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
What does “student success” mean?

In small groups discuss and share
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
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
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 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)
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)
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
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
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
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
Cover Page- Team Proposal

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

<table>
<thead>
<tr>
<th>Evaluation Criterion Rubric</th>
<th>Rating</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Problem/need:</strong> 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)</td>
<td>/20</td>
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<td><strong>Evidence-based practices toward excellence in teaching and learning:</strong> 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.</td>
<td>/30</td>
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<td><strong>Potential Impact:</strong> Potential for enhancing student engagement, active learning, meeting outcomes and increasing student success.</td>
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<td><strong>Scholarship of Teaching and Learning:</strong> 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.</td>
<td>/20</td>
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<tr>
<td><strong>Time Commitment:</strong> Clear evidence that significant time (beyond the normal course preparation time) will be devoted to planning, implanting 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.</td>
<td>/10</td>
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### 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?
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.
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
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

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

CECTL 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. The purpose of these initiatives is to promote active and innovative teaching practices that reinforce the importance of improving student success. The goal is to implement and expand what has been learned.

A total of over $15,000 will be awarded (minimum $1,000 per faculty member). The stipend will be distributed in two installments: $1,000 will be provided at the beginning of the grant year (summer), and the remaining $1,000 will be given upon submission of the final report. Faculty may apply for this individually or in teams of three. For a team proposal, the principal investigator must be a faculty member at Oakland University.

The purpose is to help faculty expand and enrich their teaching experiences through innovative teaching strategies and innovative learning experiences.

Project Requirements

1. Project proposal: A mini-project or project ideas is accepted.
2. Project proposal: A minimum of $1,000 is awarded to each participant.
3. Literature review and preparation: Either a live or recorded presentation at the Summer Faculty Development Institute.
4. Evaluation: Criteria to be developed and presented at the Summer Faculty Development Institute.
5. Evidence that project was implemented at the conclusion of the project.

Application Process

- Application deadline: April 15, 2017
- Application is reviewed and submitted to the CETL Advisory Board.
- Selection criteria: Based on the project, the project will be reviewed for funding.
- Application deadline: April 15, 2017
- Application is reviewed and submitted to the CETL Advisory Board.
- Selection criteria: The final grant decision is made by the CETL Advisory Board.

Project Proposal

The proposal should be a 2-page double-spaced page and include the following:

1. Description of the project and/or innovation of the course.
2. Objectives of the project and the expected outcomes.
3. Results of the project and the impact on student learning.
4. Evaluation methods and measures.
5. Implications for future teaching and learning.

The proposal should be submitted by April 15, 2017. The final grant decision will be made by the CETL Advisory Board.

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

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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