

Writing an Effective Proposal for Teaching Grant: Focusing on Student Success & Scholarship of Teaching and Learning

CETL- Center for Excellence in Teaching and Learning
Oakland University

Student Success

- * What does “student success” mean?
- * In small groups discuss and share

Learning Outcomes

Participants will be able to:

- Define and describe “student success” in light of this teaching grant
- Review the Grant application and process
- Review the eligibility of the grant
- Review the criteria for evaluation
- Develop steps and strategies in writing an effective grant focusing on each component
- Engage in questions and answers

Student Success

- * Goal # 1 of OU Strategic Plan- To foster student success through a robust teaching and learning environment and student support services
- * Institutional goal =Retention....
- * Teaching and Learning (CETL) goal= enhanced learning in courses, life skills, deep learning, transfer of learning

What would increased student success look like in your class

- * Discuss in small groups

Student Success

- * Increased grades- (lower DFWI- “Ds”, “Fs”, “withdraws” & “incompletes”)
- * Increased learning- meeting learning outcomes
- * Transfer of learning- application and transfer
- * Life skills- effective communication, conflict resolution, problem solving, critical thinking
- * Professional dispositions

How can you enhance student success in your courses

- * Discuss

Enhancing student success in your classes

- * Adding rubrics
- * Providing feedback and revision
- * Transformative Teaching and Learning
- * Service Learning
- * Study abroad
- * Team Based Learning
- * Problem Based Learning

This year's Teaching Grant

- * Focusing on enhancing student success in your course & engaging in the scholarship of teaching and learning (SoTL)

Introduction

- * \$3,000.00 grant to enhance excellence in teaching and learning that focuses on student engagement, active learning, meeting learning outcomes and student success.
- * **Proposals must include evidence based practices in teaching and learning that enhance student success and detail how these active teaching and learning strategies will be implemented and evaluated (SoTL)**
- * Up to five grants of \$3,000 each will be awarded yearly. The award will be distributed in two installments; \$1,000 will be provided at the beginning of the grant (summer) and the remaining \$2,000 will be given upon submission of the final report.

Purpose

- * To give faculty time and funding to work on instructional improvement projects in their field that involve activities and time beyond the teaching preparation normally expected of faculty.
- * To promote and advance teaching and learning that enhances student success
- * To promote and advance the Scholarship of Teaching and Learning (SoTL)
- * It is expected that the project will be implemented and assessed within the next academic year. During the past 12 months or for the coming year, applicants may not be working on any other funded teaching grants similar to the proposed project.
- * Proposals for *new courses* or for significant course *redesign* should be based on innovative teaching methodologies, development of new teaching materials for active teaching and learning, and/or new technologies that are grounded in evidence-based practices.

Eligibility

- * Tenure-track, tenured faculty, and full-time teaching instructors (i.e. special instructors, full-time adjunct and visiting professors) may apply for the grant.
- * Special Lecturers and Part-Time instructors who have taught a minimum of 24 credits at Oakland may also apply.
- * Each application must be supported (signature on cover sheet) by the applicant's chair/program director.
- * Two or more faculty working collaboratively may submit a proposal for a single fellowship with division of payment for each participant indicated.

Application Procedure

- * The applicant should:
 - * sign the proposal cover sheet
 - * obtain signatures from the department head and appropriate dean/director (scan cover sheet)
 - * submit one complete proposal (with scanned cover sheet) as attachments to CETL at cetl@oakland.edu.
 - * Applicant names should not appear on any page of the proposal other than the cover sheet.
 - * DEADLINE: March 31st 5:00 p.m.

Proposal for Excellence in Teaching and Learning Grant

Cover Page

Faculty Name:

Date:

Rank:

Number of Years Teaching at OU:

If Part-Time, Number of total credits taught:

Department:

Email address:

New ~~Course~~ / Course Redesign (circle one)

Course Title:

Course Number:

Course Description (from Catalogue):

Which term to you intend to teach this course with the new innovations?

Have you previously taught this course?

When?

Typical number of enrollment in course?

Are you planning to seek Human Subjects Approval (IRB)?

Name of Chair/Department Head:

I, _____, have read and approve this proposal and support this faculty member applying for the Excellence in Teaching and Learning Grant for this coming academic year. The professor will be teaching the above course within the next academic year.

Signature of Chair: _____

If awarded this grant, _____, agree to the requirements of this project.

Signature of Faculty Member: _____

Project Requirements

1. Proposal- as outlined

- * Cover page- with signature of chair/dean
- * Proposal- up to 3-5 pages

2. Proposal acceptance by late April- \$1,000 awarded

3. Summer planning and preparation- note: if you plan to “publish” your results you will need to seek Human Subjects (IRB) approval during the summer semester.

4. Course implementation- Course to be taught between Summer II 2016-Winter 2017

5. Course evaluation- how you will assess the impact of “innovations”

6. Final Report- submitted **within one semester** following course implementation.

- * Length- 3-5 pages
- * Remaining \$2,000 will be provided at this time

Report to include:

- * Summary of project
- * Examples of innovations used to increase engagement, active learning, meeting learning outcomes and student success.
- * Evaluation of project advancing the scholarship of teaching and learning
- * Analysis and discussion of evaluation
- * Next steps and follow-up

7. Dissemination of Project- You will be expected to share the results of this project through a presentation at CETL and are encouraged to present or publish elsewhere.

Project Proposal

The proposal should be approximately **three- five** typed, double-spaced pages and must address the following:

- 1. Description of the need for the design or redesign of the course to enhance student success**
- 2. Description of the project**
- 3. Evidence-based practices that demonstrate excellence in teaching and learning (supported with references)**
- 4. Impact on learning.**
- 5. Evaluation of project.**
- 6. Timeline.**

Selection Criteria

- * **(20) Problem/need:** the degree to which the project or course design/redesign addresses a significant pedagogical need and will enhance student success and its likelihood of success in addressing the need specified.
- * **(30) Evidence-based practices in excellence in teaching and learning:** the degree to which the approaches are innovative for the individual, the department, or the field, and pedagogically sound; and the degree in which active learning strategies are planned to be implemented, supported with research and citations
- * **(20) Potential impact:** potential for enhancing student engagement, active learning, meeting learning outcomes and increasing student success.
- * **(20) Evaluation:** appropriateness and effectiveness of the proposed evaluation process in assessing the impact of the project on student learning.
- * **(10) Time Commitment:** Clear evidence that significant time (beyond the normal course preparation time) will be devoted to planning, implanting and assessing this course.

CETL Teaching Grant Student Success and SoTL Evaluation Criteria

Name (of course):

Date:

Reviewed by:

	Rating	Comments	
Problem/need: the degree to which the project or course design/redesign addresses a significant pedagogical need focusing on student success and its likelihood of success in addressing the need specified.	/20		
Evidence based practices toward enhancing student success in teaching and learning: the degree to which the approaches are grounded in evidence based practice and the degree to which these practices will be planned and implemented. Effective practice research should be cited.	/30		
Potential impact: potential for increasing student success by enhancing student engagement, active learning, meeting learning outcomes, etc.	/20		
Scholarship of Teaching and Learning: appropriateness and effectiveness of the proposed evaluation process in assessing the impact of the project on student learning. Planned dissemination of data	/20		
Time Commitment: Clear evidence that significant time (beyond the normal course preparation time) will be devoted to planning, implanting and assessing this course.	/10		
	Total= /100		

Additional Comments:

Award Grant: YES NO PERHAPS in FUTURE with Revisions

Description of the need for the design or redesign of the course

- * Indicate the concerns/issues with current student success in course/department/institution
- * Why is it necessary to develop new instructional approaches?
- * In what ways does this project go beyond normal teaching preparation?

Description of the project.

- * How will this course design or redesign address the need described in item one?
- * Student Success- retention and/or “deep learning”
- * Describe, in particular, the innovative and creative aspects of the project.

Evidence based practices that demonstrate excellence in teaching and learning

- ❖ In what ways are these innovative/ effective approaches for teaching and learning excellence for you, your department, or your field?
- ❖ Explain how new approaches will be incorporated.
Provide pedagogical support

Appropriate Examples

- * Flipped classrooms
- * Problem based learning
- * Team based learning
- * Peer learning
- * Implementing authentic assessments and constructive alignment
- * Differentiated Instruction
- * Universal Design of Learning
- * On-line learning
- * Service learning
- * Team teaching approach

Expected, normal Course Prep that would not lead to a grant award

- * Adding or revising content
- * Revising simple assignments
- * Updating syllabus

Impact on learning

- * Describe how you expect this project to improve student success, student engagement, student learning outcomes.
- * Clearly describe the relationship between the proposed activities and the anticipated student learning outcomes.

Scholarship of Teaching and Learning

- * The Scholarship of Teaching and Learning (SoTL) recognizes teaching as scholarly work and encourages faculty to use research to better understand and improve their own teaching practices.
- * Systematic study of own teaching practices
- * Dissemination of results

Scholarship of Teaching and Learning Resources through CETL

<http://www.oakland.edu/cetl/promote>



INSTRUCTIONAL FAIR	SCHOLARSHIP OF TEACHING & LEARNING	STUDENTS FOR EXCELLENCE IN TEACHING	TEACHING EXCELLENCE WINNERS	CELEBRATING OU AUTHORS
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CETL Faculty Fellow Dana Driscoll began a Faculty Development Institute on the Scholarship of Teaching and Learning (SoTL) in 2013-2014, which brought a cohort of faculty together to investigate how to turn their teaching practices into scholarship. In order to cultivate a culture of scholarly teaching, Driscoll has developed content for creating scholarship of teaching and learning. Sections below include

- [Overview of the Scholarship of Teaching and Learning](#)
- [Scholarship of Teaching and Learning: Key Teaching and Learning Concepts](#)
- [Creating Scholarship on Teaching and Learning](#)
- [Research Ethics and Institutional Review \(IRB\)](#)
- [Scholarship of Teaching and Learning: Assessing and Measuring Student Learning](#)
- [Research Tools for the Scholarship of Teaching and Learning](#)

For questions about resources and work in the Scholarship of Teaching and Learning at OU, contact us at cetl@oakland.edu.

[Overview of the Scholarship of Teaching and Learning](#)

[What is the Scholarship of Teaching and Learning?](#)

[What's the Difference Between SoTL and Other Kinds of Educational Research?](#)

[Scholarship of Teaching and Learning: Key Teaching and Learning Concepts](#)

Prepared by Dr. Dana Lynn Driscoll, Department of Writing and Rhetoric and CETL Faculty Fellow, driscoll@oakland.edu

This page provides an overview to some basic concepts within the teaching and learning literature that are useful for SoTL researchers. There are many more, but this is meant to introduce the reader to the basics. For those interested in learning more about educational research topics and areas of interest, please consider reading the entirety of *How People Learn* as well as reviewing *The Learning Classroom: Theory into Practice* course for more information.

- *How People Learn* (Full book in PDF): http://www.nap.edu/download.php?record_id=9853
- *The Learning Classroom*: http://www.learner.org/courses/learningclassroom/support_pages/index.html

[How Learning Occurs](#)

[Principles that Help Facilitate/Support Learning](#)

[Outcomes of Learning](#)

[CETL Library Books on SoTL](#)

Evaluation

- * Include a proposed assessment plan that will evaluate the effectiveness of the course or project on the quality of student learning resulting from the new approach to teaching developed with this grant.
- * Multiple methods of evaluation are encouraged.
- * Evaluation measures might include midterm assessments, peer reviews, student focus groups, pre-and post-tests, questionnaires, end of term student ratings, interviews, samples of student work, reflective student writing, etc.

Time-Line

- * Indicate the proposed timeline for the project from the preparation and planning during the summer period, through actual implementation with students when the course is taught, and the point at which final assessments and your final report will be completed.
- * Please include the percentage of a normal work week (40 hours), during the summer period that will be devoted to this project.

Tips to help write an effective proposal

- * Demonstrate the implementation that will enhance student success through “innovations in teaching and learning”, “active learning”, “student engagement”, “learning outcomes”, using evidence-based practices (citations) that enhance teaching and learning excellence
- * Include specific examples of what you plan to do
- * Establish clear need and rationale
- * Support with pedagogy (research on teaching practice)
- * Demonstrate how this goes “beyond normal planning”
- * Develop clear evaluation procedures that focuses on the Scholarship of Teaching and Learning
- * Address each component in application with focus on the evaluation criteria
- * 3-5 pages well written

Examples of Strong Proposals

- * CETL has examples of strong proposals that have been awarded grants in the past.
- * Feel free to review them.

Questions and Answers

- * Please feel free to contact me at ableser@oakland.edu or at 248-370-2455 if you have any questions
- * Judy Ableser- Director