**IDI Grant Examples**

Eligible

1. A professor wants to review her courses to identify avenues to integrate diversity and inclusion into the class material. To both speed up the process and provide a learning experience for an interested grad student, the professor applies for a grant to fund a short-term graduate assistantship position to spearhead the project. She receives the grant; once the project is complete, the classes are revamped and the insights gathered by the professor are shared with other faculty members interested in doing the same thing.
2. A student is a member of an on-campus organization. While he and a few of his fellow student leaders are interested in the topic, the organization has never hosted an event exploring how what they do contributes to the campus dialogue around diversity. He applies for a grant to help fund an event plan to bring a prominent speaker to campus that was also a member of the organization to talk about why diversity and inclusion are so important to the group and the university. He receives the grant, and the event is a success. As a result of the event, his fellow members consider diversity an avenue for engaging fellow students and attracting new members, even after he graduates.
3. A staff member works in an office that she believes would benefit from having someone on the team able to train others in the office around diversity and inclusion. She does some research and finds there is an upcoming professional development workshop series in Virginia around her working area and diversity. She applies for a grant to cover the cost of registration, and receives the grant. Upon returning to campus, the staff member shares what she learned with her colleagues and the office draws upon her training when hiring new members to the team.

Ineligible

1. A professor teaches a class on race and gender in his field. Because of this, he gets invited to present at a national conference over the summer and applies for a grant to cover transportation cost for his two graduate assistants to attend as well. His request is not granted because, though related to diversity and inclusion, the event takes place off-campus and does not produce a clearly defined educational impact.
2. A student has always been interested in diversity as it relates to her major field of study. As a junior, she took an independent research class to study the literature around this topic to determine how the field has been studying diversity so far. Now, she hopes to her write her senior thesis on the same subject and applies for a grant to fund travel to other universities to gather data on their degrees of diversity involvement in the subject. Her request is not granted because the project, while involving academics and diversity, does little to involve GW and share her experience or insight with others on the campus.
3. A staff member is in charge of planning a large, annual event that has a component relating to diversity and inclusion. He applies for a grant to help cover the cost of booking the event space so more funds are available for the keynote speaker. His request is not granted because, while related topically, the event doesn’t expand on its current exploration of diversity or the audience it reaches.