

BIC Grants

New in 2022-23, the Brooks College Collaboration Grants (BIC Grants) support teams of Brooks faculty and staff to collaboratively develop projects that make significant progress in one or more areas of the BCOIS 2026 Strategic Plan.

Purpose

The BIC Grants are meant to support initiatives in the 2026 Brooks College Strategic Plan, especially in collaborating on interdisciplinary teaching or high-impact learning experiences. These grants internal to Brooks, are not meant to overlap with the grants already available to all GVSU faculty from the Center for Creative and Scholarly Excellence (CSCE) nor those from the Pew Faculty Teaching & Learning Center (grants available at <https://www.gvsu.edu/ftlc/grants-47.htm>). These BIC Grants might support collaborative interdisciplinary projects that could lead to grants from CSCE, FTLC, or other sources, but they might also support projects that may not fit into goals for existing grant support.

Initial project funding will be limited to a maximum of \$7000 per project. Projects may run over 1-3 years, beginning Winter 2023 and ending at the end of Winter 2026.

We seek impactful ideas that will involve faculty who have not yet collaborated on teaching (or research) projects. These grants are meant to involve multiple faculty (and others) in interdisciplinary problem solving—the identification of significant and complex challenges facing humanity and the world. The challenges are best understood and addressed through an interdisciplinary approach that draws on multiple disciplinary perspectives in a creative fashion.

Appropriate innovations for BIC Projects relating to the 2026 Brooks strategic plan include, but are not limited to:

Empowered Educational Experiences

Experiential learning and high-impact experiences that are accessible to all students

- High-impact research opportunities for underserved students, including work with the pilot project the SmartLab
- Additional first-year experience partnerships within Brooks and across campus
- Involving alumni who are eager to be trained to coach/advise students on career pathways; this could pair with US 102 within a more robust first-year experience
- Scalable global learning for all students, including virtual exchange
- Integrative Educational Experiences

Lifelong Learning

Modeling and inspiring learning as a lifetime pursuit; programs to serve adult learners; programs that involve alumni

- Development of additional programs and curricula to serve adult learners for degree completion, including the nascent Bachelors in Applied Sciences program, in partnership with the Padnos College of Engineering and Computing
- Intergenerational educational experiences
- Higher education for incarcerated populations (including a potential pilot with Bellamy Woods Correctional Facility outside Ionia)
- High-impact research opportunities for underserved students, including work with the pilot project the SmartLab
- Faculty development of competence-based educational approaches to our courses and curriculum, especially to serve adult learners, veterans, and students with various additional barriers to accessing higher education
- Involving alumni who are eager to be trained to coach/advise students on career pathways; this could pair with US 102 within a more robust first-year experience

Educational Equity

- Faculty gain expertise in inclusive teaching practices (ideally through the Pew FTLC Inclusive Excellence curriculum) and update their syllabi, assignment, and classroom/online teaching practices for greater inclusion, accessibility, and equity
- DEI-focused learning experiences for faculty and staff that are meaningful and build community
- Identify and reduce (or eliminate) equity gaps in DFW rates for BCOIS courses/sections
- More affordable texts and OERs (Online Educational Resources)
- Scalable global learning for all students, including virtual exchange
- Develop mentoring programs and more to ensure success and retention of faculty/staff (including cohort of cluster-hired faculty)

First \$ vs. Last \$

Applicants must demonstrate that they have exhausted existing funding opportunities for faculty and staff, as we intend to build on internal GVSU grants for faculty and staff (e.g., CSCE, OURS, or FTLC grants) and the BIC grants add to those and/or provide additional support for Brooks faculty/staff in particular.

Eligibility

Applications for grants must be made by two collaborating project co-leaders who are tenure track faculty (with majority appointment in Brooks College of Interdisciplinary Studies), affiliate faculty (with majority appointment in Brooks College), or AP staff in Brooks College. Additional team members who are not eligible to apply as team co-leaders are welcome to participate as members of teams—including PSS staff, tenure-line or affiliate faculty outside of Brooks, alumni, or community members.

Timeline and process

Grant applications by the two Brooks co-leads are due in three cycles: 1 December, 1 April, and 1 August each year. Submit your completed form (see attached) directly to Mark Schaub: schaubm@gvsu.edu. The dean's office will appoint a review/selection committee for each cycle. Total projects funded will be determined in part by alignment of projects with the criteria described above, feasibility, and available funding.

Source of Funding

Starting in Fall 2022, \$40,000 will be available from the college's strategic reserve. This reserve was unspent funds—mostly what would have been spent on travel and events—from two years of COVID. There is a possibility of additional funds, particularly if early results indicate a positive impact.