

Grant Writing

O’Juan Edwards

(he, him, his)

Doctoral Candidate

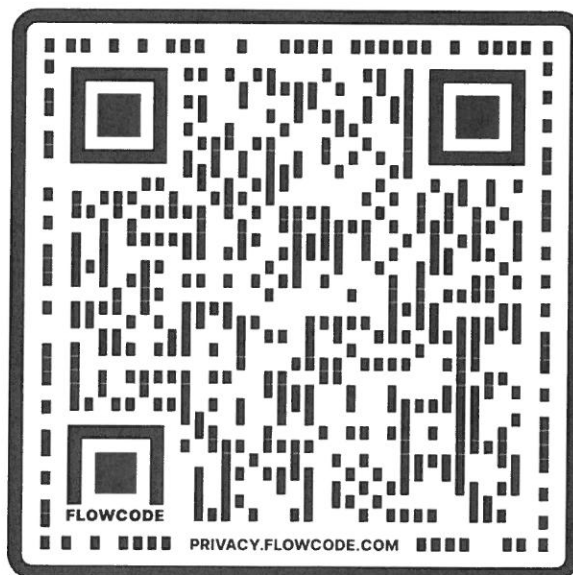
Higher Education Program

Florida State University

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Proseminar Course

Friday, October 21, 2022



Harvard University Graduate School of Education

Structure of a Thesis Proposal

John B. Willett

(Last updated 6/15/2006 2:01 PM)

Typically, all proposals follow a similar organizational template. While this template does not suit every research proposal exactly, it is useful to consider how your own paper fits into such a template or requires its modification.

The template usually requires double, or one and a half line, spacing, one inch margins all the way round, and a running head that excerpts the title. Then, the template consists of some, or all, of the following sections, usually in the listed order:

1. *Cover Sheet*. The first page can be a cover sheet on which you print the title of your proposal (with its colon!), your name and affiliation, and the date. You can also include an author's footnote in which you recognize the support and help of important others. These will not be included in word count.
2. *Abstract*. Often an abstract is need, usually about a page or two, again with a full title at the top, and your name, affiliation and the date.
3. *Introduction*. The third page begins your proposal proper with a brief one-page introduction. It again has a full title at the top, but usually omits your name and affiliation. On this page, which introduces the big idea behind the proposed study, there are usually three paragraphs:
 - a. *Para #1: Opening interest grabber* that uses some interesting factoid – anecdote, statistic, personal experience, etc – to introduce the broad topic.
 - b. *Para #2: Clearly states the broad research theme* that drives your work, establishes its educational, practical and/or scholarly significance.
 - c. *Para #3: Provides "stage directions"* for the proposal itself, to pre-organize the reader to comprehend the coming organization of the proposal itself.
4. *Background and Context of the Proposed Research*. This section is longer, usually about 8 to 10 pages. Remember that it is *not* a literature review, and should not be referred to, as such. Instead, it is an *extended logical and coherent argument* that converts your previously-stated broad theme into a set of specific research questions:
 - a. In creating this argument, remember that here, more than anywhere else in the proposal, that you must abide by the "one paragraph, one idea" rule. This means that each paragraph in the argument must contain *only a single idea or component of the main argument*. This single idea or component must be stated clearly in the *opening sentence* of the paragraph, and then the rest of the paragraph should be used to describe, explain and support it.
 - b. A second key purpose of the *Background and Context* is to connect your proposed research to a defined scholarly corpus. You should make sure that you forge this connection explicitly to a substantial body of *theory* or

empirical research, preferably both. Leave no claims uncited – the hidden agenda is to show that you are capable of documented scholarship.

- c. A third key purpose of the *Background and Context* is to provide “hooks” on which you can hang your subsequent research design. Every design decision – about the population of interest, the sample and sampling procedure, the kinds of measurement, the choice of control predictors, the types of data-analysis, etc. – requires an explicit rationale, and often the required rationales can be presaged explicitly and implicitly in the *Background and Context* section. In fact, it is often useful, throughout this section, to begin the occasional terminal sentence in a key paragraph with the phrase “And so, in my proposed study, I will ...,” thereby setting the stage for some subsequent design decision.
 - d. The specific research questions that are derived from the extended argument in this section should be listed at the *end* of the section, in an explicit *Conclusion* that reviews the main threads of your argument and states the specific research questions clearly. This way, the specific research questions stand between your logical argument for the research and your proposed research design which follows. Make sure that your specific research questions are framed so that the anticipated direction of the hypothesized effects is clear.
5. *Research Design*. You must then describe the critical logistical details of your research design, in a collection of important subsections, covering about another ten pages in total. The subsections should include as many of the following as are relevant to your proposed study, although not necessarily in the following order:
- a. *Site*. Identify and describe your site, if that does not breach confidentiality, and justify your choice of this site for your research
 - b. *Dataset*. Identify your dataset and describe its broad features, if that does not breach confidentiality, and justify your choice of this dataset for your research.
 - c. *Sample*. Describe your sample, giving its size and some details of its constitution – perhaps in the first exhibit of your paper. Offer concrete justifications for the choice of this particular sample, arguing strongly that it is suitable for addressing your research questions. Offer a power analysis to support your proposed sample size, or a reference to a source that makes the case for you. Don’t forget that, if the sample is longitudinal or multilevel, you will have to stipulate and justify the size of the sample of participants, of waves, of classrooms and schools, and so on.
 - d. *Procedures*. Document the physical procedures that you used to collect your data, in an explicit chronological order, so that readers understand what you did to obtain the data.

- e. Instruments. List, and briefly describe, the instruments that you propose to administer to participants, linking to appendices that contain the measures themselves, if possible.
 - f. Measures (listed explicitly as *outcome*, *question predictors* and *control predictors*). You should establish a common format for variable description throughout the *Measures* sub-section to make the reader's job easier. For each variable, you should name the variable, provide a one sentence definition, and describe the variable's metric or how it is coded, along with any information you possess about reliability and validity in this population. Make sure that the reader understands the origin of each variable, in terms of its source back in the instruments you presented in the previous section or in associated appendices. If you have created composites to stand as analytic variables, reference and describe the compositing process here, briefly.
 - g. Data-Analytic Plan. Here, you overview all the data-analyses that you propose to perform, *organized by research question*. Typically, the analyses for each question are described by specifying an appropriate statistical model, defining its parameters (you don't need to define the variables as you defined them in your *Measures* section, above), and then commenting that you will fit the model using a specified technique. Then, you must explicitly identify the model parameter, or parameters, that address the research question, and indicate how you will know from its estimate and associated tests that the question has been answered. You should indicate the anticipated direction of detected effect. It can all be brief, but should be repeated explicitly for each research question.
6. Threats to Validity. Here, you can discuss the limitations of your proposed work, and offer concrete suggestions for how these threats can be either mollified, evaluated or discounted in interpretation. This section should not contain vacuous and uninteresting banalities – it is not good enough to say, for instance, “I promise to be careful in my interpretation” – instead, you must explain explicitly how you will deal with, assess, or account for each threat to validity.
 7. Bibliography. This should be entirely complete, with every work cited in the text being included, and with the author's names spelled correctly. You would be surprised to learn how many proposals have omissions and spelling mistakes in the bibliography. The message that this sends to the reader is that you are not a careful scholar!
 8. Appendices. These are critical, and there can be any number of them. They provide a relatively uncontrolled part of the proposal where you can really make it clear that you are skilled and competent. You can include copies of instruments, a lengthier overview and description of your dataset and variables, examples of data-coding and compositing, results of preliminary analyses, sensitivity analyses, commentary on specific and unusual facets of the design, and the like. The hidden agenda here is to communicate to the reader that the research can be done and that you the person to do it!

3 Part Grants Workshop

Series Hosted by: Debra D. Fadool, Ph.D. (OPDA) & Adrienne Stephenson Ph.D. (OGFA)



Presented by: The Office of Postdoctoral Affairs & The Office of Graduate Fellowships and Awards

Are you contemplating submitting a grant application? What is the proposal transmittal form? How do you create a budget? This interactive series will provide an overview of the various grant mechanisms and help you kick start the application process. Agencies covered:

- ✓ NATIONAL INSTITUTES OF HEALTH
- ✓ NATIONAL SCIENCE FOUNDATION
- ✓ US DEPARTMENT OF AGRICULTURE
- ✓ NAED SPENCER
- ✓ US DEPARTMENT OF EDUCATION
- ✓ L'ORÉAL FOR WOMEN IN SCIENCE
- ✓ US DEPARTMENT OF DEFENSE
- ✓ AMERICAN HEART ASSOCIATION
- ✓ AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Intramural Grant Award! \$750 for Doctoral and \$1000 for Postdoctoral

*Must attend all 3 workshop components and submit extramural application.



Mark your calendars!

Part I	Part II	Part III
March 19 & 22 1 - 3:30 PM Via Zoom	June 16 & 23 TBD Via Zoom	September 29 & October 6 TBD Via Zoom
Learn more about eligibility and mechanisms for different grant applications.	Professional critiques will be available for the specific aims critique	Engage in the review process. Applications will be reviewed, critiqued, and scored by reviewers in a simulated mock study section.

To Register Visit: https://fsu.qualtrics.com/jfe/form/SV_5zt9yBzKgJyAJb8



Dissertation Fellowships

[Home](#) / Dissertation Fellowships

Dissertation Fellowships

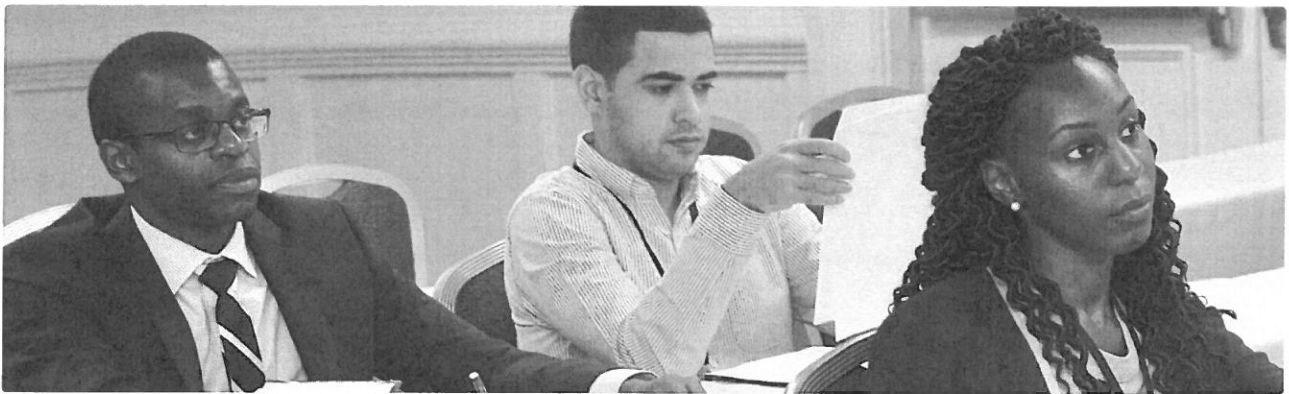
[Application](#)

[Fellows' Support](#)

[Fellows' Directory](#)

[Alumni Association \(TISIS\)](#)

The Dissertation Fellowship Program offers Fellowships for up to one full academic year to selected Ph.D. students who are engaged in excellent research in the Science, Technology, Engineering, and Mathematics (STEM) disciplines at Florida Agricultural and Mechanical University, Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, University of Miami, and/or University of South Florida.



Purpose:

The Dissertation Fellowship Program is designed to address the underrepresentation of African American and Hispanic faculty at colleges and universities in the State of Florida by increasing the pool of citizens qualified with Ph.D. degrees to teach at the college and university levels.

The Award:

The Dissertation Fellowship provides up to one year of support to individuals working to complete dissertations in STEM disciplines. Awards will be made to individuals who, in the judgment of the selection committee, have demonstrated superior academic achievement, are committed to careers in teaching and research at the college or university level, and demonstrate strong commitment to community service. Each award will provide a stipend of up to \$12,000 in addition to expenses paid to participate in the McKnight Summer Research and Writing Institute and all other McKnight doctoral conferences and workshops during the award year.

Eligibility:

An applicant must be an African American or Hispanic U.S. citizen who has successfully defended his/her dissertation proposal or prospectus and advanced to doctoral candidacy and who will be enrolled in dissertation credit hours and maintain good academic standing as defined by his or her university during the award year. *Current or former McKnight Doctoral Fellowship recipients may not apply.*

Application:

Each applicant must submit the [online Fellowship application form](#) and email or mail the curriculum vitae and Dissertation Completion Schedule requested below to FEF to mdf@fefonline.org or to 201 E. Kennedy Blvd., Suite 1525, Tampa, FL 33602. The application and all documentation requested below must be received by May 30, 2022.

In addition to completing the online application form, each applicant must:

- Submit by email or mail a curriculum vitae (CV);
- Submit by email or mail a schedule for completing the dissertation (Dissertation Completion Schedule), showing estimated dates by which sub-tasks will be completed and the planned date of graduation. This Dissertation Completion Schedule must be endorsed in the letter of support from the applicant's dissertation chair or advisor; and
- Request that his/her dissertation chair or advisor submit, by mail to 201 E. Kennedy Blvd., Suite 1525, Tampa, FL 33602 or by email from the chair's or advisor's email address to mdf@fefonline.org, the Dissertation Fellowship Program Recommendation Form ([download here](#)) and a letter of support.

Conditions of Fellowship:

Each Dissertation Fellowship recipient must agree to the stipulations in the award agreement ([download sample here](#)) that will accompany the Fellowship award letter, which include the obligation to regularly update the Fellow's program directory information and complete periodic surveys as requested by FEF.

Inquiries:

Direct Fellowship inquiries to Charles Jackson, Program Manager, at 813-272-2772 or mdf@fefonline.org.

Notice of Awards:

Recipients of Dissertation Fellowships will be notified via electronic mail. To ensure timely notification, each applicant must include a complete and accurate e-mail address in the online application.

GUIDELINES

NAEd/Spencer Dissertation Fellowship Program



APPLY

The 2023 application is open.

Dear Applicant,

Thank you for your interest in the National Academy of Education (NAEd)/Spencer Dissertation Fellowship Program. The dissertation fellowship aims to strengthen research on education and learning by supporting early career scholars from a wide range of fields. Each year, the program funds a small group of outstanding advanced doctoral candidates so that they can devote themselves full-time to the completion of their dissertation. In addition to the \$27,500 stipend, fellows participate in two professional development retreats. While these meetings offer dissertation

writing support, they also provide opportunities designed to expand fellows' networks, build research and career skills, and support their transition into professional roles.

NAEd/Spencer Dissertation Fellows are selected through a highly competitive process. Please review the eligibility and procedural requirements carefully before beginning an application. This year 35 fellowships will be awarded.

A selection committee of NAEd members and other senior scholars from diverse fields is responsible for selecting the award recipients. The following are basic criteria for selection: the importance of the research question to education, the quality of the research approach and feasibility of the work plan, and the applicant's future potential in educational research. Please note that the dissertation fellowship is intended to support the writing of the dissertation during the last year(s) of doctoral work and cannot be used during the data collection phase of the dissertation.

Please read all of the following materials and instructions carefully to determine your eligibility and to ensure the best presentation of your candidacy to those who will review your application. Completed applications must be submitted electronically no later than **5pm Eastern Time on Thursday, October 6, 2022.**

Answers to commonly asked questions about the dissertation fellowship are available on our FAQs page. If you have any other questions, please contact the NAEd by email at info@naeducation.org. On behalf of the National Academy of Education, I wish you well as you move toward completion of your doctoral work.

Sincerely,

Gregory White
Executive Director

Purpose

Through the dissertation fellowship, the National Academy of Education (NAEd) and Spencer seek to encourage a new generation of scholars from a variety of fields to undertake research relevant to the improvement of education. The NAEd and Spencer believe scholarly insight from many different disciplines can contribute to an understanding of education as a fundamental human endeavor and advance our ability to address significant current issues in education. Therefore, the NAEd/Spencer Dissertation Fellowship supports individuals whose dissertations show potential for bringing fresh and constructive perspectives to the history, theory, or practice of formal or informal education anywhere in the world.

Eligibility

Applicants need not be citizens of the United States; however, they must be candidates for a doctoral degree at a graduate institution within the U.S. The fellowship is not intended to finance data collection or the completion of doctoral coursework but rather to support the final analysis of the research topic and the writing of the dissertation. For this reason, all applicants must confirm via the online application that they will have completed all pre-dissertation requirements by June 1, 2023 and must provide a clear and specific plan for completing the dissertation within a one or two-year time frame.

Funding Priorities

Although the dissertation topic must centrally concern education, graduate study may be in any academic discipline or professional field. Fellowships have been awarded to candidates in anthropology, architecture, art history, communications, economics, education, history, linguistics, literature, philosophy, political science,

psychology, public health, religion, and sociology. Eligibility is not restricted to these academic areas. Candidates should be interested in pursuing research on education once the doctorate is attained.

Awards and Conditions

The NAEd/Spencer Dissertation Fellows will award 35 non-renewable fellowships for the 2023 program. Recipients of the fellowships will receive \$27,500 to support completion of the dissertation. This amount must be expended within a time limit of up to two years and in accordance with the work plan provided by the candidate.

The fellowship is designed to provide fellows with support for the writing phase of the dissertation and to alleviate the need for significant other employment.

However, the NAEd recognizes that individuals have unique needs and circumstances, and fellows may have “reasonable” outside employment during the fellowship year. The NAEd suggests no more than 10 hours/week but will work with fellows if more is required. If an applicant intends to work during the fellowship, they must seek approval from the Academy. Additionally, the selection committee must have ample evidence to demonstrate that a candidate will be able to finish the dissertation within the timeframe specified.

Applicants must also notify the NAEd if they are offered another fellowship to discuss the nature and terms of the award. As a ground rule, if an applicant is offered another fellowship in addition to the NAEd/Spencer Dissertation Fellowship, they may only accept one of the awards if they are both supporting the same aspect of the research project (i.e., the writing phase). Concurrent funding from a fellow’s institution may be allowable depending on the parameters of that funding, but this is reviewed by NAEd on a case-by-case basis. Please contact the NAEd with any questions about this policy.

Preparing the Application

Full and complete applications must be submitted electronically by **5pm Eastern Time on Thursday, October 6, 2022**; this includes both letters of recommendation. Notification of awards will occur by May 2023. Fellowships may begin no earlier than June 1, 2023.

Basic selection criteria are the following:

1. Importance of the research question to education
2. Quality of the research approach and feasibility of the work plan
3. Applicant's future potential as a researcher and interest in education research

However, the selection committee will consider these specific questions in deliberations:

- To what extent does the narrative discussion of the dissertation show knowledge of relevant research in the field? To what extent is it grounded in pertinent theory?
- To what extent is the study's argued relevance to education convincing? To what extent is the study likely to yield new knowledge about an important educational issue?
- To what extent does the proposal explicate the following (as relevant to the project): design and logic of the study; sources of evidence; measurement and classification; and nature of analysis and interpretation? To what extent are the methodology and analysis plans described in sufficient detail to evaluate their appropriateness for this specific study?
- To what extent does the proposal (whether by rationale for data analysis or by a discussion of preliminary results) make a case that the dissertation is likely compelling and important to the broader field of education research?
- To what extent does the narrative discussion display strong authorship skills, with clear organization and structure?
- Is the applicant likely to complete his/her doctoral studies within the time-frame the fellowship allows (one year full-time or two years half-time), or soon thereafter?
- What is the likelihood that the applicant will continue to conduct research and scholarly activities in the field of education?

The final selection committee is comprised of scholars with varying backgrounds. Because the proposal is reviewed by a multidisciplinary committee, it must be compelling to scholars who do not have expertise in the given area. Getting feedback from colleagues and others who can provide constructive criticism is strongly encouraged. It may be especially helpful to enlist the help of a colleague with a different focus to ensure that the proposal is easily understood by the selection committee members with different disciplinary backgrounds. The NAEd also recommends reading “The Art of Writing Proposals”, an article published by the Social Science Research Council, for guidance on writing a strong proposal.

Once candidates create an online account, they can manage the entire application online. It is not necessary to complete the application in one session. Applicants will be able to save their work and come back to the submission at any time before the deadline.

Once the application is submitted, please do not contact the NAEd or Spencer to inquire about receipt of materials. Candidates will receive a confirmation e-mail when their application has been submitted, as well as when a letter of reference has been submitted to their application. They will also receive an e-mail notification if the two letters of recommendation have not been submitted by the deadline. It is the applicant’s responsibility to ensure that these letters are submitted.

APPLICATION COMPONENTS

APPLICATION FORM

Only applications from individuals will be accepted. Candidates must use the online application available on the NAEd website.

DISSERTATION ABSTRACT

In a single-spaced paragraph, summarize the substantive focus and research design of the dissertation and its contribution to education. Please include the purpose, methods, and scope of the dissertation. A text box is provided within the online application; please refer to length restrictions on the application form.

BACKGROUND INFORMATION

Applicants will be asked to provide the following information:

- Demographic data
- Educational history
- Employment history
- A list of scholarships, fellowships, and assistantships that have been received or for which the applicant has applied
- A list of honors and awards
- A list of publications and presentations
- Information about the completion of pre-dissertation requirements
- Language(s) proficiency
- Information about the two letter writers

PERSONAL STATEMENT

Applicants are asked to describe:

1. How their educational work and experiences have prepared them for doing research on this dissertation topic
2. What career path they hope to pursue after completing the dissertation, including any plans to remain focused on education research in the future.

The bulk of the personal statement should be dedicated to describing previous experiences. A text box is provided within the online application; please refer to length restrictions on the application form.

WORK PLAN

The NAEd/Spencer Dissertation Fellowship is intended to support the writing of the dissertation rather than data collection or course work. It is the expectation of the NAEd and Spencer that fellows will have a completed dissertation at the end of the fellowship period or soon thereafter. Ordinarily, the fellowship of \$27,500 supports one year of full-time work on the dissertation, and the work plan specifies when this year begins and ends. Applicants who cannot work full-time on their dissertation may specify a work plan of up to two years that allows for part-time work for the duration of the fellowship or for alternating periods of dissertation work and income-producing work. The fellowship can begin as early as June 1, 2023 and end as late as May 31, 2025. Applicants will be asked to provide a start and end date as well as dates when they expect to complete each phase of the dissertation (e.g. completion of data analysis, completion of individual chapters, and dissertation to committee) within the online application. Applicants should clearly indicate when they want the fellowship period to begin. They can include goals and activities that will precede the fellowship start date on the timeline, but the timeline should still include the fellowship start date.

LETTERS OF RECOMMENDATION

Two letters of recommendation, one from the dissertation director/chair and one from another faculty member, are required. All recommenders must submit their letters online. Only two letters will be accepted per application. *The NAEd strongly encourages applicants to discuss the principal issues the letter should address with their recommenders. These issues are outlined in the "Dear Colleague" letter at the end of this page.* Please request the letters early to allow sufficient time to ensure they are submitted prior to the application deadline. The online application sends an automated request to these individuals once their information is entered, so please ensure that their e-mail addresses are entered correctly. Applicants should notify reviewers once they submit their e-mail addresses. Please have reviewers check spam filters for the automated email before contacting the NAEd with questions.

NARRATIVE DISCUSSION OF DISSERTATION

In no more than **10 double-spaced pages** with one-inch margins, and at least 11-point Times New Roman font, describe the dissertation. This narrative document should have page numbers and the applicant's full name and registered email address as a running header.

Include the goals of the project, its contribution to the field, and the significance of the work, especially as it relates to education. Place the project in context, and outline the theoretical grounding and the relevant literature. Describe the research questions and research design, the methods of gathering and analyzing data, and interpretation techniques. If preliminary findings or pilot data are available, these should be described briefly – especially if they illustrate how the applicant will be conducting thematic analyses or applying coding systems to the data. Lack of clarity in treatment of data with respect to the research question(s) is often a problem area in applications.

Please keep in mind that each proposal will be reviewed by some senior scholars familiar with the field and by others less familiar; thus, language specific to a field should be situated within an argument persuasive to a generalist audience.

The narrative discussion cannot exceed 10 double-spaced typed pages. An additional single-spaced bibliography (no more than two pages) of the sources most important to the project should be appended (works cited in the narrative discussion should be included).

The narrative discussion and bibliography should be uploaded as one document (**12 pages total**) within the online system. ***Technical and supplemental appendices (charts, graphs, tables, questionnaires, etc.) may be included and do not count towards the limit***; however, please be judicious in the quantity included, as reviewers are not required to review material in the appendices. Information essential to understanding the project should be included in the 10 page narrative (including any coding systems). Applicants should make the case for their research in the narrative.

GRADUATE TRANSCRIPT

Applicants must upload a graduate transcript in the online application. An unofficial copy is sufficient.

LATE APPLICATIONS WILL NOT BE CONSIDERED

Request for Reference Letter

For your information, this is a version of the letter emailed to your reference writers.

Dear Colleague,

You have been asked to serve as a reference for a National Academy of Education (NAEd)/Spencer Dissertation Fellowship program applicant. Each applicant is required to submit two letters of recommendation: one from the dissertation director/chair and one from another faculty member who knows the candidate's work well. The application deadline is **5pm Eastern Time on Thursday, October 6, 2022**. It is the applicant's responsibility to ensure that all materials, including references, are submitted prior to the deadline.

The NAEd/Spencer Dissertation Fellowship Program seeks to encourage a new generation of scholars from a wide range of disciplines and professional fields to undertake research relevant to the improvement of education. These \$27,500 fellowships support individuals whose dissertations show potential

for bringing fresh and constructive perspectives to the history, theory, or practice of formal or informal education anywhere in the world.

In a letter of no more than two pages, we would appreciate your evaluation of the individual as a candidate for the National Academy of Education/Spencer Dissertation Fellowship. Please include the applicant's full name in your letter. In addition, we ask that you please provide your full name, title, department, institutional affiliation, telephone number, and e-mail address. We would like you to comment directly on the following six topics:

1. Your relationship to the student;
2. Your evaluation of the student relative to other students you have worked with;
3. The strength of the proposed dissertation research and its relevance to educational improvement;
4. The project's connection to existing research on the topic, and the potential contribution of that dissertation to that literature;
5. The student's future potential as a scholar and likelihood that their research will continue to address education;
6. The student's apparent long-term contributions to research in education.

The NAEd website, www.naeducation.org, provides a complete list of application guidelines and eligibility requirements. Thank you for your time and contribution to this process. If you have any questions, please e-mail info@naeducation.org.

Sincerely,

Gregory White
Executive Director

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President's Diversity & Inclusion Mini-Grant Program



This message to all students, faculty and staff has been approved by Renisha Gibbs, Associate Vice President for Human Resources and Finance & Administration Chief of Staff.

Florida State University is committed to supporting efforts that move us closer to realizing the vision of a campus community where our differences and similarities are equally valued. By celebrating and valuing the differences and similarities of our students, faculty, and staff, we inspire an environment of innovation and passion – one that better reflects the needs of our community.

To that end, we are pleased to announce the application period for the annual **President's Diversity & Inclusion Mini-Grant Program**. In alignment with the University's Strategic Plan, the Office of the President, through the Diversity & Inclusion Council, is soliciting proposals for projects that advance Florida State's diversity goals.

Mini-grant proposals will be accepted and reviewed for all diversity-related areas, with emphasis on these target goals:

- Enhancing the quality of teaching and learning about diversity.
- Creating a welcoming and inclusive work and learning environment where differences are respected and valued.
- Improving recruitment, retention, and graduation of students from historically underrepresented groups.
- Increasing recruitment, retention, and success of faculty from historically underrepresented groups.

The **Mini-Grant Instructions** (<https://click.message.fsu.edu/?qs=dd016adf3e2d8676c16118c293a1ddf699791ec321f70680bdc07dfb78223d9581da7a4f0999fc6605086fbdfa36886dc920b091a0383e95>)

proposal criteria, funding information, and the application process. The application portal will open on October 5, 2022. Proposals must be submitted no later than **November 7, 2022**. Grants may be awarded up to \$1,000 each. Awards will be announced in November. Please direct questions to Betsy Staudt Willet at 850-644-7703 or es22bk@fsu.edu (<mailto:es22bk@fsu.edu?subject=>).

Article Date: **October 4, 2022**

Office of Human Resources
282 Champions Way
A6200 University Center
Tallahassee, Florida 32306

Phone: (850) 644-6034

Fax: (850) 645-9508

Email: hr@fsu.edu (<mailto:hr@fsu.edu>)

(<https://www.google.com/maps/place/Doak+Campbell+Stadium/@30.4381531,-84.3066088,17z/data=!3m1!4m5!3m4!1s0x88ecf51b2a401231:0x7fc40e714ceb7fe0!8m2!3c84.3044201>)



(<https://knowmore.fsu.edu/>)



(<https://news.fsu.edu/news/2021/11/04/fsu-recognized-as-a-top-college-for-diversity-in-2021/>)



(<https://vpfa.fsu.edu/>)

FLORIDA BOARD OF GOVERNORS STATEMENT OF FREE EXPRESSION ([HTTPS://WWW.FLBOG.EDU/2019/04/15/STATE-UNIVERSITY-SYSTEM-FREE-EXPRESSION-STATEMENT/](https://www.flbog.edu/2019/04/15/state-university-system-free-expression-statement/))

The State University System of Florida and its twelve public postsecondary institutions adopt this Statement on Free Expression to support and encourage full and open discourse and the robust exchange of ideas and perspectives on our respective campuses...

Read the full statement (<https://www.flbog.edu/2019/04/15/state-university-system-free-expression-statement/>)



Mini-Grant Application Instructions

Criteria

The criteria for receiving a grant are based on a proposal's connection to both the University's mission statement and Strategic Plan, and its commitment to diversity. Competitive proposals will meet these requirements:

- The project must have the potential to impact a significant portion of the campus community.
- The project activities must be clearly defined and activated.
- The project has a well-defined evaluation plan and measurable outcomes with built-in evaluation tools or metrics of success to assess impact.
- Project activities are open to all students, faculty, and staff at FSU.
- Project activities must occur between December 1, 2022, and December 1, 2023.

Application Process

- Proposals must be submitted through the online application **by 5 pm. on Monday, November 7, 2022**. You may access the application via the link at the bottom of this document. Awards will be announced during the second week of November.
- A Final Report must be submitted within two weeks of completion of the project.
- Applications will be reviewed by the President's Council on Equity, Diversity & Inclusion for referral to the Chief Diversity Officer.
- Proposals will be judged primarily on the following criteria:
 - Soundness of the project design
 - The rationale for the project
 - Feasibility of completing the project within the timeframe proposed
 - Qualifications of the applicant(s)
 - Alignment of the project to the goals of the Strategic Plan

Funding Information

- Funding is one-time only and must be used during the academic year for which it is awarded.
- Awards can range in amount depending on the scope of the project. Proposals must include complete budget information outlining all sources of funding, sponsorships, or in-kind donations/services. Funds may only be used for the items approved in the award notification.
- Certain purchases such as food, alcohol, and decorations are not allowable through the Mini-Grant Program. For specific information on permissible purchases, please contact Betsy Staudt Willet at betsy.staudtwillet@fsu.edu.

Marketing Information

Projects sponsored by the Mini-Grant Program should include the Council logo on all print, web, and social media marketing materials. For text-only publicity, include the phrase "*Sponsored by the President's Council on Equity, Diversity & Inclusion.*" Samples of marketing materials should be submitted to betsy.staudtwillet@fsu.edu before use. Please contact Betsy Staudt Willet to obtain the official logo.

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FORD FOUNDATION FELLOWSHIP PROGRAMS

Through its program of fellowships, the Ford Foundation seeks to increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, maximize the educational benefits of diversity, and increase the number of professors who can and will use diversity as a resource for enriching the education of all students.

Predoctoral, dissertation, and postdoctoral fellowships are awarded in a national competition administered by the National Academies of Sciences, Engineering, and Medicine on behalf of the Ford Foundation.

Eligibility to apply for a Ford fellowship is limited to:

- All U.S. citizens, U.S. nationals, and U.S. permanent residents (holders of a Permanent Resident Card); individuals granted deferred action status under the Deferred Action for Childhood Arrivals Program;¹ Indigenous individuals exercising rights associated with the Jay Treaty of 1794; individuals granted Temporary Protected Status; asylees; and refugees, regardless of race, national origin, religion, gender, age, disability, or sexual orientation;
- Individuals with evidence of superior academic achievement (such as grade point average, class rank, honors or other designations); and
- Individuals committed to a career in teaching and research at the college or university level in the U.S.

¹Eligibility includes individuals with current status under the DACA Program, as well as individuals whose status may have lapsed but who continue to meet all the USCIS guidelines for DACA.

Receipt of the fellowship award is conditioned upon awardees providing satisfactory documentation that they meet all the eligibility requirements.

Awards will be made for study in research-based Ph.D. or Sc.D. programs; practice oriented degree programs are not eligible for support (see eligible fields). Prospective applicants should carefully review the eligibility requirements, the terms of the fellowship awards, application instructions and other information pertaining to the individual fellowship ([Predoctoral](#), [Dissertation](#), or [Postdoctoral](#)) for which they are applying.

In addition to the fellowship award, new Ford Fellows are invited to attend the [Conference of Ford Fellows](#), a unique national conference of a select group of high-achieving scholars committed to diversifying the professoriate and using diversity as a resource for enriching the education of all students.

2023 Competition Dates

Online Application Portal Status: OPEN

2023 Dissertation and Postdoctoral application deadlines
December 8, 2022
5:00 PM Eastern Standard Time (EST)

2023 Predoctoral application deadline
December 15, 2022
5:00 PM Eastern Standard Time (EST)

Supplementary Materials deadline for submitted applications
January 5, 2023
5:00 PM Eastern Standard Time (EST)

Notification of 2023 awards:
TBD

Ford Foundation Fellowships News

Winding Down the Ford Foundation Fellowships

For more information, see the [FAQ page](#).

[An updated PowerPoint presentation is available: Ford Fellowships Overview.](#)

[A new Directory of Ford Fellows is available.](#)

[Ford Foundation Senior Fellowship](#)

The Ford Foundation Senior Fellowship award was established to further engage Ford Fellows in the important work of the Foundation. The goal of the Ford Foundation Senior Fellowship award is to support innovative research that addresses the overall goals and mission of "moving the Ford Foundation forward." [Click here to view information about the 2016-2022 Ford Foundation Senior Fellowship awardees.](#)

[Proceedings of the 2012 and 2014 Senior Ford Foundation Fellows' Conferences](#)

The inaugural Senior Ford Fellows' Conference (SFFC) occurred in September 2012, as part of commemorating the 50th Anniversary of the Ford Foundation Fellowship Programs. Biennial SFFCs have continued since then. These Proceedings summarize content from the 2012 and 2014 SFFC concurrent sessions related to issues of post-tenure professional development, advocacy and institutional change. They reflect the expertise and experience of senior scholars across disciplines providing transformative leadership in and outside of the academy. The Proceedings may be shared widely and used to advance the broadening access to higher education mission that guides the Fellowship Program.

[2021 and 2022 Ford Foundation Fellowship Programs Awardees and Honorable Mentions](#)

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**WINDING DOWN THE FORD FOUNDATION FELLOWSHIPS
FREQUENTLY ASKED QUESTIONS**

I am a current Fellow. Will I continue to receive fellowship support for the remainder of my awarded fellowship?

Yes. All currently awarded Ford Fellows will be supported through the end of their awarded fellowships in compliance with all prior Terms of Appointment for their Fellowship. There will be no change to the support provided to any currently awarded Ford Fellows.

Are there other funding opportunities available to scholars?

Please see a list of other funding opportunities offered by NASEM [here](#) and a list of outside opportunities compiled by the Fellowship Office listed [here](#).

I am a current predoctoral Fellow with one or two years of fellowship support remaining. Will I continue to be eligible to renew my fellowship support during my period of eligibility?

Yes. All currently awarded predoctoral Ford Fellows will continue to be eligible to use any remaining years of fellowship support in compliance with all prior Terms of Appointment for their Fellowship, including policy adjustments in 2020 and 2021 related to the COVID-19 pandemic. Current predoctoral Fellows can contact FordAwards@nas.edu to confirm their period of eligibility.

Will there continue to be conferences of Ford Fellows through the remainder of the program?

Yes. Fellows awarded in 2023 will be invited to attend the annual Ford Foundation Fellowship Conference scheduled for fall 2023. We will endeavor to provide additional opportunities to convene as funds are available. NASEM will share details about future conferences as planning takes shape.



Proposal Deadline: December 1, 2022

[Register](#) to attend the 2022 Informational Webinar
Thursday, October 6, 2022 (3pm-4pm Eastern Time)

About the AERA Minority Dissertation Fellowship in Education Research

The American Educational Research Association (AERA) Council in 1991 established the AERA Minority Dissertation Fellowship in Education Research to enhance the racial and ethnic diversity of faculty, scholars, and researchers who study topics in education research. This fellowship is targeted for members of racial and ethnic groups historically underrepresented in higher education (e.g., African Americans, Alaskan Natives, American Indians, Asian Americans, Hispanics or Latinos, and Native Hawaiian or Pacific Islanders).

The Fellowship Program aims to provide support for doctoral dissertation research, to advance education research by outstanding minority graduate students, and to enhance these students competitiveness for academic appointments at major research universities. It supports fellows conducting education research and provides mentoring, capacity building activities, and guidance toward the completion of their doctoral studies.

The Program Fellows have produced rigorous research that is published in peer reviewed journals, books, and edited volumes. Many of the recent Program Fellows are in postdoctoral positions and assistant professor positions at Research I institutions including Georgia State University, Harvard University, University of Georgia, the University of Southern California, and Southern Methodist University. Other fellows have careers in applied research and policy positions at various organizations.

Learn more about the [2022-2023 AERA Minority Dissertation Fellowship Recipients!](#)

Call for Proposals

The AERA Minority Dissertation Fellowship Program in Education Research seeks proposals from advanced graduate students who are from racial and ethnic groups that are underrepresented in higher education. The Fellowship Program encourages studies that examine a wide range of education research topics such as students' school experiences, STEM education and learning, ethnic studies/curriculum; tracking; measurement of achievement and opportunity gaps; English language learners; or bullying and restorative justice. These studies may focus on students, teachers, schools, and/or educational contexts across multiple educational stages including early childhood education and development, k-12 education, postsecondary education, and the workforce. Studies should use rigorous scientific research methods within

quantitative, qualitative, archival, and/or mixed method techniques. Studies that examine issues of specific racial and ethnic groups, social classes, genders, or persons with disabilities are encouraged and supported by the Fellowship Program.

Informational Webinar and Frequently Asked Questions

AERA encourages all potential applicants to join the Informational Webinar for AERA Minority Dissertation Fellowship recorded on Thursday, October 6, 2022 to learn more about program goals, the application process, and details about the competition. You can register for the Informational Webinar [HERE](#).

Potential applicants may also want to view '[Answers to Frequently Asked Questions](#)' (PDF).

Eligibility

The AERA Minority Dissertation Fellowship in Education Research is open to U.S. citizens and permanent residents who are members of racial and ethnic groups historically underrepresented in higher education (e.g., African Americans, Alaskan Natives, American Indians, Asian Americans, Hispanics or Latinos, and Native Hawaiian or Pacific Islanders). Applicants can come from graduate programs and departments in education research, the humanities, or social or behavioral science disciplinary or interdisciplinary fields, such as economics, history, political science, psychology, public policy, or sociology. Eligible graduate students will be at the writing stage of their dissertation by the beginning of the fellowship.

Fellows are required to provide proof of advancement to candidacy at the beginning of the award period. Applicants must work full-time on their dissertations and course requirements.

Award Period

Each fellowship award is for 1 year, beginning July 2022 or later, and is nonrenewable. This fellowship program is intended as a write-up fellowship. Fellowships are awarded for doctoral dissertation research conducted under faculty sponsorship in any accredited university in the United States.

AERA Minority Dissertation Fellowship in Education Research Award

Award Component 1, \$25,000 Stipend. AERA awards each Fellow up to a \$25,000 stipend to study education, teaching, learning, or other education research topic. The fellowship funds can be used for tuition and/or institution fees, books, living expenses, equipment, travel, supplies, software, and other expenses that are directly related to conducting this research. Fellows must include travel and lodging expenses to the Annual Meeting in their budget. AERA encourages cost sharing from universities in the form of tuition assistance, office space, university fees, and other expenses. Institutions cannot charge overhead or indirect costs to administer the fellowship funds.

Award Component 2, Present Research at Invited AERA Poster Session. Fellows present their research in an invited poster session during the 2024 AERA Annual Meeting. This poster session is a hallmark of the AERA professional development program and features promising research from graduate students who are supported by AERA funded programs. This is an excellent opportunity to showcase the developing research from the next generation of scholars and for the Fellows to receive feedback from senior scholars, education school deans, foundation officers, and others across the education research community.

Award Component 3, AERA Minority Fellows Mentoring and Career Development Workshop. During the 2024 AERA Annual Meeting, Fellows participate in a mentoring and career development workshop with current and former members of the AERA Minority Selection Committee and other senior scholars. The workshop focuses on topics such as making the transition from graduate school to a postdoctoral program, faculty position, or a career in applied research.

Application Requirements and Procedures

All applications for the AERA Minority Dissertation Fellowship in Education Research must be completed using the AERA online application portal by 11:59 p.m. Pacific time on **Thursday, December 1, 2022**. Late applications and supporting materials will not be accepted.

Please submit applications using the [Minority Dissertation Fellowship Online Portal](#).

In order to save your application you will need to create a username and password. Record your username and password because AERA cannot retrieve this information. Each application must include:

Contact information. Each applicant must enter their name, address, phone number, e-mail address, and information about their doctoral institution into the online application form.

Dissertation research prospectus. Provide a general overview of your dissertation research with the following information: (text is limited to eight (8) single-spaced)

- Dissertation abstract
- Statement of the problem and how this research advances the current state of knowledge in the field
- Theoretical and/or conceptual framework
- Brief review of relevant literature
- Key research questions or hypotheses to be tested
- Overview of research design and description of methodology including any instrument(s); list of variables and rationale for using them; any video segments integral to the study; and specification and clarification of variables and analytic techniques
- Discussion on researcher's positionality (if applicable)
- Anticipated or preliminary findings
- Brief dissemination plan for this research including proposed conferences to present the findings and potential scholarly journals to publish the research
- References and appendices (i.e. charts, tables, survey instruments, etc.) may be included, but do not count towards page limits.

Dissertation Project Timeline. Provide a tentative timeline for completing the dissertation. This time should include target dates for advancement to candidacy, data collection, manuscript development, and dissertation defense. Applicants should plan to complete the dissertation by the end of the award period.

Curriculum vitae. Applicant's curriculum vitae, no longer than two (2) pages, to include the following:

- Research and academic employment history
- Relevant graduate courses in statistics and methodology
- Relevant publications and presentations
- Relevant professional affiliations and/or memberships

Budget. Awards are up to \$25,000 for 1-year projects. The budget must include funds to attend the AERA Annual Meeting. The funds can be used for research-related expenses such as tuition, living expenses, travel to secure data enclaves or scholarly conferences, books, computer equipment, and other expenses directly related to conducting this research. AERA encourages cost sharing from universities in the form of tuition assistance, office space, university fees, and other expenses. Institutions cannot charge overhead or indirect costs to administer the award funds. There is no specific template for the budget. It may be a simple 2-column format or a more complex spreadsheet. (no page limit)

Transcripts. One *unofficial* graduate school transcript.

Combine your dissertation research prospectus, dissertation project timeline, curriculum vitae, budget, and transcript into one PDF document. The dissertation research prospectus text is limited to eight (8) single-spaced pages and the curriculum vitae should be no longer than two (2) pages. The order of the documents should be the dissertation research prospectus text, dissertation project timeline, the curriculum vitae, the budget, and the transcript. Upload the PDF document to the [Minority Dissertation Fellowship Online Portal](#).

Letters of recommendation. Two (2) letters of recommendation are required. Letters should come from your dissertation advisor and/or other major professors who are familiar with your work. In the letter of recommendation from your advisor, the dissertation advisor will attest to your proposal constituting research for the doctoral degree. AERA will only accept two letters of recommendation. Letters may be sent electronically (fellowships@aera.net).

Questions

Direct any questions about the fellowship program, eligibility requirements, or submission process to fellowships@aera.net or 202-238-3200.

**A Proposal Seeking Funding for A Study of The Experiences of Black Chief Diversity Officers
at Predominantly White Institutions During the
Anti-Critical Race Theory Movement**

O'Juan Edwards

Department of Educational Leadership and Policy Studies, Florida State University

The NAEd/Spencer Dissertation Fellowship Program

October 6, 2022

Bibliography

O'Juan Edwards is a native of Detroit, Michigan. He is currently a fourth year doctoral candidate in the Florida State University Higher Education program located in Tallahassee, Florida. His dissertation topic is on the experiences of Black chief diversity officers at predominantly White institutions (PWIs). O'Juan received his Bachelor of Science in Human Resource Development with double minors in Labor/Work and Communication at Oakland University, located in Rochester, Michigan. He also received his Master of Arts in Higher Education and Student Affairs Administration from Michigan State University in East Lansing, Michigan. He has worked on college and university campuses, in legal firms, and for non-profit organizations.

Proposal Overview

The study will examine the experiences of Black Chief Diversity Officers (CDOs) at Predominantly White Institutions (PWIs) during the anti-Critical Race Theory (CRT) movement. My research focuses on how CDOs experience structural and systemic racism at PWIs, how it influences CDOs implementation of organizational change, and how the anti-CRT movement affects CDOs' ability to perform in their role. The research questions that guide this study are (1) How do Black CDOs at PWIs describe their experiences with structural and systemic racism during the anti-CRT movement? (2) How do Black CDOs at PWIs perceive the influence of the anti-CRT movement on their ability to perform their role? In what ways have their roles been affected by the anti-CRT movement? (3) How do Black CDOs perceive the influence of the anti-CRT movement on their prevention of efforts to enact organizational change as it relates to structural and systemic racism at PWIs? Critical Race Theory is the theoretical framework for the study. Qualitative case study is the research methodology. In this research, I will employ semi-structured individual interviews with ten CDOs that will be analyzed using Counterstory. Ten participants from the INSIGHT Into Diversity Officers in Higher Education Directory will be randomly selected to participate in individual interviews.

The Need for this Study

Since George Floyd's assassination and tragic death on May 25, 2020, colleges and universities throughout the country have appointed a large number of CDOs but the impact of this

increase in CDOs has been understudied. More importantly, the experiences of CDOs at PWIs is a critical question for education theory and practice because little is known about the strategies that are essential to their survival in their role as the CDO. I conducted a pilot study, which involved one-on-one interviews with six CDOs. Each interview consisted of a single conversation. The study aims to understand the daily experiences of Black CDOs from faculty, staff, and students and the external dominant campus community concerning structural and systemic racism and the anti-CRT movement. I am defining the anti-CRT movement as the latest in the history of politically motivated attacks against initiatives to disseminate accurate information about slavery and racism (López et al., 2021). I opted to examine CDOs' experiences at PWIs because, historically, the African American population was not permitted to attend PWIs until the Supreme Court decision *Brown vs. Board of Education* in 1954 declared segregation in public schools unconstitutional (Ash et al., 2020). The attacks on CRT connect to higher education and CDOs by limiting how academics deliver material in a class by not taking a position on the topic. CDOs are impacted because they must be cautious with their words and avoid revealing their stance on the anti-CRT movement, as they exert considerable influence on their respective campuses. As a result, their experience and expertise are incredibly beneficial to my research.

The study is being conducted because research on CDOs in general is sparse. The research will contribute new knowledge to the field by educating the CDOs who are members of the National Association of Diversity Officers in Higher Education (NADOHE) as well as faculty, staff and students on the microaggressions, hostile campus environments, bigotry, and social inequalities that CDOs experience while being diversity, equity and inclusion (DEI) influencers on college campuses.

The CDO is a senior administrative function that transcends organizational boundaries and prioritizes diversity-themed organizational change at the highest levels of leadership and governance—reporting to either the president or the provost (Williams & Wade-Golden, 2013).

The CDO is the highest-ranking diversity administrator at an institution. In the article *Do Colleges Need a Chief Diversity Officer?* Dr. Eugene T. Parker III acknowledges that as the nation and college campuses continue to face social, cultural, and political environmental forces about race, diversity is a crucial issue for higher education. The chief diversity office and the diversity officer are necessary for institutions at colleges and universities to maintain culturally welcoming college campuses by promoting and valuing diversity (Parker, 2020).

Popular media have identified the importance of CDOs, and other non-university researchers have taken up the mantle of researching the number of CDOs employed. Frum (2016) writes that in the past 18 months, 90 American institutions of higher learning have employed CDOs in reaction to racial events that have upset campuses such as the University of Missouri. Over the past five years, more than two-thirds of large U.S. universities had chosen a CDO or executive-level equivalent as of 2016, with at least 30 institutions creating the position (Reynolds, 2019). The CDO is often hired in response to an institutional crisis, such as racist incidents on campus, student, faculty, and staff views of unwelcoming college settings, or increased and visible social activity and mobilization by institutional members (Parker, 2020). Therefore, the purpose of the proposed study is to inform current and future CDOs about structural and systemic racism, how structural and systemic racism prevent or slow down their efforts to enact organizational change, and how the anti-CRT movement affects CDOs and their capacity to execute their work particularly at PWIs.

Statement of the Problem

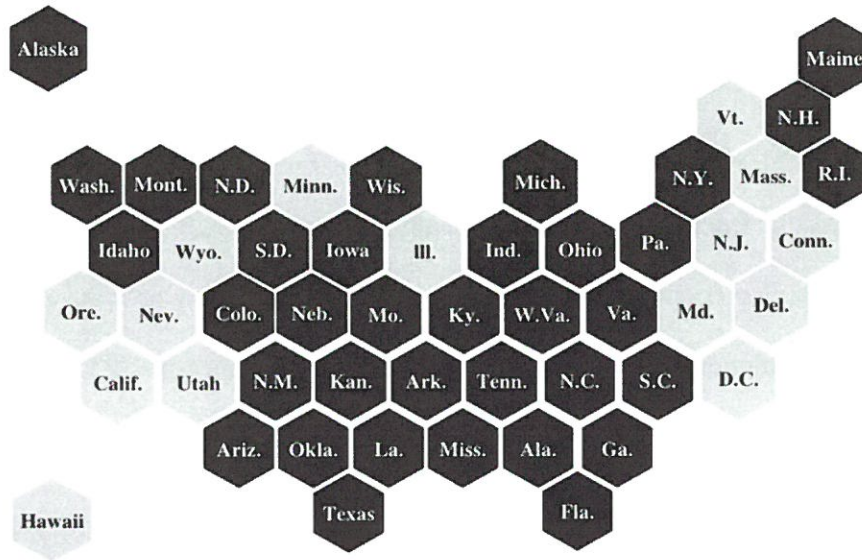
Critical Race Theory (CRT) has been under attack in education for over a year. There have been rallies, disruptions of school board meetings, executive orders, and the introduction of legislation to remove or exclude CRT from the school curriculum (López et al., 2021). Since the beginning of 2021, eight states have approved legislation that generally tries to prohibit historical teaching material and critical analysis of race and racism in public school classes (López et al., 2021). Even as many local school boards and state boards of education implemented new regulations,

15 other states and the U.S. Congress have approved or are considering additional legislation (López et al., 2021). Advocates of these administrative and legislative actions argue that providing students with information on race and racism is un-American, divisive, and racist in and of itself (López et al., 2021). This trend results from school personnel being influenced by CRT and incorporating it into curricula and staff training (López et al., 2021). Currently I do not know how the anti-CRT movement is affecting higher education. Also, I do not know how the anti-CRT campaign affects CDOs. In addition, this is why I wish to investigate the experiences of Black CDOs at PWIs during the anti-CRT movement.

Now that we understand what CRT implies, we can focus on the origins of the anti-CRT movement and the states that have implemented anti-CRT legislation. The anti-CRT movement began in September 2020. The Trump administration sent a memo to federal agencies asking them to identify and discontinue any staff training programs focusing on CRT or "White privilege" (Kim, 2021). Weeks later, President Donald Trump signed an executive order prohibiting the federal government and its contractors from undertaking diversity training that addressed systemic racism, White privilege, and other racial and gender prejudice issues (Kim, 2021). According to Stout & Wilburn (2022), 36 states have restricted education on CRT over the past two years. Figure 1 below provides a visual of the CRT map on the efforts to restrict teaching racism and bias across America. The states represented by the color Black are those with CRT bans. Additionally, the majority of the states are in the south and the mid-western region of the United States, which is something I am considering regarding the participants I recruit for the study.

Figure 1

CRT MAP: Critical Race Theory Legislation and Schools – Chalkbeat: Essential Education Reporting Across America



Despite the rhetoric and anti-CRT policymaking, few who have jumped on this bandwagon are likely knowledgeable about CRT (López et al., 2021). This is not surprising given that the arguments presented do not honestly criticize CRT. Such racial attacks have historically served a distinct political purpose (López et al., 2021). Politicians make it more difficult for CDOs to effect change since they must avoid breaking the law and offending others.

Theoretical Framework

Critical Race Theory has been advanced by scholars, the majority of whom are scholars of color based in law schools, whose work questions how race and racial power are formed and portrayed in American legal culture and, more broadly, in American society as a whole (Crenshaw et al., 1995). CRT was developed in legal studies in the 1970s and has since been applied to education (Ladson-Billings, 1998; Ladson-Billings & Tate, 1995). CRT is a movement that upholds several fundamental tenets, such as the persistence of racism, which is deeply ingrained in American society; the power structures based on White privilege and White supremacy. CRT is a group of activists and academics who study and try to change the relationship between race, racism, and power (Delgado & Stefancic, 2017). It is a perspective on race and a technique of examining why persistent and tenacious systems of inequality persist after so many decades and centuries since the emancipation.

CRT aims to investigate and discuss how the law contributed to the subservient condition of African Americans, indigenous people, and Asian immigrants. The objective of CRT is to comprehend why our nation's highest aspirations, codified in law, are not being realized. CRT carries on the ideals and aspirations of Frederick Douglass and Dr. Martin Luther King Jr., who wanted the law to have the same effect on liberated people as it did on enslaved people. CRT is, essentially, the situation from which human beings require rescue. The basic tenets of CRT are: (1) racism is ordinary, not aberrational (2) interest convergence (3) social construction and (4) counterstorytelling (Delgado & Stefancic, 2017).

The CRT tenets most relevant and important to my research are (1) racism is ordinary, not aberrational and (4) counterstorytelling. The racism is ordinary tenet discusses the difficulty of addressing and curing racism. Hence, the fact that racism is typical and not exceptional is relevant. Additionally, the first tenet indicates that unconventional individuals might be overlooked or disregarded (Delgado & Stefancic, 2017). The fourth tenet, counterstorytelling, is pertinent to my research because it explains how minorities are frequently portrayed negatively in the media and how the public tends to judge a book by its cover or assume that all Black people think and act similarly based on a commercial or billboard ad. Therefore, one of the essential factors I can do to convey my argument regarding CDOs is to present their perspective through counterstorytelling. As an aspiring CDO, I would be doing the field of higher education a disservice if I did not share the CDOs story because, as a Black person, I have similar lived experiences that will aid me in conveying their perspective using the tenet of counterstorytelling.

Methodology

I will utilize the qualitative case study methodology. This case study seeks to understand a specific dilemma (Creswell & Poth, 2016); in this study, the dilemma is Black CDOs experiencing oppression and adversity at PWIs. According to Creswell and Poth (2016), case study research begins with the identification of a specific case that will be described and examined. Moreover, case

study research entails the investigation of a case (or instances) in a real-world, current context or environment (Yin, 2014). As a result, this case could include a specific entity, such as an individual, a small group, an organization, or a partnership (Creswell & Poth, 2016). I will be examining the experiences of Black CDOs in this research. My research is significant because practitioners in higher education need to understand the institutional and systemic racism experienced by CDOs at PWIs during the anti-CRT movement.

Furthermore, I will employ the fourth tenet of CRT known as counter-storytelling. According to Solórzano & Yosso (2002), the counterstory is a method for expressing the narratives of marginalized individuals whose experiences are rarely conveyed. Moreover, exposing, evaluating, and contesting the dominant narratives of racial privilege, the counternarrative is also a method for revealing the majoritarian narratives of racial privilege. Counternarratives can break complacency, challenge the prevailing discourse on race, and advance the fight for racial reform.

Participants:

Participants must be self-identified Black individuals who serve as CDOs at a college or university in a state with a CRT ban and have at least one year before the CRT ban was implemented at their institution. I will speak with individuals who work daily for DEI.

After IRB approval, I will recruit CDOs using the INSIGHT Into Diversity Officers in Higher Education Directory. The INSIGHT Into Diversity Officers in Higher Education Directory is the most fruitful source for recruiting participants because of the network of CDOs nationwide. This list of states with CRT bans, as developed using Figure 1. will then be compared with the INSIGHT Into Diversity Officers in Higher Education Directory to help me identify CDOs who work in anti-CRT states. I will contact these participants to ask for their participation in the study and incentives will be given for their cooperation.

Data Collection:

Now that we understand the criterion for participants, I will concentrate on the data gathering procedure. Data collection will include semi-structured individual interviews that will be analyzed using Counterstory. Below I outline the purpose of these data collection methods and procedures.

Individual interviews. I will interview ten CDOs. The ten will be chosen randomly from the INSIGHT Into Diversity Officers in Higher Education Directory, and I will select five women and five men to make the selection process equitable. Interviews will be held via Zoom web conferencing technology. Zoom will automatically transcribe the videos. The interview protocol will aim to understand in-depth knowledge about the participants' perceptions and experiences with structural and systemic racism and how it prevents or slows down their efforts to implement organizational change. Additionally, interview protocol questions will inquire about how the anti-CRT movement affects their capacity to perform their duties.

Data Analysis

In regard to qualitative data, I will engage three cycles of coding (Saldana, 2016). The first cycle will entail open and priori coding. Open coding is one method of analyzing textual content. Labeling concepts and defining and developing categories based on their attributes and dimensions are all part of open coding (Khandkar, 2009). A priori codes require researchers to think deeply about what identity signifies before applying related codes to data (Saldana, 2016).

I will use these codes to establish a codebook. I will use the tenets of CRT to code and interpret my data by looking through the lens of what critical race theorists believe based on racism being ordinary, not aberrational and Counterstory. The codebook will be uploaded into the NVivo 12 qualitative coding software for comparisons and analysis of the data (Saldaña, 2016). In addition, axial coding will be implemented, "to determine which [codes] in the research are the dominant ones and which are the less important ones... [and to] reorganize the data set: synonyms are crossed out, redundant codes are removed, and the best representative codes are selected" (Boeije, 2010, p. 109). Open coding will be implemented, as well; and the data will be coded twice for accuracy. Content

analysis of the researchers' journals will provide an understanding of what the participants conveyed about their experiences concerning structural and systemic racism, how structural and systemic racism prevent or slow down the efforts to enact organizational change and how the anti-CRT movement affect CDOs' ability to perform in their role. During the second cycle, I will use open coding to continue coding the data. In the third and final cycle, I will apply axial coding to determine which codes and data are dominant and which are less critical, as well as to eliminate redundant codes cross out synonymous codes and choose the most representative codes (Saldana, 2016).

Timeline

My anticipated **timeline** is as follows:

- The interviewing of 10 selected participants will take place during early **November 2022**
- Responses will be coded by late **November 2022** and analyzed by early through late **December 2022**
- Data analysis will be done by **January 2023**
- I expect to have a draft of the dissertation written by early **March 2023**
- The dissertation will be defended by early **April 2023**

Broader Impacts

My research will inform current and future CDOs about structural and systemic racism, how structural and systemic racism prevent or slow down their efforts to enact organizational change, and how the anti-CRT movement affects CDOs and their capacity to execute their work. This research will also assist me in completing my dissertation in spring 2023. Additionally, I intend to disseminate this research through manuscripts submitted with the *Journal of Diversity in Higher Education* (JDHE), *Journal of Higher Education* (JHE), *Journal of Negro Education* (JNE), and *The Journal of Multicultural Education* (JME) as well as in academic presentations at the NADOHE, Association

for the Study of Higher Education (ASHE) and the American Educational Research Association (AERA).

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