

## Berkeley Changemaker Curriculum Grants

This new grant program funds the development of courses, new or redesigned, that serve undergraduates in the [Berkeley Changemaker \(BC\) course suite](#). The suite supports the campus-wide initiative to expand discovery opportunities for undergraduates. **Grants will fund up to four projects, including up to \$20,000 towards a teaching appointment plus up to \$10,000**, over the one-year grant period (limit: one per department).

### About the *Berkeley Changemaker*

[Berkeley Changemaker](#) courses aim to sharpen students' thinking about how to change themselves and the world around them for the better. Questioning the status quo and serving a larger purpose are values that have drawn people to Berkeley for generations, and these are the values underpinning *Berkeley Changemaker* courses as they help students innovate more intentionally within their communities as citizens, trailblazers, and leaders.

*Berkeley Changemaker Connector Courses* are purpose-built, augmented, or redesigned courses that enable our students to do a deeper dive into changemaking within a single discipline or across disciplines. In these BC courses, our students utilize critical thinking, communication, and teamwork in the process of creative innovation and problem solving. BC courses culminate with an experiential “changemaker” project in which students plan and design an action that makes change.

### Proposals

Proposals will be prioritized based on the following criteria:

- Grants must support the BC curriculum with an emphasis on critical thinking, effective communication, and productive collaboration.
- Courses should culminate in a “changemaker project,” experiential project, or simulation (see *Guiding Questions* below).
- Proposals should be endorsed by or expected to be endorsed by the Department Chair or School Dean. If potentially an issue, please note.
- Submissions should include a one-page qualitative summary of teaching evaluations. We recognize that COVID may present access issues to student evaluation forms, if this is the case, please provide a self-assessment of your teaching.
- Proposals should include an estimated timeline for the course (re)design. Course should be taught in the 2021-22 academic year.

If you have questions regarding proposal ideas, please consult with us at: [changemaker@berkeley.edu](mailto:changemaker@berkeley.edu).

We thank the Yazdani Family Endowment for making this grant program possible.

- To respond to student demand, priority will be given to courses that satisfy University, campus, or College requirements.
- We plan to assess impact of courses on students' self-perceptions as changemakers. As such, proposals should indicate a preferred assessment approach. This will be incorporated into the learning-community meetings noted below.
- To clearly demarcate a course as part of a Berkeley Changemaker suite whose fundamental content is tightly integrated, proposals should indicate explicit references to BC in course materials, e.g., assignments, lectures, etc. Proposed course titles should be linked to BC, preferably as in "*Berkeley Changemaker: XXX.*"
- Proposals should describe how the skills taught in the course will foster intercultural dialogue and engagement with diverse leaders.
- We encourage instructors to consider how students will be able to communicate or advance their action plans across multiple communities.
- Proposal submission **deadline is January 31, 2021**. The main proposal should be no more than 3 pages.

## Pedagogy Support

The BC grant program will also support funded faculty pedagogically. One element is a set of digital content modules that can fit into courses of many kinds (e.g., on building teams). Another element is a peer cohort of BC teaching faculty that will meet up to six times during the award period. Meetings will include presentations by Fellows themselves and other faculty and staff with expertise in specific areas of pedagogy.

## About BC Connector Courses

Connector courses fall into three categories:

- (1) New Courses: These are custom-built for the Berkeley Changemaker and offer deep dives within a single discipline (e.g. *Becoming a Changemaker in Public Health*) or that utilize BC concepts to offer a multidisciplinary (or pan-professional) perspective on changemaking (e.g. *Berkeley Changemaker: Philosophy and Values*). An example is: *Berkeley Changemaker™: Writing the Change We Seek*.
- (2) Redesigns: Existing courses whose curriculum is revised to link tightly with BC content pillars (critical thinking/collaboration/communication) to also include a changemaker experience/project.
- (3) Practicums: Existing courses, whose curriculum references BC concepts, to which a one-unit practicum is added that both explores BC concepts in greater detail and includes a changemaker project/experience. An example is: *Berkeley Changemaker™: Topics in International Ethics*.

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## Guiding Questions: Further Defining BC Connectors

Most fundamentally: *Does the course incorporate i) critical thinking, ii) communication/storytelling, and iii) teamwork/collaboration in the process of creation/innovation and/or problem solving?*

Also important: *Does the course include an experiential component where students plan and design an action that makes change/impacts others? Does the course emphasize the role of empathy and community in providing a path for translating theory/analysis/plans into action?*

## Fine Print

The course-design stipend and the teaching appointment awards are flexible in how they are allocated. Based upon the instructor's preference, the \$10,000 stipend could be received as a general grant, or specifically to augment a research budget, or even to partially fund a graduate student. The teaching appointment could – based on departmental and instructor approval – be taught on overload, be a part of normal course credit through a department, or be compensated via summer support.

The following page provides background on the Berkeley Changemaker initiative that may help.

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## Background

Berkeley Changemaker courses are built from foundations in three areas of student development:

- Critical Thinking:**
  - 1) How to select and frame a problem that matters
  - 2) How to ask the right questions, form hypotheses, design experiments, and listen with empathy
  - 3) How to craft a strong approach/solution
- Communicating:**
  - 1) Public speaking and presentation
  - 2) Analytical writing
  - 3) Building trust and connection
- Collaboration:**
  - 1) Working on a project team
  - 2) Working across boundaries
  - 3) Diversity as an asset

The BC gateway “Course 12” is organized in four parts:

**Part 1: You are a Berkeley Changemaker**

Purpose: Shifting mindsets to see yourself as a leader.

**Part 2: Changemaking as Questioning**

Purpose: See more clearly what needs to change/what questions to ask, what hypotheses should be tested, and what experiments need to be run.

**Part 3: Changemaking Together**

Purpose: Learning how to work with and through other people to effect change.

**Part 4: Changemaking in Practice**

Purpose: Discovery Experiences — Discovering how to turn ideas into action.

Qualitative assessment of learning outcomes from BC courses show that students leave these courses with a heightened sense of community, belonging, and creativity.

Course 12: The Berkeley Changemaker was offered in summer 2020 to incoming Freshmen. Team-taught by 21 of Berkeley’s most distinguished faculty, representing sixteen departments and seven schools, it featured Professors Christ, Yellen, Auffhammer, Cascardi, García Bedolla, Goldberg, Hassner, Hull, Jacobsen, Lu, O’Reilly, Rine, Taylor, Weber, and Wymore with Faculty Lead Alex Budak. Targeted to reach 250 students, the enrollment cap was raised four times to accommodate more than 500 students, more than 60% of whom were women. The next iteration was an over-enrolled course in the Fall Program for Freshmen. Both offerings are accessible and inclusive: fully online and asynchronous (with supplemental “live” material) that meets our students wherever they are located and whenever their schedule permits. Ongoing partnerships around BC have also been formed with the CTO and the Cal Alumni Association.

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