

**2009-2010 Access and Diversity Grant Application Cover Page (FORM 1)**

**Project Title:** Philosophical Horizons

**Institution:** University of Memphis

**Project Date(s):** 07/01/2009 to 06/30/2012  
*Provide dates as a specific month, day and year (xx/xx/2007); NOT "Fall 2007"*

**Amount Requested:** \$ 93,500

**Project Director** Name: \_\_\_\_\_  
Position: \_\_\_\_\_  
Department: \_\_\_\_\_  
Phone and Email \_\_\_\_\_

**Other Key Project Personnel** Name: \_\_\_\_\_  
Position: \_\_\_\_\_  
Department: \_\_\_\_\_  
Phone/Email: \_\_\_\_\_

**Type of Program**

Check the ONE most appropriate type of program (see page 2)

- Student Outreach and Success (indicate  Recruitment or  Retention)
- Faculty/Staff Recruitment and Retention

**I. Funding Category**

Check the ONE most appropriate category (see page 2)

- Pilot Program Project (requires VP letter included)       One Time Program
- Program Enhancement Has this program previously received A&D funding? \_\_\_ YES  
\_X\_ NO

**III. Collaborative Applications only (see page 3)**

- List of participating institutions/organizations is included
- Letters of support from participating institutions/organizations included

**Signed:** \_\_\_\_\_  
Project Director

**Signed:** \_\_\_\_\_  
Campus Diversity Committee Chair

**Signed:** \_\_\_\_\_  
Office of Sponsored Research (Grants)

**Signed:** \_\_\_\_\_  
Institution President

## **ABSTRACT**

## **FORM 2**

**Name of Institution: University of Memphis**

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### **Statement of Need:**

We seek funding to expand our *Philosophical Horizons* program which introduces local youth in the Memphis City Schools to Philosophy. This program contributes to the department's mission, the University's mission, and TBR's initiative to recruit qualified students from underrepresented groups to TBR schools and provides students with the skills they need to succeed in the college classroom.

### **Goals:**

List no more than two (2) clearly defined, measurable, and comprehensive goals you wish to achieve:

1. To improve the critical thinking and analytic skills of High Schools students and improve their chances to succeed on standardized tests and in the college classroom.
2. To recruit students from underrepresented groups to the University of Memphis. In particular, to Philosophy and related Humanities fields which remain, to a large extent, the domain of the privileged.

List at least two (2) institutional and/or system strategic plan goals the project addresses:

1. University of Memphis Strategic Goal 3 (Access and Diversity): to foster equitable access and promote and support intercultural and international understanding, diversity, inclusion and communication.
2. University of Memphis Strategic Goal 1 (Student Success): Recruit academically-qualified students who reflect the geographic, cultural, disciplinary and quality goals of a superior metropolitan research university. Provide all students with experiences that foster engagement and academic success inside and outside the university classroom.

### **Assessment:**

1. Pre-test: participants will be given a brief test prior to the start of the course that will assess their critical reasoning skills, their persuasive writing skills, and their ability to apply. A similar test will be administered at the end of the course.
2. Portfolios of course work: writing samples and essay exams will provide material to assess the whether the program is meeting the goals of instilling critical and analytic skills.
3. Participants will complete a survey during the first meeting that asks for their impressions regarding expectations for their own education and their interest in a college education, their familiarity with classroom etiquette, and their understanding of the role and importance of critical thinking. A similar survey will be administered at the end of the program to see if participation changed their view of their own potential as a college student and their understanding of the skills needed to succeed in the college classroom.

4. Student tracking. Student participants will be asked to inform us of their educational and career choices and test scores on standardized tests.

**Narrative Instructions (Narrative must not exceed three (3) pages**

The primary purpose of this project is to introduce Philosophy to Memphis City High School students in order to increase student's critical thinking skills, student's capacity for higher order thought, student's public speaking and group discussion skills, and to identify and recruit students from underrepresented groups that have the potential to succeed in the college environment and specifically in the Humanities. The project is an expansion of our program, *Philosophical Horizons*, which offers Philosophy discussion groups to local area schools and is now being implemented in \_\_\_\_\_.

These goals are in keeping with the Department of Philosophy's long time commitment to diversity and inclusiveness. Our graduate program has been nationally and internationally recognized as a program that single handedly changed the face of Philosophy as an academic discipline in the United States due to the success we have had at recruiting women and African American scholars and placing them in tenure track jobs.

These goals are also keeping with the success and diversity goals of the University of Memphis. The University aims to recruit academically-qualified students who reflect the geographic, cultural, disciplinary and quality goals of a superior metropolitan research university. Given the diverse socio-economic population of Memphis City High Schools our program will allow us to contribute to recruiting efforts in a direct manner. Students in our program will be drawn to the University setting by experiencing a University level course. The benefits to our graduate students participating as instructors in the program cannot be overlooked. The experience of teaching in these schools will substantially contribute to their development as teachers, scholars, and members of a community committed to diversity and inclusiveness. Our program also contributes in a unique way to the University of Memphis's commitment to student success. The University of Memphis is committed to providing its students with all the resources necessary to help them succeed academically and professionally. Our program provides them resources for success *prior* to their matriculation as degree seeking students. Philosophical training provides them with the critical thinking skills and argumentative skills necessary to excel in standardized testing and thus, increases their chances of admission to college. Philosophy students outscore every other major on the GRE and rank in the top 3 in LSAT, MCAT, and GMAT. Philosophical training will also provide them with the skills necessary to succeed in the college classroom. Our program gives students a helping hand at a crucial time in their lives and opens up possibilities for students who would not otherwise consider a college career.

Our program also promotes the goals of the Tennessee Board of Regents. One of the main goals of TBR is to increase the educational level of all citizens of the state of Tennessee and in so doing prepare students for the Tennessee workforce. Philosophical training involves the development of critical thinking and analytic skills that allow one to formulate positions with clarity, precision, and depth and to

critically and respectfully evaluate the positions offered by others. Employers in Tennessee and across the United States have consistently identified the following characteristics as those they are seeking in employees: (1) excellent communication skills (written, verbal, and listening); (2) critical thinking and analytic skills, specifically the ability to identify, analyze, and scrutinize crucial job processes and concepts relevant to job success. Our program will provide students with both critical thinking skills and communication skills. In keeping with the Tennessee Board of Regents diversity initiative our program targets socio-economically disadvantaged students and provides them with access to a domain of study that has, with few exceptions, been the domain of the privileged.

The Department of Philosophy will offer introductory Philosophy courses in specifically targeted High Schools in the Memphis City High School. Students in these courses will have the option of enrolling in the Tennessee dual enrollment program which will allow them to receive credit toward their High School degree and a degree at the University of Memphis, if they so choose. Courses will be taught by Graduate students in the Department of Philosophy. During the first year of the program we will offer the courses each semester at two schools. We will add one school each year after that. At the end of three years we will be offering Philosophy courses at four Memphis City High Schools. The courses will be offered each semester and will be open to a maximum of 15 students in each course. Thus, we expect to reach approximately 120 students over the course of three years and potentially more if we receive additional funding from other sources.

At the end of each year students who have enrolled in the Philosophy course during that year will participate in a culminating experience at the University of Memphis. They will be invited to attend and participate in a day long Philosophy conference. Interested students will be able to present their work from the course to their peers, undergraduate and graduate students at the University of Memphis, and the department of Philosophy faculty. Administrators (including admissions officers) from the University of Memphis will also be invited to attend. A reception for students and parents will be held after the conference.

Graduate students involved in our program will participate in a training workshop each summer which will introduce them to the curriculum we have developed for secondary schools. These workshops will be open to Memphis City School teachers and administrators interested in implementing Philosophy into the standard curriculum and to faculty at the University of Memphis' College of Education interested in the pedagogical theory behind the *Philosophy for Children* movement. A faculty advisor will be assigned to oversee the program and will visit classrooms each semester to provide the feedback to instructors.

The following assessment measures will be used to evaluate the outcomes of the program:

Surveys: Participants will complete a survey during the first meeting that asks for their impressions regarding expectations for their own education, their familiarity with classroom etiquette, their understanding of the role and importance of classroom discussion. A similar survey will be administered at the end of the program that will also assess their satisfaction with the program and their interest in

pursuing a college career, specifically what course of study they are interested in pursuing and at what institutions. Participant's teachers will be surveyed both prior to the start of the program and at the end of the program to gauge student progress in classroom discussion, higher order thought and critical thinking skills.

Data on enrollment and standardized test scores: Students participating in the program will be tracked to see how many participants enroll at the University of Memphis or a TBR institution, what major they declare, and their time success (or time to graduation rate). Student test scores on standardized tests will also be tracked to see whether participation in the program increases test scores.

In terms of sustainability, we think the greatest way to sustain the program is to educate the Memphis City Schools and local educators about the theory and practice of *Philosophy for Children*. Because our program provides training not only for High School students but also for Memphis City School teachers and administrators (through our summer workshops) the sustainability of offering either Philosophy courses or courses which implement Philosophical thinking is increased. The hope is that the Memphis City Schools will themselves see the need to offer such course or enhance their curriculum and will find ways for their teachers to do so.

The sustainability of offering instruction by the Graduate students and faculty at the University of Memphis, however, depends, in part, on the dual enrollment program at the University of Memphis and the continuing commitment of the University of Memphis to recruit a diverse student body. We are currently pursuing several other grant opportunities with agencies outside of the University.

The pilot program, *Philosophical Horizons*, has been staffed this year by three graduate students who volunteered their time to run a Philosophy discussion section at \_\_\_\_\_. They did so in addition to a full course load and their work as a Graduate Teaching Assistants. We received 150.00 dollars from extended programs for book and copy fees related to the program. Gas and mileage to and from \_\_\_\_\_ was covered by the Department of Philosophy.

**2009-2010 Access & Diversity Grant Assessment Page****FORM 3****PROJECT DIRECTOR(S):** Deborah Tollefsen**Is this request to continue a previously funded Access & Diversity Grant?**

No \_\_\_\_\_ X \_\_\_\_\_ Yes \_\_\_\_\_

**If you answered, "YES," please submit a brief statement on the results and evaluation of the project. Also, please explain why additional grant funds are needed for this project. (One paragraph)****Grant Request Information**

Gross Request: 93,500

Other Matching Resources (Please List, if applicable)

**Participant Information**

Number of Participants: approximately 126 across three years

Cost per Participant (calculated from Gross Request): \$742.00

Stipend per Participant (if applicable): Graduate student: 2,500 per semester, Faculty advisor: 5,000 first year, 2,000 a year for the next two years of the grant.

Percent of Request designated for Travel: varies according to year

Percent of Request designated for Food: varies according to year

Percent of Request designated for Salaries: n/a

Percent of Request designated for equipment: n/a

PROGRAM AREA:

TBR Access and Diversity Grant ( Multi year)

THE FOLLOWING IS APPLICABLE TO EXPENSE INCURRED IN THE PERIOD: July 1, 2009 through June 30, 2010

	EXPENSE OBJECT LINE-ITEM CATEGORY (detail schedule(s) attached as applicable)	ORIGINAL GRANT Request	ORIGINAL GRANTEE MATCH (participation)	TOTAL PROJECT
1	Salaries (detail attached)	\$0.00	\$0.00	\$0.00
2	Student Wages (detail attached)	\$0.00	\$0.00	\$0.00
3	Benefits (detail attached)	\$0.00	\$0.00	\$0.00
4	Honoraria (detail attached)	\$3,000.00	\$0.00	\$0.00
5	Supplies (detail attached)	\$2,000.00	\$0.00	\$0.00
6	Food (detail attached)	\$6,000.00	\$0.00	\$0.00
7	Facilities (detail attached)	\$0.00	\$0.00	\$0.00
8	Travel / Conferences (detail attached)	\$11,000.00	\$0.00	\$0.00
9	Stipends (detail attached)	\$15,000.00	\$0.00	\$0.00
10	Other (Specify) (detail attached)	\$0.00	\$0.00	\$0.00
11	Total In-Kind Expense	\$0.00	\$0.00	\$0.00
<b>13</b>	<b>GRAND TOTAL</b>	<b>\$37,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

GRANT BUDGET DETAIL	
LINE-ITEM DETAIL FOR: SALARIES	AMOUNT
TOTAL	\$0.00
LINE-ITEM DETAIL FOR: STUDENT WAGES	
TOTAL	\$0.00
LINE-ITEM DETAIL FOR: BENEFITS	AMOUNT

GRANTEE

TBR

<b>TOTAL</b>	<b>\$0.00</b>
<b>LINE-ITEM DETAIL FOR: HONORARIA</b>	
	<b>AMOUNT</b>
Training Workshop, August 2009, honorarium for speaker	1,500.00
High School Philosophy Conference May 2010, honorarium keynote speaker	1,500.00
<b>TOTAL</b>	<b>\$3,000.00</b>
<b>LINE-ITEM DETAIL FOR: SUPPLIES</b>	
	<b>AMOUNT</b>
Printing and copying costs for advertising of program and conferences related to program.	2,000.00
<b>TOTAL</b>	<b>\$2000.00</b>
<b>LINE-ITEM DETAIL FOR: FOOD</b>	
	<b>AMOUNT</b>
Training Workshop, August 2009	2,500.00
High School Philosophy Conference May 2010	3,500.00
<b>TOTAL</b>	<b>6,000.00</b>
<b>LINE-ITEM DETAIL FOR: FACILITIES</b>	
	<b>AMOUNT</b>
<b>TOTAL</b>	<b>\$0.00</b>
<b>LINE-ITEM DETAIL FOR: TRAVEL/CONFERENCES</b>	
	<b>AMOUNT</b>
Gas and mileage for instructors	1,500.00
Travel cost for key note speakers-August 2009 Workshop and High School Philosophy Conference May 2010	2,500.00
Travel to conferences for instructors and faculty advisor (see attached)	7,000.00
<b>TOTAL</b>	<b>\$11,000.00</b>
<b>LINE-ITEM DETAIL FOR: STIPENDS</b>	
	<b>AMOUNT</b>
2,500 per semester for each instructor—2 participants	10,000.00
2,500 per semester for faculty advisor	5,000.00
<b>TOTAL</b>	<b>\$15,000.00</b>
<b>LINE-ITEM DETAIL FOR: OTHER</b>	
	<b>AMOUNT</b>
<b>TOTAL</b>	<b>37,000.00</b>

\*Funding will not be approved for international travel, equipment, textbooks, library books, hardware, or software.



PROGRAM AREA:

TBR Access and Diversity Grant ( Multi year)

THE FOLLOWING IS APPLICABLE TO EXPENSE INCURRED IN THE PERIOD: July 1, 2010 through June 30, 2011

	EXPENSE OBJECT LINE-ITEM CATEGORY (detail schedule(s) attached as applicable)	ORIGINAL GRANT Request	ORIGINAL GRANTEE MATCH (participation)	TOTAL PROJECT
1	Salaries (detail attached)	\$0.00	\$0.00	\$0.00
2	Student Wages (detail attached)	\$0.00	\$0.00	\$0.00
3	Benefits (detail attached)	\$0.00	\$0.00	\$0.00
4	Honoraria (detail attached)	\$500.00	\$0.00	\$0.00
5	Supplies (detail attached)	\$1,000.00	\$0.00	\$0.00
6	Food (detail attached)	\$3,000.00	\$0.00	\$0.00
7	Facilities (detail attached)	\$0.00	\$0.00	\$0.00
8	Travel / Conferences (detail attached)	\$6,000.00	\$0.00	\$0.00
9	Stipends (detail attached)	\$22,000.00	\$0.00	\$0.00
10	Other (Specify) (detail attached)	\$00.00	\$0.00	\$0.00
11	Total In-Kind Expense	\$0.00	\$0.00	\$0.00
<b>13</b>	<b>GRAND TOTAL</b>	<b>\$32,500.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

GRANT BUDGET DETAIL	
LINE-ITEM DETAIL FOR: <b>SALARIES</b>	AMOUNT
TOTAL	\$0.00
LINE-ITEM DETAIL FOR: <b>STUDENT WAGES</b>	
TOTAL	\$0.00
LINE-ITEM DETAIL FOR: <b>BENEFITS</b>	AMOUNT
TOTAL	\$0.00

GRANTEE

TBR

LINE-ITEM DETAIL FOR: <b>HONORARIA</b>	AMOUNT
Keynote speaker for High School Philosophy conference	500.00
<b>TOTAL</b>	<b>500.00</b>
LINE-ITEM DETAIL FOR: <b>SUPPLIES</b>	AMOUNT
Printing and copying costs for advertising of program and conferences related to program.	1,000.00
<b>TOTAL</b>	<b>\$1,000.00</b>
LINE-ITEM DETAIL FOR: <b>FOOD</b>	AMOUNT
Training Workshop May 2010	1,000.00
High School Philosophy Conference May 2011	2,000.00
<b>TOTAL</b>	<b>3,000.00</b>
LINE-ITEM DETAIL FOR: <b>FACILITIES</b>	AMOUNT
<b>TOTAL</b>	<b>\$0.00</b>
LINE-ITEM DETAIL FOR: <b>TRAVEL/CONFERENCES</b>	AMOUNT
Gas and mileage for instructors	1,000.00
Travel cost for keynote speaker for High School Philosophy Conference May 2011	1,000.00
Travel to conferences for instructors and faculty advisor (see attached)	4,000
<b>TOTAL</b>	<b>\$6000.00</b>
LINE-ITEM DETAIL FOR: <b>STIPENDS</b>	AMOUNT
2,500 per semester for each instructor—4 participants	20,000.00
1,000 per semester for academic advisor	2000.00
<b>TOTAL</b>	<b>\$22,000.00</b>
LINE-ITEM DETAIL FOR: <b>OTHER</b>	AMOUNT
<b>TOTAL</b>	<b>32,500.00</b>

PROGRAM AREA:

TBR Access and Diversity Grant ( Multi year)

THE FOLLOWING IS APPLICABLE TO EXPENSE INCURRED IN THE PERIOD: July 1, 2011 through June 30, 2012

	EXPENSE OBJECT LINE-ITEM CATEGORY (detail schedule(s) attached as applicable)	ORIGINAL GRANT Request	ORIGINAL GRANTEE MATCH (participation)	TOTAL PROJECT
1	Salaries (detail attached)	\$0.00	\$0.00	\$0.00
2	Student Wages (detail attached)	\$0.00	\$0.00	\$0.00
3	Benefits (detail attached)	\$0.00	\$0.00	\$0.00
4	Honoraria (detail attached)	\$0.00	\$0.00	\$0.00
5	Supplies (detail attached)	\$0.00	\$0.00	\$0.00
6	Food (detail attached)	\$2,000.00	\$0.00	\$0.00
7	Facilities (detail attached)	\$0.00	\$0.00	\$0.00
8	Travel / Conferences (detail attached)	\$0.00	\$0.00	\$0.00
9	Stipends (detail attached)	\$22,000.00	\$0.00	\$0.00
10	Other (Specify) (detail attached)	\$0.00	\$0.00	\$0.00
11	Total In-Kind Expense	\$0.00	\$0.00	\$0.00
<b>13</b>	<b>GRAND TOTAL</b>	<b>\$24,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

GRANT BUDGET DETAIL	
LINE-ITEM DETAIL FOR: <b>SALARIES</b>	AMOUNT
TOTAL	\$0.00
LINE-ITEM DETAIL FOR: <b>STUDENT WAGES</b>	
TOTAL	\$0.00
LINE-ITEM DETAIL FOR: <b>BENEFITS</b>	AMOUNT
TOTAL	\$0.00

<b>LINE-ITEM DETAIL FOR: HONORARIA</b>	<b>AMOUNT</b>
<b>TOTAL</b>	
<b>LINE-ITEM DETAIL FOR: SUPPLIES</b>	<b>AMOUNT</b>
<b>TOTAL</b>	
<b>LINE-ITEM DETAIL FOR: FOOD</b>	<b>AMOUNT</b>
Training Workshop August 2011	1,000.00
High School Philosophy Conference May 2012	1,000.00
<b>TOTAL</b>	<b>2,000.00</b>
<b>LINE-ITEM DETAIL FOR: FACILITIES</b>	<b>AMOUNT</b>
<b>TOTAL</b>	<b>\$0.00</b>
<b>LINE-ITEM DETAIL FOR: TRAVEL/CONFERENCES</b>	<b>AMOUNT</b>
<b>Total</b>	
<b>LINE-ITEM DETAIL FOR: STIPENDS</b>	<b>AMOUNT</b>
2,500 per semester for each instructor—4 participants	20,000.00
1,000 per semester for faculty advisor	2,000.00
<b>TOTAL</b>	<b>22,000.00</b>
<b>LINE-ITEM DETAIL FOR: OTHER</b>	<b>AMOUNT</b>
<b>TOTAL</b>	<b>24,000.00</b>

### **Narrative explanation of travel:**

Our program has affinities with a movement in Philosophy called *Philosophy for Children*. The movement began in the 1960s. The American Philosophical Association has recently formed a committee on Pre-College Instruction of Philosophy and that committee regularly holds workshops and conferences across the United States in order to present research on the implementation of Philosophical training in the schools. The American Philosophical Association Eastern Division Meeting, for instance, recently hosted a session on pre-college instruction of Ethics. The faculty advisor and the Graduate students participating in our program will benefit from participating in these conferences. We also seek funding to pay for travel for our keynote speakers. Because of their high profile these speakers will draw attention to our program and are essential in the first years of the program.