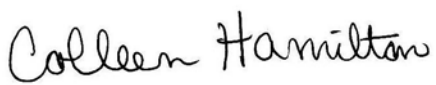


APPLICATION FORM

Seed Grant Proposal Cover Sheet

Principal Investigator(s)	Colleen Hamilton Ryan McCarty
Rank/Title	CH: Assistant Professor, ESL/Bilingual Education RM: Assistant Professor, Reading and Language
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Collaborators	
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Institution/Rank/Title	Assistant Professor, Undergraduate College, NLU

Signature of PI(s)

x  

Signature(s) of CPSA Dean/NCE Dean

x 

Seed Grant Proposal Outline Form

I. Proposal Title: Language Equity in the Postsecondary Classroom

II. Abstract Paragraph of Project (200 words maximum)

This work fosters culturally and linguistically responsive pedagogy and faculty development at NLU to enhance Black and Latinx students' equitable educational opportunities. The study builds on current diversity, equity, and inclusion initiatives through a focus on language equity in teacher preparation, examining teacher candidates' language resources and academic writing. Research indicates that linguistically diverse students learn and write more effectively when they can *translanguage*, including writing across languages and communicative modes, translating, and codeswitching (Canagarajah, 2011; Galante, 2020; Garcia & Wei, 2014; Mazak & Carroll, 2017). Using design-based research (Reinking & Bradley, 2008), we envision building a faculty-researcher team to codesign and refine a pedagogical intervention based on translanguaging. Data collection and analysis will emphasize faculty perspectives and practices in relation to linguistic diversity, and teacher candidates' understanding of language choices in their own writing and in their future classrooms. The research will develop pedagogical assertions and local theories of how to support translanguaging and foster educational equity for Latinx and Black students, whose language practices have been marginalized through intertwined linguisticism and racism (Baker-Bell, 2020; Flores, 2020). This work responds to calls for universities to practice inclusive pedagogy and to prepare equity-minded educators (CCCC, 2020; Palmer et al., 2019).

[197 words]

III. Proposal Narrative: (Five pages' maximum)

Rationale

The focus on diversity, equity, and inclusion (DEI) in U.S. higher education emphasizes concepts such as racial and ethnic diversity, implicit bias, and white privilege, yet language remains largely unexamined. DEI themes in NLU's 2030 Strategic Plan similarly elevate diversity in terms of racial/ethnic groups: Pillar 3, building a culture of inclusion, enacts core values of access and equity through action plans targeting Latinx and Black students; however, linguistic diversity is not an explicit focus. Our proposed research study furthers NLU's strategic work through 1) investigating Latinx and Black students' shared perspectives on language, race/ethnicity, and inclusive learning environments; and 2) drawing on student perspectives to enhance culturally and linguistically responsive instructional resources and faculty development. These goals reflect Pillar 3C (*Ensure Students from All Backgrounds Are Satisfied, Engaged, & Feel Included*) and support current-year action plan items on culturally responsive programming, campus climate and student belonging, and DEI-focused faculty development. Furthermore, the proposed study expands on these essential institutional efforts through an explicit focus on language in DEI. Throughout, we assert that instruction must be both culturally *and linguistically* responsive if students are to feel their identities are welcomed at NLU.

Indeed, scholars argue from a raciolinguistic perspective that failure to affirm linguistic diversity invites linguisticism, a form of linguistic prejudice akin to racism (Flores, 2020; Rosa, 2019). Universities remain predominantly English monolingual spaces (Canagarajah, 2011; Conference on College Composition and Communication, 2020), and linguistic discrimination serves as a proxy for racism when overtly racist actions are no longer tolerated (Alim et al., 2016; Flores & Rosa, 2015). Such linguisticism marginalizes Latinx and Black students alike, censoring Spanish, Black English, and language mixing while ingraining academic language (Baker-Bell, 2020; Flores et al., 2020). Ultimately, university teacher preparation programs that do not address students' languages and identities risk compounding linguisticism for underprepared teachers and their future generations of students (Palmer et al., 2019).

The charge to prepare Black and Latinx teacher candidates (TCs) with specialized language for their teaching careers, while affirming and building their own (and their future students') language practices, assumes a linguistic division of labor between academic and everyday language. Fang and Park (2019) define academic language as "a social language for the purpose of doing school work... through which students build content knowledge, develop advanced literacy, (and) acquire disciplinary habits of mind" (p. 1). Yet while academic language is elevated as apolitical terminology, syntax, and text structures necessary for complex thought (Schleppegrell, 2004), its operationalization through instruction and policy becomes an avenue for English monolingual privilege (Baker-Bell, 2020; Canagarajah, 2011; Canagarajah & Gao, 2019; Flores, 2020). Valid language practices in Black and Latinx communities are then interpreted as signs of confusion, ignorance, or limited proficiency in the classroom (García & Wei, 2014; Smitherman, 2006). Critics argue that privileging academic language pathologizes the language practices of students of color (Flores, 2020), when the fault often lies in remedial curriculum taught by underprepared teachers in segregated classrooms (Alim et al., 2016).

Our study examines these dynamics at the intersection of teacher education and language equity within NLU's Undergraduate College (UGC). The UGC is a uniquely situated broad-access, urban program serving low-income and first-generation college students with a focus on wrap-around services and specially trained faculty; it has grown from 80 students in 2015 to nearly 1,500 full-time students in 2019. UGC students are not only racially/ethnically diverse (93% Black and Latinx) but also linguistically diverse: 59% grew up speaking a language other than English. Within teacher preparation, 75% of TCs and 80% of teaching faculty identify as racially, ethnically, or linguistically diverse. Prior internal research identified assessment of linguistically diverse students' writing as a significant problem of practice, specifically, balancing assessment of content knowledge and grammar/mechanics. Nationally, consensus is building around effective assessment principles, including the use of formative feedback and respecting language variety and diversity (Conference on College Composition and Communication, 2020; National Council of Teachers of English, 2020).

Approaching this problem of practice from a raciolinguistic perspective, we view language as a contested and racialized terrain where assessment reproduces language hierarchies reflective of societal power dynamics; that is, language belongs to a speaker, and marking Black and Latinx language practices as incorrect or non-standard marginalizes students and limits their learning opportunities (Alim et al., 2016; Canagarajah, 2011; Flores & Rosa, 2015). Faced with linguicism, Black and Latinx students may adopt school-validated forms of English in academic settings, while maintaining other language varieties outside of the classroom. This codeswitching is an adaptive, conforming strategy in a hostile linguistic environment; and yet, as Baker-Bell (2021) points out, the right syntax rarely prevents racism.

Our research seeks a way forward through flexible and strategic language use to integrate, expand, and leverage Black and Latinx linguistic repertoires in academic work (García, 2009). We emphasize *translanguaging*, a process of translating, writing, and encoding meaning across language varieties (Canagarajah, 2011; García & Wei, 2014), that supports student learning and writing development. Rather than assuming a linguistic division of labor, translanguaging theory asserts that speakers dynamically mix features of each variety, in the brain and in communication, to read, speak, and write more effectively according to context (Canagarajah, 2011; García, 2009). While increasingly studied in K-12 classrooms with Spanish-English bilinguals, translanguaging is often overlooked in higher education (Ferris et al., 2011; Galante, 2020; García et al., 2017; Horner et al., 2011; Lee, 2009) and for Black English speakers (cf. Smith, 2020). Our study brings Latinx and Black college students together to evaluate a translanguaging pedagogy for language equity, through the lens of their own schooling experiences and the classrooms they hope to create.

The work of dismantling linguicism in teacher preparation requires expertise in language, literacy, and education, as well as raciolinguistic perspectives to understand historical processes of racialization. Our team includes faculty in teacher preparation, bilingual education, and literacy across educational programs at NLU. Moreover, the insights of racially and linguistically diverse faculty and students are centered through decolonizing research approaches and methodologies (Calderón et al., 2012; Gutiérrez & Vossoughi, 2010), where UGC collaborators serve as co-designers of the study's pedagogical intervention as we work to foreground the experiences of Latinx and Black students.

Methodology and Capacity

In this study, a team of researchers and educators engage in design-based research (DBR) to determine a worthy pedagogical goal, build a theoretical model to guide the design of a pedagogical intervention, and adjust the intervention through cycles of implementation, data collection, analysis, and redesign (Reinking & Bradley, 2008). This situated empirical study allows researchers to look across design cycles to refine the initial theory and generate pedagogical assertions and design principles to guide work in similar contexts (Gravemeijer & Cobb, 2006). The research question guiding this study is, "How can codesigning translanguaging interventions emphasizing flexible and strategic language use help teaching faculty and TCs identify assets and supports for linguistically diverse student writing?" Essential intervention characteristics include culturally and linguistically responsive teaching emphasizing translanguaging and problematizing academic language (Flores, 2020; García & Wei, 2014; Paris & Alim, 2017). Contributing to this study are Colleen Hamilton and Ryan McCarty (researchers), Wendy Mendez and Joao Goebel (UGC collaborators), and one UGC teacher preparation faculty member.

The UGC teacher preparation program presents a unique opportunity to explore language and literacy with Black and Latinx TCs who will shape learning environments for the next generation of diverse students. With UGC collaborators, we have identified a universally required teacher preparation course (*Reading and Writing in a New Language*) which addresses language acquisition and literacy learning and features academic writing assignments to assess progress in content mastery. The study phase involving data collection with TCs will occur in one course section over one term (estimated sample size: 25 TCs). Prior internal studies suggest a high rate of willingness to participate in research, at approximately 85%. An overview of the phases and participants involved is included in Table 1.

Table 1*Design-Based Research Participants and Duration*

	Phase 1: Fall 2021	Phase 2: Winter 2022	Phase 3: Spring 2022
Number of courses and students	Focus is on instructor experiences	1 <i>Reading and Writing in a New Language</i> (Teacher Preparation) section Approx. 25 total students, majority Black/Latinx	Focus is on pedagogical implications and faculty development workshop design
Faculty involvement	1 UGC teacher preparation faculty member	Same faculty member	Same faculty member
Duration	Information about the context will be gathered across the first quarter of the instructional year (approx. 3 months) 3 90-minute Meetings	One 10-week instructional unit At least 2 full iterative design cycles 3 90-minute Meetings	Collaborative analysis, retrospective analysis, and future planning occur across the third quarter of the instructional year (approx. 3 months) 3 90-minute Meetings

In co-designing this study with multilingual UGC collaborators (Fowler-Amato & Warrington, 2017; Gutiérrez & Jurow, 2016), we combine DBR with *decolonizing methodologies* (Calderón et al., 2012) that center marginalized perspectives, illuminate translanguaging, and validate Black and Latinx raciolinguistic identities. Specifically, we employ *testimonio*, an interview method eliciting participants' ignored or silenced oral histories (Calderón et al., 2012), and *cultural intuition*, a collaborative analysis method privileging participants' unique insights into issues affecting themselves and their communities (Delgado Bernal, 1998). These qualitative methods triangulate with pre-post TC writing samples and reflections to understand participants' lived experiences and progress toward a pedagogical goal. This work is organized in three phases mapped onto the academic year, where Phase 1 (Fall 2021) focuses on context understanding and faculty development, and Phases 2 and 3 (Winter and Spring 2022) allow for cycles of intervention, data analysis, redesign, reflection, and development planning.

In Phase 1 (Fall Quarter), the researchers, collaborators, and faculty member meet to build knowledge of the context (namely the UGC teacher preparation course) while team-building through concurrent faculty development activities on Black language, critical pedagogy, and Spanish-English translanguaging in Latinx communities (e.g., Baker-Bell, 2021; España & Herrera, 2020). Data collection begins at team Meeting 1 with artifact review (e.g., course syllabus, program equity initiatives, student performance data), followed by one faculty *testimonio* interview (Meeting 2) encompassing personal experiences with language and schooling and current perspectives on linguistically diverse students' academic writing. At Meeting 3, researchers and faculty member use development themes to co-design a pedagogical intervention for implementation with TCs in Phase 2. Following DBR principles, the exact intervention is negotiated with faculty (McCarty, 2020; Fowler-Amato & Warrington, 2017; Gutiérrez & Jurow, 2016) and will be characterized by cultural and linguistic responsiveness to Black and Latinx flexible and strategic language use in academic writing. Across cycles of intervention, data analysis, and redesign, we aim to define enhancing and inhibiting factors in progress toward the pedagogical goal, inform hypotheses, and refine guiding theories (Reinking & Bradley, 2008). UGC collaborators consult on the project during Meetings 1-3 and/or through collaborative working documents to build context

understanding, provide insight from multilingual perspectives, and co-design of the pedagogical intervention. Furthermore, their key leadership roles in UGC teacher preparation position them to mediate institutional resources and constraints and foster curricular innovation and faculty development.

In Phase 2 (Winter Quarter), the pedagogical intervention is implemented in iterative cycles in 1 teacher preparation course section by the faculty member. Research activities include collecting classroom data through initial TC writing samples (1), classroom observations (5), artifacts (e.g., syllabus, milestone assignment instructions, rubrics), and focus group class discussions (2). TCs complete a second writing sample post-intervention, accompanied by a reflection prompt regarding the writing process and language choices. TCs' writing is analyzed using a co-designed protocol; this process illuminates existing faculty priorities and perceived student writing needs. Ongoing data analysis of classroom observation transcripts and field notes generates emerging themes, using in vivo codes to emphasize participants' experiences (Saldaña, 2009). Focus group class discussions then serve as a forum for TCs' *cultural intuition* as they engage in collaborative analysis, provide feedback on emerging themes, and reflect on prospective language choices for their future K-12 classrooms. Throughout Phase 2, researchers and faculty member meet to analyze data, redesign aspects of the pedagogical intervention, and reflect on contextual and systemic variables shaping TCs' flexible and strategic language use (Meetings 4-6). UGC collaborators consult through meetings and/or working documents to provide feedback on data analysis, intervention design, and transferability and scalability of the project in light of systemic variables.

In Phase 3 (Spring Quarter), researchers and faculty member engage in retrospective analysis (Gravemeijer & Cobb, 2006) to document changes in faculty perspectives and student learning, as well as the DBR process and research collaboration itself (Meeting 7). This collaborative analysis is synthesized as implications for future pedagogical interventions and instructional resources (Meeting 8) and faculty development workshop design (Meeting 9; workshop to be offered in Year 2 with the Center for Teaching and Learning Excellence). UGC collaborators continue to consult on data analysis and, in their role as teacher preparation program leaders, guide Meetings 8 and 9 to facilitate uptake of instructional resources through faculty development, ensuring broad instructor relevancy and sustainable pedagogical change.

Data sources include:

- Artifacts (e.g., course syllabus, intervention drafts, co-designed writing analysis protocol)
- Recordings/field notes from Phase 1 meetings (context-building, semi-structured *testimonio* faculty interview, pedagogical intervention planning, and faculty development)
- Phase 2, pre-intervention TC writing samples (prompt: initial attitudes toward linguistic diversity)
- Phase 2, post-intervention TC writing samples from same prompt to document change
- Transcripts/field notes from Phase 2 classroom observations, including focus group discussions
- Recordings/field notes from Phase 2 meetings (data analysis, intervention redesign, key variables)
- Recordings/field notes from Phase 3 meetings (research reflection, retrospective analysis, faculty development planning)
- Institutional data including student demographics, performance on key course assessments, and course evaluations to establish baseline performance and track progress toward pedagogical goal

Outcomes

Working in a broad-access urban college in partnership with racially and linguistically diverse teaching faculty who prepare Black and Latinx TCs to teach in a large urban public school system is an ideal context to reimagine teacher education to achieve language equity (Dyches & Boyd, 2017). Though this study is modest in scope, the pedagogical tools we develop move beyond theory to support translanguaging *practice* within teacher preparation (Canagarajah & Gao, 2019). By building a racially and linguistically diverse engaged research team and employing decolonizing methodologies, we enhance DBR methods to foreground emic perspectives (Gutiérrez & Vossoughi, 2010), helping disrupt an educational system still dominated by linguistic bias. Measurable study outcomes include:

1. Completed study that provides insight into approaches to linguistic diversity in the classroom that advance core NLU values of access and equity

2. Designed DEI-focused faculty development workshop based on study insights
 3. Drafted external funding proposal based on study insights, redesigned pedagogical intervention
- Project outcomes will be measured by successful completion of benchmarks indicated in Appendix I.

Sustainability

This research makes novel contributions to translanguaging scholarship, raciolinguistics, teacher preparation, and DBR methods. Canagarajah and Gao (2019) argue that current scholarship emphasizes translanguaging theory over practice, oral over written discourse, and K-12 over postsecondary learners; we add that Latinx Spanish-English bilinguals are often the focus of this work over other linguistically diverse groups. We address these gaps in the literature by emphasizing translanguaging through writing in postsecondary teacher preparation for Black and Latinx TCs. We expand DBR methods by engaging linguistically diverse teaching faculty as co-designers and leveraging decolonizing methodologies including *testimonio* interviews and *cultural intuition* (Calderón et al., 2012; Delgado Bernal, 1998). Our work provides a concrete example of how universities' DEI efforts must also address legacies of linguisticism in order to foster student belonging, prepare future teachers, and advance language equity.

This work initiates two externally fundable research strands to launch a robust research agenda. First, this study enhances work on language equity in multilingual teacher preparation recently proposed by the researchers to the Spencer Foundation. Because the Spencer Foundation funds less than 10% of submissions, we expect to revise and resubmit for a Spencer Large Grant during the Seed Grant period (approximate budget \$180,000). This Seed Grant-funded study would bolster our proposal by providing initial data to illuminate the research questions, demonstrating the feasibility of the collaborative research design, and honing the focus to address racial/ethnic and linguistic diversity concurrently. We will additionally meet with Leslie Niggeman and approach the Joyce Foundation to fund this research strand. Second, this study provides insight on instructional practices that enhance inclusion for Black and Latinx TCs, whose entry and persistence in teaching is so direly needed (U.S. Department of Education, 2016). A project that identifies effective practices and improves recruitment, preparation, and endorsement rates for these groups would garner funding interest from both the National Professional Development Program and the Developing Hispanic-Serving Institutions Program of the U.S. Department of Education (award range \$500,000 - \$2 million). A parallel NPDP grant to fund endorsement coursework for African-heritage teachers, proposed by NLU's ESL/Bilingual Education faculty including Colleen Hamilton, is currently under consideration (Journeys with African-heritage Students and Teachers for Multilingual-Bilingual Opportunities) and can inform subsequent proposals.

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Appendix I
Project Outcomes, Timeline and Benchmark
Measures

Project Outcomes: 1. Completed study that provides insight into approaches to linguistic diversity in the classroom that advance core NLU values of access and equity 2. Designed DEI-focused faculty development workshop based on study insights 3. Drafted external funding proposal based on study insights, redesigned pedagogical intervention	
Benchmark Activities	Timeline
● Researchers write and submit IRB application ● Researchers and UGC collaborators recruit undergraduate teacher preparation faculty member	<u>Summer 2021</u> July August
● Meeting 1: Researchers and faculty member conduct collaborative data analysis of artifacts, engage in faculty development ● Meeting 2: Researchers interview faculty member ● Meeting 3: Researchers and faculty member co-design pedagogical intervention ● Researchers and faculty member conduct collaborative data analysis of meeting recordings/field notes (ongoing): in vivo coding, emergent themes, member checks ● UGC collaborators consult during meetings and/or through working documents	<u>Fall 2021</u> September October Mid-November October + Ongoing Ongoing
● Researchers recruit TC participants ● Winter term (10 weeks): Researchers conduct data collection ○ Pre-intervention writing samples collected ○ Classroom observations (every other week), including 2 focus group class discussions ○ Post-intervention writing samples collected ● Meetings 4-6: Researchers and faculty member conduct data analysis (ongoing): transcription, in vivo coding, emergent themes, refining intervention, member checks ● UGC collaborators consult during meetings and/or through working documents	<u>Winter 2022</u> January January January - April April January, February, March Ongoing

● Meeting 7: Researchers and faculty member conduct retrospective data analysis and reflect on the research process ● Meeting 8: UGC collaborators, researchers, and faculty member meet to determine study pedagogical implications ● Meeting 9: UGC collaborators, researchers, and faculty member meet to design faculty development workshop with CTLE ● Researchers and faculty member conduct collaborative data analysis of recordings/field notes/transcripts (ongoing and retrospective): in vivo coding, emergent themes, member checks	<u>Spring 2022</u> April May Early June Ongoing
● Researchers and UGC collaborators draft and submit 2 conference proposals (only 1 conference is funded by this grant)	<u>Summer 2022</u> July-August
● Researchers and UGC collaborators implement faculty development workshop, discuss future faculty development plans with CTLE ● Researchers and UGC collaborators draft funding proposal 1	<u>Fall 2022</u> September October - December
● Researchers and UGC collaborators present at 1-2 conferences (only 1 conference is funded by this grant) ● Researchers and UGC collaborators draft funding proposal 2	<u>Winter-Spring 2023</u> December, April January - June

Appendix II: Proposal budget form and budget narrative, including expected timeline for expenditure of funds (no more than 2-page narrative)

Seed Grant Proposal Budget Form

Proposal Title	Language Equity in the Postsecondary Classroom	
Principal Investigator(s)	Colleen Hamilton, Ryan McCarty	
Additional applicants	Wendy Mendez, Joao Goebel	
EXPENSES	Y1 Budget: July 1, 2021– June 30, 2022 <i>No Y1 funds will be carried over to Y2</i>	Y2 Budget: July 1, 2022 – June 30, 2023 <i>All Y2 funds must be expended by June 30, 2022.</i>
Personnel – students and/or temp. Labor - Graduate Research Assistant - Transcription	\$ 2,025 \$900 research assistant (\$15/hr * 60 hrs) \$1,125 transcription (\$75/hr * 15 hrs)	
Resources (e.g. purchased publications costs) - Qualitative analysis software - Books for faculty development (1 copy)	\$ 400 \$ 330 Dedoose software (\$11/month/user * 10 months* 3 users) \$ 70 books	
Travel LRA 2022, Phoenix AZ travel, hotel x 5		\$ 1,800 \$ 1,200 airfare: \$240 * 5 \$600 hotel: 100/room * 2 nights * 3 rooms
Incentives for Non-NLU Research Participants NLU Student gift cards	\$ 500 \$20/participant * 25	
Other (please specify) LRA 2022 conference registration fees [partial funding]	\$	\$ 250 \$200/LRA member * 5 members [funded at 25% by grant]
Total for each Year	\$ 2,925	\$ 2,050
TOTAL Request (Track 1: not to exceed \$5000. Track 2: not to exceed \$10,000)	\$ 4,975	

Budget Narrative: Expenses, Link to Project Success, and Timeline

Seed Grant funds will be utilized to ensure the success of this research study foregrounding language equity for Black and Latinx TCs. Expenses are calculated to support concurrent budget goals: enhance the rigor and feasibility of the study design, and advance opportunities to secure additional external research funding. These goals link budget items to project success and are explained in detail below. All expenses reflect estimates; actual total expenditure will not exceed total award amount.

In meeting the first goal of enhancing the rigor and feasibility of the study design, budget expenses support the successful implementation of our design-based research approach. DBR requires extensive collaboration to build trusting relationships and generate rich data through iterative cycles of faculty development, pedagogical intervention with students, and collaborative data analysis. The depth of these working relationships is key to study completion as designed, and is reflected in the expenses incurred. In Year 1, these expenses fund faculty development resources (books), student participation (gift card incentives), research support (research assistant pay), and qualitative data analysis (transcription and software). In Year 2, the team continues to work together on an academic conference presentation (travel/hotel/registration) that advances proposal writing for external funding and concomitantly enhances researcher profile in the field, which in turn increases external funding prospects. These expenses ensure the continued commitment and insight of team members as the research concept evolves in light of conference presentation feedback and is shaped into two external funding proposals and papers for publication. Thus, the second budget goal of advancing opportunities to secure additional research funding is served by the motivating, time-bound conference presentation included in this budget.

The timeline for budget expenses follows the study design, where expenses for research activities are incurred in Year 1 and expenses related to dissemination of results are incurred in Year 2. If our grant request is approved, we will adhere to the timeline for expenditures detailed below.

In Year 1, books will be purchased in summer 2021 in anticipation of faculty development sessions in Fall. A graduate student research assistant will be hired in September to support qualitative data collection during meetings and classroom observations, and conduct qualitative data analysis of field notes, recordings, and transcripts. To support the research assistant's work, a subscription to the qualitative data analysis software Dedoose will be purchased starting in September and continuing through June 2022. During TC participant recruitment in January 2022, participation will be incentivized with gift cards to be delivered at the conclusion of classroom data collection in April 2022. Audio recordings of classroom interaction collected during this winter term will be sent out for professional transcription. Field notes and transcripts will then be analyzed by the researchers and research assistant using the Dedoose software. All of these expenses will be incurred and funds expended by the end of the Year 1 fiscal year, in the following order:

First, one set of books (\$70) will be purchased for the faculty member to supplement their current understandings of Spanish-English bilingual and Black language practices. These books are: Baker-Bell, A. (2020). *Linguistic Justice: Black language, literacy, identity, and pedagogy*. Routledge. España, C., & Herrera, L. Y. (2020). *En Comunidad: Lessons for centering the voices and experiences of bilingual Latinx students*. Heinemann.

These recent publications are short, educator-focused guides to empowering Black and Latinx students' linguistic creativity. They also introduce readers to a critical perspective on Latinx and Black language practices that have been marginalized in the classroom, unpacking specific examples and suggesting alternative responses. With ready-to-use pedagogical strategies, these texts will foster faculty reflection on language equity and provide inspiration for the pedagogical intervention.

Second, a graduate student research assistant will be hired at the rate of \$15/hour, completing 60 hours over the academic year (\$900 total). The research assistant will receive two hours of training, take field notes during 18 hours of research meetings, conduct 15 hours of classroom observation (5 sessions),

and engage in 25 hours of qualitative data analysis and coding. The research assistant is present for both research meetings and classroom data collection in order to document all points of interaction that generate study data, as highlighted in the iterative DBR study design. With the research assistant responsible for taking field notes during meetings, the researchers can dedicate their full attention to guiding the development, interview, and pedagogical intervention design with the faculty member.

During the period of concurrent data collection and analysis (September 2021 - June 2022), the researchers and research assistant will utilize the Dedoose qualitative data analysis software. This subscription (\$330 for 3 subscribers) covers the period of the research assistant's employment and allows additional access for the researchers to utilize the software to code data and refine emerging themes.

Once TC participant recruitment has begun at the beginning of Phase 2 (January 2022), \$20 gift card incentives will be reserved to incentivize participation and compensate research participants for their time (\$500 total). We judge that gift cards are most likely to encourage participant persistence for the length of the data collection (one term), but will follow NLU policy in this regard. Gift cards can be sent electronically at the end of classroom data collection to TC participants' NLU email addresses to ensure proper receipt.

As audio recordings of classroom interaction are generated during Phase 2, they will be sent out for professional transcription. We anticipate 15 hours of recordings over 5 observed class sessions, including the two focus group discussions, at a rate of \$75/hour (\$1,125 total). Professional transcription, consisting of automated processes with quality checks, offers a guarantee of accuracy, fidelity, and consistency while allowing the research assistant to focus on coding the qualitative data, drawing on their deep knowledge of the project.

In Year 2, budgeted expenses cover travel, lodging, and a portion of conference registration fees for the research team to attend the Literacy Research Association Annual Conference in Phoenix, AZ in December 2022 (\$2,050, pending acceptance). We have selected this professional association in light of its emphasis on language, literacy, and critical scholarship and strong DBR study group, of which Ryan McCarty is the chair-elect. Budgeted expenses cover average-cost Chicago-Phoenix airfare (\$240/ticket) and an average modest hotel stay (\$100/night/room, 3 rooms) for 5 research team members including the researchers, UGC collaborators, and faculty member*. The team will also submit a proposal for a second relevant conference, the American Educational Research Association Annual Meeting in April 2023, but will not require funding since the conference will be held in Chicago. All of these funds will be used by the end of Year 2 fiscal year.

*Note: We have inquired about using Seed Grant monies to fund compensation for adjunct instructors ("faculty member" in this proposal) and have not yet received a definite response. If we learn this is possible, we intend to shift money from our travel budget to allow for this compensation, and will adjust our proposal accordingly. We will substitute the adjunct instructor stipend for the faculty member's conference travel airfare, hotel, and registration expenses to account for this change. If at all possible, we feel it is important to compensate the adjunct instructor directly, who will be engaging as a full research partner above and beyond their teaching responsibilities.