

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

Discussion

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

Discussion

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

Discussion

How can you enhance student
success in your courses?

Brainstorm individually

Enhancing student success in your classes

IMPROVED PERFORMANCE

- * Adding rubrics
- * Providing feedback and revision

WITHIN CLASSROOM

- * Team-Based Learning
- * Problem-Based Learning

BEYOND CLASSROOM

- * Transformative Teaching and Learning
- * Service Learning
- * Study Abroad

CETL and Campus-Wide Initiatives

- * CETL Faculty Development Institute - Redesign foundation courses in increase student success
- * G2C Project - Two teams working on reducing DFWI and increasing student success

This Year's Teaching Grant

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

Purpose

- * To fund faculty time to work on instructional improvement projects
- * To advance teaching and learning that enhances student success
- * To advance the Scholarship of Teaching and Learning (SoTL)

Application

- * Proposals *new* courses or for significant course *redesign* must include evidence-based practices in teaching and learning; implementation and evaluation (SoTL)
- * *NEW this year* - Accepting team (2 collaborators) applications
- * Implemented and assessment within the next academic year
- * Final report describing implementation and evaluation after implementation has been executed
- * Applicants may not be working simultaneously on any other funded teaching grants
- * Each application must receive chair/program director approval

Grant Fund Allocation

- * A number of grants of \$3,000 each will be awarded yearly (totally over \$20,000)
- * 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
- * Team (2 collaborators) applicants each receive a total of \$3,000 (\$6,000 between the two)
- * Teams may submit one team proposal, but must complete individual final reports

Eligibility

- * Full-time faculty
- * Part-time faculty who have taught a minimum of 24 credits at Oakland

Appropriate Collaborative Team Proposals

Two faculty

- * Co/Team-teaching a course
- * Teaching two sections of the same course
- * Interdisciplinary/cross-listed taught by two
- * Two courses in a program series

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: Sunday, March 26, 2017

Grant Cover Page- Individual

note: Name should only appear on this cover page- in proposal itself do not use faculty name

CETL Center for Excellence in Teaching and Learning
OAKLAND UNIVERSITY

CETL Excellence in Teaching and Learning Grant Student Success and the Scholarship of Teaching and Learning (SoTL) Applications due Sunday, March 26, 2017

Cover Page for individuals
REMEMBER: This should be the only place in the entire application where names/identifiers appear.

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 (highlight one)
Course Title: _____
Course Number: _____
Course Description(s) (from catalog): _____

OAKLAND UNIVERSITY
Center for Excellence in Teaching and Learning

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275 Varner Drive
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(248) 370-2751
cetl@oakland.edu
oakland.edu/cetl

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Which term do you intend to teach this course with the new innovation? _____
Have you previously taught this course? If so, when? _____
Typical number of enrollment in course? _____
Are you planning to seek Human Subjects Approval (IRB)? _____

Applicant Agreement
If awarded this grant, _____ agree to the requirements of this project.
Faculty Member

Signature of Faculty Member: _____

Department Chair/Program Director Agreement
I, _____, have read and approve this proposal and support
dept chair/program director
_____ applying for the Excellence in
name of faculty member
Teaching and Learning Grant for this coming academic year. The faculty member will be
teaching the above course within the next academic year.

Signature of Chair: _____
Date: _____

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Cover Page- Team Proposal

note: Name should only appear on this cover page- in proposal itself do not use faculty name

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Cover Page for Teams
REMINDER: This should be the only place in the entire application where names/identifiers appear.

Faculty Names
Fill in remaining fields according to the number matched with your name here.

1. _____ 2. _____

Date: _____

Rank:
1. _____ 2. _____

Number of Years Teaching at OU: If Part-Time, Number of total credits taught
1. _____ 2. _____

Department:
1. _____ 2. _____

Email address:
1. _____ 2. _____

New Course / Course Redesign (highlight one)

Course Title:
1. _____ 2. _____

Course Number:
1. _____ 2. _____

Course Description(s) (from catalog):



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Cover Page for Teams
REMINDER: This should be the only place in the entire application where names/identifiers appear.

Which term to you intend to teach this course with the new innovation?
1. _____ 2. _____

Have you previously taught this course? If so, when?
1. _____ 2. _____

Typical number of enrollment in course?
1. _____ 2. _____

Are you planning to seek Human Subjects Approval (IRB)?
1. _____ 2. _____

Applicant Agreement

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

Signature of Faculty Team Member 1: _____

Signature of Faculty Team Member 2: _____



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Department Chair/Program Director Agreement

I, _____, have read and approve this proposal and support

_____ applying for the Excellence in

Teaching and Learning Grant for this coming academic year. The(ze) faculty member(s) will be

teaching the above course within the next academic year.

Signature of Chair: _____

Date: _____

Additional Department Chair/Program Director Agreement

If Faculty Team Member 2 is in a different department or unit.

I, _____, have read and approve this proposal and support

_____ applying for the Excellence in

Teaching and Learning Grant for this coming academic year. The(ze) faculty member(s) will be

teaching the above course within the next academic year.

Signature of Chair: _____

Date: _____



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Project Timeline

- 1. Proposal** - Cover page with signature of chair; Proposal 3-5 pages (team application can be longer)
- 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 2017-Winter 2018
- 5. Course evaluation** - How you will assess the impact of “innovations”
- 6. Final Report** – approx. 10 pages submitted **within one semester** following course implementation; remaining \$2,000 awarded
- 7. Dissemination of Project** - CETL presentation, other presentation, publication

Proposal

- 1. Description of the need for the design**
- 2. Description of the project using evidence-based practices**
- 3. Impact on learning**
- 4. Evaluation of project**
- 5. Timeline**

(Teams - include roles and responsibilities of each member and demonstrate how project is robust enough for team)

Selection Criteria

1. **(20) Description of the need for the design**
2. **(30) Description of the project using evidence-based practices**
3. **(20) Impact on learning**
4. **(20) Evaluation of project**
5. **(10) Timeline**

(Teams - include roles and responsibilities of each member and demonstrate how project is robust enough for team)

Selection Criteria Rubric

CETL Excellence in Teaching and Learning Grant Student Success and the Scholarship of Teaching and Learning (SoTL)

Evaluation Criterion Rubric

Name (of course):

Date:

Reviewed by:

Highlight One: Individual Proposal Team Proposal

	Rating	Comments
Problem/need: The degree to which the project or course design/redesign addresses a significant need that will enhance student success (high DFWI rates, low student success or engagement and its likelihood of success in addressing the need specified).	/20	
Evidence-based practices toward excellence in teaching and learning: Description of the project. The degree to which the approaches defined in the project description 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 enhancing student engagement, active learning, meeting learning outcomes and increasing student success.	/20	
Scholarship of Teaching and Learning: Appropriateness and effectiveness of the proposed evaluation process in evaluating the impact of the project on student learning. Outlines how the results will be disseminated.	/20	
Time Commitment: Clear evidence that significant time (beyond the normal course preparation time) will be devoted to planning, implanting and assessing this course. <i>For team proposals, persuasive rationale for the requirement of a team effort, including roles and responsibilities of each person and the robustness of the work to be done.</i>	/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 project and evidence-based practices

- ❖ How will this course design or redesign address the need?
- ❖ Student Success - retention and/or “deep learning”
- ❖ Describe, in particular, the innovative and creative aspects
- ❖ 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
- * Online 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

Assessment plan including multiple methods of evaluation, e.g.

- * 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

Timeline

- * preparation and planning during the summer period (percentage of a normal 40-hour work week)
- * actual implementation with students when the course is taught
- * final assessments and your final report will be completed.

For Team Proposal- include roles and responsibilities of each and how this is a robust enough project for 2 faculty. NOTE: Identify as Faculty #1 and #2 (do not use names)

Tips to help write an effective proposal

- * Establish clear need and rationale
- * 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
- * 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

Contact past CETL grant recipients to request samples of their proposals.

Call for Proposal

CETL

Center for Excellence in Teaching and Learning

OAKLAND
UNIVERSITY

CETL Excellence in Teaching and Learning Grant Student Success and the Scholarship of Teaching and Learning (SoTL)

Applications due Sunday, March 26, 2017

CETL is pleased to announce a grant to enhance excellence in teaching and learning that focuses on student engagement, active learning, meeting learning outcomes and student success that includes a research emphasis on the scholarship of teaching and learning. Proposals must include evidence-based practices focusing on increasing student success and detail how these strategies will be implemented and evaluated.

A total of over \$20,000 will be awarded [\$3,000 stipend per faculty member]. The stipend will be distributed in two installments: \$1,000 will be provided at the beginning of the grant work (summer), and the remaining \$2,000 will be given upon submission of the final report. Faculty can apply for the grant individually or in teams of two. A strong rationale for a team proposal must be provided (e.g., redesigning same course, team-teaching multiple courses).

Purpose

Grants are meant to give faculty time and support to work on instructional improvement projects in their field that involve activities and time beyond the teaching preparation normally expected of faculty.

The award will also focus on a project to examine, reflect on and evaluate your own teaching practice as a result of these innovations. It is expected that the project will be implemented and assessed within the next academic year. During this period, applicants may not be working on any other funded teaching grant similar to the proposed project.

Proposals for new courses or for significant course redesign should be based on evidence-based teaching methodologies, development of new teaching materials for active teaching and learning, and/or new technologies that enhance student success.

Eligibility

- Tenure-track, tenured faculty, full-time teaching instructors (i.e. special instructors, full-time adjunct and visiting professors), special lecturers and part-time instructors who have taught a minimum of 24 credits at Oakland may apply for the grant.
- Have not received a similar teaching grant within the past three years.
- Each application must be supported (signature on cover sheet) by the applicant's chair/program director.
- Teams of two working collaboratively may submit a single proposal, each participant receiving \$3,000 (each person receives \$1,000 upon acceptance; each receives \$2,000 after final report).

Attend the Teaching Grant Workshop
CETL is offering a workshop on Writing an Teaching Grant Proposal on Wed., March 8 at 12:00-1:30 pm. Register at oakland.edu/cetl/faculty-development/workshops. The workshop recording will be available in the "View Recording" link under PAST WORKSHOPS.

CETL Excellence in Teaching and Learning Grant Student Success and the Scholarship of Teaching and Learning (SoTL) Applications due Sunday, March 26, 2017

Project Requirements

1. **Proposal outline** - Only one proposal is required for teams.
 - Cover page with signature of chair/dean (only place where applicant name/identifier should be)
 - Proposal, 3-5 pages
2. **Proposal acceptance in April** - \$1,000 awarded to each participant
3. **Summer planning and preparation** - Note: if you plan to "publish" your results, you should seek Human Subjects (IRB) approval during the summer semester. Consult the Office of Research Administration as needed.
4. **Course implementation** - Course to be taught between Summer II 2017-Winter 2018 or for new courses, please list expected implementation date.
5. **Student Success and SoTL** - How you will reflect on and assess the impact on student success? How will you disseminate your findings?
6. **Final Report** - Submitted within one semester following course implementation. (Individual reports by each individual team member required.) 3-5 pages. Remaining \$2,000 (per faculty member) 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
 - Results of course evaluation
 - Analysis and discussion of evaluation
 - Dissemination of results
 - 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 3-5 typed, double-spaced pages and must address the following:

1. **Description of the need for the design or redesign of the course**. Why are you planning to develop and implement these evidence-based practices that enhance student success? What need is there for the redesign? In what ways does this project go beyond normal teaching preparation?
2. **Evidence-based teaching and learning practices**. In your description of the project, explain how this course (re)design will address the need described in No. 1. Provide pedagogical support for the evidence-based practices used in the project that enhance student success with appropriate citations.
3. **Impact on learning**. Describe how you expect this project to improve student success and engagement. Clearly describe the relationship between the proposed activities and the anticipated student learning outcomes.
4. **Scholarship of Teaching and Learning**. Include a proposed assessment plan that will evaluate the outcomes of the course or project on the impact of student learning resulting from the new teaching approach developed with this grant and your reflections on this process. Multiple methods of evaluation are encouraged, which 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. include how you plan to disseminate this information (including the possibility of seeking IRB approval if you plan to publish your results).
5. **Timeline**. 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. For team proposals, persuasive rationale for the requirement of a team effort, including roles and responsibilities of each person and the robustness of the work to be done.

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Team Proposals

Teams applying for this grant may submit one collective proposal that details the collective and individual responsibilities. The proposal should provide a rationale for why a team effort is required and how the work involved supports funding each team member \$3,000. As with individual grant recipients, each team member will receive \$1,000 upon grant acceptance. Each team member will need to submit their own individual final report in order to receive the final \$2,000.

Application Procedure

The applicant should sign the proposal cover sheet, obtain signatures from the department chair/program director (scan cover sheet) and 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. Completed applications are due by 11:59 p.m. on Sunday, March 26, 2017.

Selection Process

Proposals will be blindly reviewed by members of the CETL Advisory Board and will be ranked based on the selection criteria described below.

Selection Criteria

- (20) **Problem/need**: The degree to which the project or course design/redesign addresses a significant need that will enhance student success (high DPWI rates, low student success or engagement and its likelihood of success in addressing the need specified).
- (30) **evidence-based practices toward excellence in teaching and learning**: Description of the project and the degree to which the approaches defined in the project description are grounded in evidence-based practice and the degree to which these practices will be planned and implemented. Effective practice research should be cited.
- (20) **Potential impact**: Potential for enhancing student engagement, active learning, meeting learning outcomes and increasing student success.
- (20) **Scholarship of Teaching and Learning**: Appropriateness and effectiveness of the proposed evaluation process in evaluating the impact of the project on student learning. Outlines how the results will be disseminated.
- (10) **Time Commitment**: Clear evidence that significant time (beyond the normal course preparation time) will be devoted to planning, implementing and assessing this course. For team proposals, persuasive rationale for the requirement of a team effort, including roles and responsibilities of each person and the robustness of the work to be done.

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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
- * Today's presenter: Christina Moore, cmamoore@oakland.edu