

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. *OUWB School of Medicine faculty and faculty who have received a similar teaching grant within the past three years are not eligible.*
- 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.

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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.
4. 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.
5. Scholarship of Teaching and Learning. Include a proposed assessment plan that will evaluate the outcomes of the course or project on the quality 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).
6. 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 DFWI 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, 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.*