

East Carolina University Faculty Senate
TEACHING GRANTS COMMITTEE
Guidelines for 2024/2025 Teaching Grant Application
(Resolution #23-59, October 4, 2023)

The purpose of these grants is to support new innovative and/or creative teaching approaches with aims to improve instruction at the University.

Eligibility for Teaching Grants

- Full time tenured, tenure-track, and fixed-term faculty members are eligible to apply for these grants. The Committee's evaluation criteria are included at the end of this document. A listing of previously funded proposals is available on the Committee's website at: <https://facultysenate.ecu.edu/teaching-grants-committee/>.
- Previous recipients of Teaching Grants projects are eligible if they have submitted all reports for previously funded Teaching Grants' projects and at least one academic year has elapsed since their last Teaching Grants award.
- Faculty from Academic Affairs and Health Sciences are eligible to apply.

Application Process

Submit the following materials by the deadline of **5 pm, Wednesday, November 29, 2023** to facultysenate@ecu.edu:

- 1) Teaching Grant Application
- 2) Budget
- 3) Appendices
- 4) Signature Form/Checklist signed by the applicant(s) and the Chairperson (or Dean, as appropriate) of each applicant's unit. (This should be a separate file from the rest of the application materials.)

NOTE: The Teaching Grant Application file should be submitted in WORD format. There is a blind review of the applications; therefore, the applicant's/applicants' name(s) should only appear on the Signature Form/Checklist and **not** appear anywhere in the separate Teaching Grant Application file.

NO PROPOSALS WILL BE ACCEPTED AFTER THE DEADLINE.

Application Material Guidance

Item 1: Teaching Grant Application

Because your proposal will be read by people from many disciplines, it should be clear and free of specialized terms, jargon, or technical language. The WORD file will be used for review; therefore, to ensure anonymity, the Teaching Grant Application should not include the signed Signature form or Checklist.

- (a) Proposal Title and Abstract (Page 1 of proposal).
The abstract should be between 100 and 200 words and indicate course number and title. **No proposal with an abstract containing more than 200 words will be considered.**
- (b) Proposal Narrative (Pages 2 to 5 of proposal)
The format of the proposal description must:

- Use Times New Roman 12-point font.
- Set 1" margins on top, bottom, and both sides of each page.
- Be no more than four, double-spaced pages.

No proposal with a narrative over four pages in length will be considered.

Include each of the following sections in your Teaching Grant Proposal Narrative:

- Purpose/Objective
 - The purpose of these grants is to support new innovative and/or creative instructional approaches with aims to improve teaching. Give specific objectives and student learning outcomes.
- Project Description (Approach/Method/Procedure)
- Need and Impact
 - The need and impact section should show the percentage of each relevant course that will be impacted, the level of the course, the normal size of the course, and how often the course will be taught. The course must have already been approved by all relevant committees. Applicants should seek Institutional Review Board (IRB) approval if required for the type of project (<http://www.ecu.edu/irb>). Make it obvious how the project will affect the applicant's/applicants' teaching and student learning outcomes.
- Schedule of Activities and Their Proposed Deadlines for the weeks of Summer Session 1. **Please provide a brief rationale as to why the proposed project requires summer stipend (if applicable) or why the project cannot be accomplished during the regular semester.** A summer stipend may be shared among more than one applicant on one proposal. **Proposals with more than one applicant must specify the unique contribution of each applicant.**
- Evaluation Plan

Part of your evaluation plan should include a short list of questions that will be submitted to the students in impacted classes and faculty evaluations. Make your evaluation plan is clear. Be specific as to what you intend to do to determine the effectiveness of your end product.

Item 2: Budget

- Complete the budget sheet (reference the Teaching Grant Application file).
- Attach a separate page to the budget that justifies and explains each line item requested.
- Travel requests must be directly related to the proposed project. The proposed travel items may not replace or supplement academic-unit travel funds. Requests to attend regularly held professional meetings or conferences should be thoroughly explained and justified.
- List any other sources of current or pending funding.
- Be specific on budget items. List to whom tuition or honoraria are to be paid, who is traveling where, how, and when, and your source of price estimates.
- Student wages are not an allowable expense.
- If an item is not applicable, please indicate by N/A.

Item 3: Appendices

The appendices (in the Teaching Grant Application) should include the following items, as applicable (a-g).

Additional supporting materials and appendices beyond a-g are discouraged.

- (a) Bibliography for the proposal.
- (b) List of courses you teach and your scholarly interests that are relevant to this proposal. If you have release time or compensatory time applicable during the proposed project period, provide brief details.
- (c) List of all proposal titles and dates of grants previously funded by the Teaching Grants Committee and include a brief synopsis of the outcomes and impact of that funding (maximum of 150 words). Report other associated grant proposals. Use template for previously funded teaching grants and other associated grant proposals (Appendix C) on Page 9.
- (d) If applicable, include the summative report for the most recently funded Teaching Grant.
- (e) If applicable, indicate IRB approval or evidence of application to IRB.
- (f) If consultants are to be used, provide their credentials and your rationale for hiring them.
- (g) If your project involves attending a workshop or seminar, attach a copy of the flyer or announcement. (These items must be discussed and justified in the proposal narrative.)

Item 4: Signature Form/Checklist

- Attach the Signature Form/Checklist in a separate file to ensure that you have completed all the necessary items. **The application process involves a blind review of the proposals; therefore, the applicant's/applicants' name(s) should only appear on the separate Signature Form/ Checklist, but not on the Teaching Grant Application.**
- All fields of this form must be completed. The electronically submitted signature form must include signatures of the applicant(s) and the unit head(s).

Committee Review:

The attached Proposal Review Form (Pages 6-7) shows the criteria that will be used by the Teaching Grants Committee to evaluate the grant proposal. This form should not be included in the application packet submitted to the Committee.

Examples of proposals that will not be considered for funding include:

- Proposals for courses that do not exist in the catalog and/or that have not been approved by all relevant committees by the time of submission.
- Proposals for course revisions that should be expected as usual course maintenance.
- Proposals for course development that does not include innovative or creative approaches and/or falls within normal workload expectations.
- Proposals that are primarily research focused and/or have been submitted/funded in the same year by the Research/Creative Activities committee.
- Proposals that develop a program handbook or recruitment materials.
- Proposals for mainly faculty training and development without implementation in the classroom.

The following proposals may be considered for funding:

- Proposals that involve discipline-specific faculty training, i.e., the proposal meets the following criteria:
 1. The application for the training is clearly related to the applicant's/applicants' teaching duties.
 2. Implementation of the training presents an innovation in the applicant's/applicants' teaching.
 3. A specific program of workshops to impart the training to other faculty is included in the proposal.
- For proposals that request a buy-out option for faculty with 12-month appointment, the proposal includes a plan on how the proposed innovative teaching approach will be continued in the future without buy-out.

Reports Grant Recipients Must Submit

The following reports must be submitted by the grant recipients to the Teaching Grants Committee by sending the reports to facultysenate@ecu.edu.

Summative Report. Attached is a copy of the Summative Report (Page 5) that must be completed by the grant recipients at the **conclusion** of the grant period. Summative reports are due no later than May 15, 2025, of the next academic year. Summative reports will be reviewed and scored using the Summative Report Evaluation Criteria (Page 8). Summative reports from previously funded grants must be on file with the Committee before an additional application will be considered.

**East Carolina University Faculty Senate
TEACHING GRANTS COMMITTEE
Summative Report for 2024/2025 Teaching Grant**

DUE: MAY 15, 2025

**Future grant proposals will not be considered unless this summative report
have been filed on all previous grants.**

Name: _____

Academic unit: _____

Grant # _____ please check one: Summer Stipend _____ Project Expense _____ Dual _____

Amount Awarded: _____

Grant Title: _____

(If possible, please limit the report to 5 pages.)

1. Give the status of this project (e.g., not begun, midway, completed). If project is not near completion, please explain.
2. What were the activities undertaken as stated in your proposal? How do they address your proposal objectives? How effective have your planning activities been towards completion of the proposal?
3. By what methods did you evaluate the effect of your project? What were the results?
4. In what ways has this project improved your teaching or course?
5. Did you make any changes to your project plan? If so, how did these changes impact the outcomes of your proposal? If you were going to do the same project again, what would you change?
6. Please include a 250-word abstract which may be used in university publications.
7. Please include a copy of the questions that you gave to students to evaluate the effect of your project, and examples of the student responses. If you wrote a manual, please attach a copy, or please provide the committee with other materials that will allow the committee to evaluate the project (e.g., in the case of software development, please include a disk).
8. Please include a budget report (not required for Summer Stipend proposals).
9. Please add any comments relating to problems with your project, new ideas, or suggestions derived through your communication with others that may be useful to the committee in evaluating and improving its effectiveness.

(Signature of Applicant(s))

(Date)

(Signature of Unit Head)

(Date)

**Please return to faculty senate@ecu.edu.
East Carolina University Faculty Senate
TEACHING GRANTS COMMITTEE
2024/2025 Proposal Review Form**

Type: Summer Stipend / Project Expense / Dual Proposal

Recommend Rank: High / Medium / Low

Proposal Title:

Is this proposal appropriate for Committee consideration, given our charge to recommend funding for projects to improve teaching? Yes No

Does this proposal conform to the required formatting and content guidelines? Yes No

Did the applicant provide adequate discussion of the impact of the previous funding?
 Yes No N/A

Please evaluate the proposal using the following scale: POOR (1) FAIR (2) AVERAGE (3) GOOD (4) EXCELLENT (5)

(Score each item 1-5, multiply the score by the number given for each item, and total the scores for each item)

1. Impact: ____ (x 7) = ____

Potential for specific faculty and/or student development for an approved course:

- Probability for enhancing teaching
- Stated expected outcome
- Related to teaching assignments: guides, supplements, tutorials, applications, CAI
- Demonstrated needs, or creativity and innovation

Some Examples of Inappropriateness:

- Research /Creative Activities
- Broad/General faculty development
- Administration-Related activities
- Lack of consideration of other more appropriate sources of funds on campus:
- Curriculum assessment/approval

Low Impact upon students/applicant:

- One-time vs. continuing impact
- Product development
- Focus on regulatory function (OSHA) rather than teaching-related goals/activities
- Emphasis of the proposal on teaching assistants rather than on the applicant and students

2. Management Design: ____ (x 5) = _____

- Clear purpose/objectives and description
- Realistic time management plan
- Appropriate/specific/reasonable budget (not required for Summer Stipend proposals)

3. Delineated Evaluation Plan: ____ (x 5) = _____

- Addressing the question raised in the proposal
- Rated the impact of the evaluation plan on the applicant's/applicants' teaching

4. Proposal Presentation: ____ (x 2) = _____

- Organization (Specified format and length of proposal etc.).
- Clarity of presentation

5. Impact of Previously Funded Grants: ____ (x 1) = _____

- New grant applicants will receive full points for this criteria.
- Previous grantees will be evaluated based on summative report for most recent grant.

TOTAL: _____

Comments/recommendations to applicant:

PLEASE DO NOT INCLUDE THIS PAGE IN THE GRANT SUBMISSION.

**East Carolina University Faculty Senate
TEACHING GRANTS COMMITTEE
Summative Report Evaluation Criteria**

5 points	The report <u>clearly</u> describes the status of the <u>completed</u> project. Methods for evaluating the effect of the project are <u>clearly</u> described, include multiple metrics, and clearly indicate that the project had a positive effect on the instructor's teaching and the students' learning. Appendices include examples of metrics used to determine effectiveness as well as a budget summary report.
4 points	The report describes the status of the <u>completed</u> project. Methods for evaluating the effect of the project are described, include multiple metrics, and indicate that the project had a positive effect on the instructor's teaching and the students' learning. Appendices include metrics used to determine effectiveness as well as a budget summary report.
3 points	The report describes the status of the project as <u>midway or in progress</u> . Methods for evaluating the effect of the project are described, include multiple metrics, but may not have indicated that the project had a positive effect on the instructor's teaching and the students' learning because the project is still under way. Appendices may include metrics used to determine effectiveness as well as a budget summary report.
2 points	The report describes the status of the project as <u>not yet begun</u> or <u>midway</u> . Methods for evaluating the effect of the project are described, include multiple metrics, but may not have indicated that the project had a positive effect on the instructor's teaching and the students' learning because the project is either still under way or has not yet begun. Appendices may include metrics used to determine effectiveness as well as a budget summary report.
1 point	The report describes the status of the project as <u>not yet begun</u> . Methods for evaluating the effect of the project are either not clearly described or are missing. Appendices may be missing or incomplete.

10-03-2022

PLEASE DO NOT INCLUDE THIS PAGE IN THE GRANT SUBMISSION.

Appendix C
East Carolina University Faculty Senate
TEACHING GRANTS COMMITTEE
Previously Funded Teaching grants and Other Associated Grant Proposals

1. List all proposal titles and dates of grants previously funded by the Teaching Grants Committee.

2. Include a brief synopsis of the outcomes and impact of that funding (maximum of 150 words).

3. Related Proposals

Are there other grant proposals (internal or external) associated with this proposal?

Yes No

If yes, please list the title of the proposal, name of the grant, the granting agency, and the status (funded or unfunded) in the space below.