

In addition, here are the responses to the questions:

1. What was the goal(s) of your grant?
 1. **2015/2016 Goal:** To change the paradigm through which students view disability, challenge stereotypes, and foster inclusive social norms in the JMU community.
 2. **2017/2018 Goals:** There are two main goals associated with this project. The first goal is to enhance diversity and inclusivity educational experiences for future educators in the PHETE program at the graduate level, when students are able to evaluate, synthesize, and apply coursework from a variety of classes, resulting in innovation and culmination of learning goals. The second goal is to propose research about diversity and inclusive practice into the scholarship, service, and teaching approach of the professor (Dr. McKay), and of the academic unit (Kinesiology).

2. What were the outcomes of the project for which the grant was awarded?
 1. **2015/2016 Outcomes:** (1) Diversity efforts at James Madison University were enhanced through purposeful integration of Paralympian contact and disability sport education into the General Education program. (2) Students were engaged in a disability awareness and education program that focuses on physical activity. (3) Research on attitudes, the variables that impact attitude change, the operationalization of contact theory, and supporting inclusive university communities was conducted and disseminated.
 - i. McKay, C., & Park, J.Y. (2019). The Impact of Paralympic Skill Lab on College Student Cognitive Attitudes Toward Inclusive Lifetime Sport and Fitness. *The International Journal of Kinesiology in Higher Education*, (3)3, 67-76. DOI: 10.1080/24711616.2018.1551732
 - ii. McKay, C. (2018). The value of contact: unpacking Allport's contact theory to support inclusive education. *Palaestra*, 32(1), 21-25.
 2. **2017/2018 Outcomes:** (1) The syllabus and course outcomes in KIN 655 were revised to include a focus on diversity and inclusivity practices that connect research to practice for Physical Education Teacher Education students. (2) Faculty research that pertains to best practice in inclusive physical education for individuals with physical disabilities and visual impairments was advanced, supporting innovation in best practice for inclusive teacher education pedagogy, and supporting the dissemination of diversity related research at JMU.

3. Was the grant valuable to your teaching, research, and/or service? Please explain briefly.
1. **2015/2016:** The Provost Diversity Curriculum Grant was valuable to my teaching, research, and service as it allowed for me to bring diversity, access, and engagement focused learning experiences to cluster five, enhancing the KIN 100 program, and impacting a wide variety of JMU students. The project was highlighted on the CHBS and Kinesiology webpages, as well as in the Madison Magazine, and resulted in two publications (so far!).
 2. **2017/2018:** The Provost Diversity Curriculum Grant was valuable to my teaching and research, as it supported the enhancement of diversity and inclusivity educational experiences for the pre-service teachers in the PHETE program graduate KIN 655 course. The syllabus and course outcomes in KIN 655 were revised to include a focus on diversity and inclusivity practices that connect research to practice for PHETE students. Research and practice were brought to life, and students reported that the course components and project that were added as a result of this grant were a course highlight, and a meaningful learning experience. This project also has supported a variety of research advancements in my line of research, including a manuscript in-process.

4. Did the curriculum grant spark new ideas and would you apply again when you become eligible?
- Yes, and yes! I love the manner in which the grant sparks new ideas and allows me to be innovative and purposeful in enhancing diversity and inclusive educational experiences, as well as engagement, research, and service experiences at JMU. I will definitely apply again when I become eligible.