



CALIFORNIA STATE UNIVERSITY, STANISLAUS
FACULTY CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

1 University Circle • Turlock California 95382
(209) 667-3216

CALL FOR PROPOSALS

Faculty Center for Excellence in Teaching and Learning (FCETL) Instructional Support Mini-Grants: Spring 2016

The Faculty Center for Excellence in Teaching and Learning invites proposals for grants up to \$500 to support efforts to enhance instruction, to promote innovative teaching and learning strategies, and to draw upon your expertise to expand university-wide attention to educational or social issues. Due to very limited resources, we expect the application process this year to be quite competitive.

Eligibility

All instructional faculty (including full and part-time lecturers) who are not currently members of the Faculty Development Committee are eligible to participate. Preference will be given first to those who haven't previously received an FCETL instructional support mini-grant. If you receive funding you are required to file a brief end-of-year report with the Faculty Center for Excellence in Teaching and Learning by December 23, 2016 describing the benefits of the funding and how it impacted your teaching and/or improved the campus climate for teaching and learning. Faculty who have not filed reports won't be considered for future mini-grants until final reports have been submitted to the Director of the Faculty Center.

Purpose

Instructional support mini-grants can be used for the following purposes:

- To develop and implement learning centered pedagogies.
- To promote innovative teaching and learning strategies.
- To facilitate effective assessment of learning centered pedagogies.
- To purchase instructional materials, supplies, software.
- To support travel to teaching related conferences, workshops, meetings, and research sites; travel to develop instructionally related skills; travel to learn and help implement innovative teaching strategies.
- To provide quality educational content that is more affordable for students.
- To support events/seminars open to faculty or the broader campus community that enhance the teaching and learning mission.
- To support retreats/workshops for curriculum development

If you have an idea for funding, but aren't sure if it would qualify, contact the Faculty Center at x-3216 for advice. Award money must be spent or encumbered as follows:

- Purchases using a Requisition: April 1
- Travel and reimbursements: June 13
- Supplies from Staples: June 16

In order to process awards applicants must provide original receipts documenting expenditures. Each eligible faculty member may submit one application. The application may include multiple projects provided the total funds requested don't exceed the \$500 maximum award. Requests may be submitted for projects/expenses incurred since August 19, 2015.

Deadlines

Grant proposals must be received in the Faculty Center no later than **noon on Monday, March 7, 2016**. Decisions will be made on March 10, 2016 and awardees notified soon thereafter. **Award criteria** Proposals will be judged primarily on their potential positive impact on teaching and student learning (**see attached rubric for details**):

- Potential positive impact on student learning and faculty teaching
- Number of students impacted
- Expected duration for the effect of this project

Application Procedure Complete the application form and project description, including your Department Chair's signature and return the original plus **eight (8)** copies (9 copies total) to the FCETL by the deadline.

Faculty Center for Excellence in Teaching and Learning

Instructional Support Mini-Grant Application Spring 2016

I. Requestor

Name _____ Date _____

Rank Professor Associate Professor Assistant Professor Full-time Lecturer Part-time Lecturer

Department _____

Phone (Office) _____ (Home) _____

Email Address _____

Signature of Applicant _____

II. Project/activity/purchase description

Please attach no more than one single-spaced page briefly describing the project/activity for which the funds are being requested and how this will benefit teaching and learning at CSU, Stanislaus. This description should include the following:

- IIa: A description of the proposed project/activity/purchase. Please be as specific as possible. For example, if your proposal is for travel, include conference titles, your role at the conference, dates, location; if your request is to purchase materials, include specific titles and descriptions of the material. Please include a time-line for completion of the project.
- IIb: A clear, compelling discussion of the positive impact on teaching and student learning that the project/activity/purchase will provide.

III. Please indicate the primary purpose of the proposed project/activity/purchase

- To develop and implement learning centered pedagogies
- To promote innovative teaching and learning strategies
- To facilitate effective assessment of learning centered pedagogies
- To purchase instructional materials, supplies, software
- To support travel to teaching related conferences, workshops, meeting, and research sites
- To provide quality educational content that is more affordable for students
- To support events/seminars open to faculty or the broader campus community that enhance the teaching and learning mission
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IV. Budget

Attach a separate sheet itemizing, describing, and justifying/explaining expenses for this proposal

Total cost of activity/project/purchases \$ _____

Total amount requested from mini-grant fund \$ _____

The budget justification may include an explanation of other funding sources explored.

V. Department endorsement

- I endorse this grant request.
- I do not endorse this grant request.

Explanation:

Name of Department Chair _____ Signature of Department Chair _____

Rubric for Mini-Grant Assessment

Name:

Category	5	4	3	2	1	%
Impact on Teaching and Learning	This request demonstrates the potential for a very high positive impact on student learning	This request demonstrates the potential for a high positive impact on student learning	There is an indication that this request will impact students in a positive manner	The depth of impact on student learning is somewhat questionable from the information presented	There is a lack of information presented regarding the expected impact on student learning	40%
Number of Students Affected	This request demonstrates that the learning of a large number of students will be positively affected on an annual basis	This request demonstrates that the learning of a moderate number of students will be positively affected on an annual basis	This request demonstrates that the project will have a positive impact on at least a moderate number of students every few years	There is limited information on the number of students potentially affected	There is a lack of information on the number of students potentially affected	10%
Duration of Impact	This request demonstrates that the duration of the impact of the project will be for many years	This request demonstrates that the impact of the project will be for at least a few years	There is an indication that the impact of the project will last longer than a year	There is limited information suggesting that the project might have an impact longer than the duration of the project itself	There is a lack of information on the duration of the impact of this project	10%
Purpose & Objectives	Well developed ideas and objectives	Objectives are present and are somewhat developed	The objectives are stated or implied, but not developed	The objectives are weak or of questionable pedagogical value	There is a general absence of any clear objectives present in the information provided	10%
Clarity of Request	The request is easily understood and <u>very</u> clearly links purpose, objectives, budget and outcomes	The information provided explains the request clearly links purpose, objectives, budget and outcomes	Sufficient information is given but more details would have been helpful; a few links among purpose, objectives, budget and outcomes are made	More information is necessary to understand how the purpose, objectives, budget and outcomes are linked	Not enough information is provided to consider this request; few to no links among purpose, objectives, budget and outcomes are made	10%
Budget Data	Budget is very detailed, well-stated, and well researched	Budget shows considerable detail and is reasonable for the request made	A budget is present that outlines the major expenditures	There is limited information provided about the budget expenses and how the funds will be spent	Insufficient information is provided to explain the monetary request	20%