mind to approaching English language in the way I never thought before
- Learning Contract Grading
- I found "AI and Writing Instruction: Using Artificial Intelligence to Support Student Authorial Identity" to be exceptionally valuable for several reasons. Firstly, it illuminates the potential of AI as a tool not just for automating aspects of writing instruction but for deeply supporting and enhancing students' development of their own voices and identities as authors. The exploration of how AI can provide personalized feedback, encourage creative thinking, and offer a safe space for experimentation is particularly compelling. This reflects a shift from viewing AI as merely a corrective tool to seeing it as a co-educator that can inspire and facilitate a more individualized learning experience.

- The learning and being exposed to linguistic justice and discover my own biases.
- Keynote and breakout sessions. All of it.
- The keynote speaker really broke the box I am usually in and set the tone for me to be able to really absorb everything the conference had to offer. That idea of questioning the status quo.
- I thought the student panel was especially powerful. Hearing from students about how learning about linguistic justice and being able to write in their authentic voices/dialects was huge in increasing their confidence as writers was so inspiring.
- I like the idea that dictionaries don't create the words for the people, but people do for the dictionaries.
- Real world examples of what teachers do and how to implement them in my teaching practice.

**How might what you experienced during the conference help support students (e.g. making changes to course units or objectives, assessment practices, how you provide feedback)?**

- I'll be changing the "rubric" and be transparent about multiple literacies and languages among us!
- This information will inform ongoing conversations about linguistic equity in my university department.
- Definitely how I utilize teaching strategies in my in-person and online classroom
- Continuing to explore various ways of grading that benefits student learning.
- I am pushed ever closer to better equitable grading practices. Solidarity amongst a wide range of colleagues out there supporting this important work. I am reminded to give grace and extend my own vulnerability and open up brave spaces.
- Paying more attention and being more mindful to how I address my students, how I deliver my lectures, and how I provide feedback
- It taught me to be more patient with my students.
- Assessment practices and learning objectives are targets of change for me now.
- Continuing to work on inspiring student writers, shift locus of control more to students, adjust assessment.
- It changed my approach to helping students, asking them more questions about what they see as good writing and what inspires them instead of immediately assuming they want me to help them make their essay sound more academic.
- To be increasingly supportive in their journeys and continue to reflect on my practices and how to improve.
- I need to advocate for Professional Development workshops to aid faculty on AI chatGbt and student submissions.
- Increased awareness in uncovering the authenticity in student's writing.
- I will use one student's answer on AI to challenge other teachers - basically, she said I use AI not to cheat but because she didn't feel like she belonged/would be heard so AI would help her be seen by teachers. Therefore, I would challenge teachers on how they create a sense of belonging in the classroom and to not simply interpret AI as cheating.
- I think the best support I can provide to students given what we learned about and discussed during the conference is both advocacy on their behalf within the college structure and encouraging students' own self-advocacy.

2023

**How might what you experienced during the conference help support students (e.g. making changes to course units or objectives, assessment practices, how you provide feedback)?**

- Additional resources for syllabus
- We will take some of these ideas for training our writing consultants and for our work with instructors.
- I train the embedded tutors in English classes, and I serve as the department Chair, so I'm bringing readings, activities, assessments back to those spaces.
- It definitely makes me rethink how I should structure my classes and I have even gotten ideas on assignments and readings.
- Lots of ideas for activities and experiences to offer and/or share with students to spark dialogue and learning for us both.
- Changes to my syllabus and rubrics
- I will be using the assignments and curricular suggestions as well as some of the supporting videos and texts
- I'm hoping we can make some changes to our course outcomes
- Some ideas about how to engage students in developing an understanding of linguistic justice and finding their own, authentic voice.
- I am going to change my assessment practices and am considering making changes to my course units.
- It will help me support my students in regaining their voices.
- I am going to evaluate the course goals and make adjustments where needed. Additionally, I will evaluate the writing policies in my course to be more mindful of linguistic considerations.
- As a co-chair of our English subject area committee, I participate in planning for professional development. In addition, this conference has led me to want to coordinator colleagues around mission/vision statements for our department to model for our college. I also tutor in the Reading Writing Center, and can contribute to PD for tutors as well. As I work with colleagues to develop units, curriculum, and course outcomes, this workshop and related readings/materials will deeply inform my work and my advocacy.
- I hope to continue sharing this information with tutors and professors on campus. It can help us to check our bias when grading and working closely with students
- Just better understanding how diversity equity inclusion may impact different minorities most importantly allowing students to speak and share their opinions be the voice of diversity and inclusion and as a teacher be more of a facilitator.
- Revise course content

**What specific aspects of the conference did you find the most valuable and why?**

- All really; keynote was phenomenal, round table, breakout rooms afforded focused sharing and conversations
- Everything! Really, I don't know how to choose. Y'all put together an AMAZING list of speakers and presenters
- Examples of what this work looks like to help me add to my practice and the student panel provided a great peak into the student experience and how they have been impacted by the opportunity to engage in discussions about linguistic justice.