



## APPENDIX H

### Description

This Faculty Development Program Special Teaching Component Initiative provides seed money to support multi-authored and/or interdisciplinary proposals for projects with innovations in teaching delivery systems/methods. Projects should relate to the unit/college mission(s). This initiative will support projects that require additional/replacement FTE for their implementation. Proposals will be reviewed and processed under the Faculty Development Program Teaching Component.

#### ***How Does This Differ From a Regular Teaching Component Proposal?***

Deans and units must formally agree at the outset to sustain the project for an additional matching time period if it satisfies the proposal's "terms of success" that are mutually agreed upon by the proposers, deans/units, and the Faculty Development Board. "Terms of success," which must be stated for each project year, are outcomes and evaluation criteria that define if a project is meeting intended ends. In this sense the proposal, once approved by all parties, constitutes a good-faith agreement.

The project may be a new course, which must be offered a minimum of two times over the two-year Faculty Development Program Special Teaching Component Initiative support period and two more times over the next two years during the dean's/unit's support period. Plans for assessment/revision after each course offering during the four-year time period must be tied to the project and course outcomes. Consequently, proposers are supported by the Faculty Development Program Special Teaching Component Initiative to launch and develop innovative teaching projects and resources to sustain projects will be forthcoming. A key expectation is that supported projects will result in long-term, sustainable curricular change or lasting pedagogical innovations.

#### ***Example Scenario of a Fundable Project***

A Faculty Development Program Special Teaching Component Initiative proposal lists three proposers from different departments who have agreed to develop a virtual interdisciplinary marketing course (either honors or gateway level) that uses expertise/sources from the World Wide Web, business and other leaders from the community and other universities. The course will be taught as a combination of lecture and virtual classroom on-line experiences. It is an alternative to an entry-level marketing course and could, in time, replace it. However, all proposers are at full load and the unit lacks the FTE to develop and offer the course other than on an overload.

The proposers request summer CAS under this Special Teaching Component Initiative to develop the course. They plan to offer it for the first time in the spring semester. They request reassigned time to teach it twice with assessment and revisions being done during/after each offering.

Their proposal and requests are supported by the Faculty Development Program, which provides initial support for CAS and the new FTE. The dean and unit will have formally agreed, in the letter included in the proposal, to support the new FTE for additional time beyond the initial Faculty Development Program supported development period.

Two years later the refined course is considered "successful," by the Faculty Development Program Special Teaching Component Initiative, using the proposal's "terms of success" (defined outcomes and evaluation).

Faculty Development Program Special Teaching Component Initiative support terminates, and the college (dean's) two-year support period begins. During the next two years enrollments continue to shift, and other courses may now have fewer sections because the students choose to take the new course. Unit staffing flexibility will increase.

At the end of the fourth year, resources needed and choice to sustain the course become the unit's responsibility. Project support for FTE terminates. Long-term change should result.

## Procedures

Submitted project proposals will be considered for multi-year project funding under the existing Procedures, Eligibility, and Proposals sections of the Faculty Development Program Special Teaching Component Initiative.

**A timeline of anticipated activities for each project year must be included for each participant. Clear and measurable evaluation criteria must be clearly stated in the proposal and agreed to by all parties (i.e., proposers, unit representatives, dean(s)).**

Proposers should keep their units and deans informed throughout proposal development because a letter of support from the dean(s) must be included. The letter will specify the sustaining resources that the dean(s) will allocate upon "successful" completion of the Faculty Development Program funding project period.

The Faculty Development Program Special Teaching Component Initiative will support project proposals that are deemed acceptable for concept, "terms of success," specified outcomes and evaluation criteria, and required/necessary financial resources (e.g., CAS, reassigned time, auxiliary expenses). After Faculty Development Program Special Teaching Component Initiative support is recommended, the involved dean(s) will formally reaffirm their commitment to the funded proposal.

## Eligibility

Proposers whose final reports have not yet been evaluated by the Faculty Development Board or whose projects have been deferred are eligible for future CAS and/or auxiliary funding. Proposers whose projects are past due are not eligible for consideration. Refer to General Information (Section II) for details. Call ext. 3215 if you have questions regarding a project's status.

Awards for **projects involving human subjects** are contingent upon approval from the UW Oshkosh Institutional Review Board. For **projects using animals**, awards are contingent upon approval from the UW Oshkosh Animal Use and Care Committee. Contact the College of Letters and Science to obtain information and application forms.

## Prereading Service

Information sessions and a prereading service are available. To request a prereading, submit one copy of the proposal draft (typed, single spaced) to the Faculty Development Office at least three weeks prior to the submission deadline. An experienced reviewer will critique the draft. While this does not guarantee subsequent approval, reviewer comments may help improve the final version.

## Proposals

The Faculty Development Board will issue a request for proposals approximately two months prior to the proposal deadline. Proposers are encouraged to discuss their plans with department/unit Chairs, recent holders of Teaching Component grants, members of the Faculty Development Board Teaching Committee, and colleagues. The proposal undergoes the Teaching Component's review process, as follows:

1. Submit **six stapled copies of the proposal, including two copies with a cover sheet**, to your department/unit chair and dean. The dean's office keeps one copy with a cover page and sends the remaining five copies, including one with the signed cover page, to the Faculty Development Office before the announced deadlines. The cover sheet is available in Appendix C, from the Faculty Development Office, or on-line at: <http://www.uwosh.edu/grants>.
2. Double-blind review: Because the review process is double blind (neither the proposer nor panelist knows the others identity), proposals and other materials must be written in a manner that maintains anonymity. Proposers must ensure that neither their name nor any other identifying information appears in the proposal and or other materials. The review process will end if a proposal or other materials reveals the proposer's identity in any way. In such cases, the proposal will be returned to the proposer at the end of the cycle without a recommendation for funding. When necessary (for example when citing one's self, in support letters, etc.) the word "author" should be inserted in place of the proposer's name.
3. Proposals must include:
  - a. an abstract,
  - b. a proposal narrative,
  - c. a timeline,
  - d. clear and measurable evaluation criteria,
  - e. a budget (include CAS/reassigned time request and auxiliary support; i.e., supplies/materials, student assistance, etc.) and justification for each item, and
  - f. a letter of support from the dean(s).

**Abstract** – A one-page summary of proposal.

**Proposal Narrative** – Five to eight sequentially numbered pages describing your project (single-spaced, no smaller than 12-point type). The proposal should be **understandable to those outside of the discipline**. A proposal may require additional sections, but proposals are evaluated (1-10) on each of the following content items, including writing quality (see Teaching Proposal Evaluation Form in Section III).

- a) **Development Opportunity/Problem.** Define and explain the importance of the teaching opportunity/problem. Demonstrate proposer familiarity with the literature and the proposer's current relevant activities. Tell how you anticipate this course/methodology will replace/augment current practice.
- b) **Objectives of the Proposed Project.** Specify project objectives for each proposer. Identify the specific skill, knowledge, or ability to be acquired or developed by each proposer. Tell how project objectives support the professional development.
- c) **Professional Development.** Discuss how the proposed activities will lead to significant professional development. Complete a self-assessment of each proposer's strengths and weaknesses. Explain how this project is related to other professional development efforts (completed or planned).
- d) **Importance of Project to Department/Unit.** Explain how the project is related to current or planned department/unit or college curriculum. Include a letter from the dean(s) explaining how the proposal relates to an existing or planned curriculum, explaining the need for this project, and indicating a commitment to make resources and facilities available. **This letter must not identify the proposer(s).**

- e) **Importance of Project to Students.** Explain the near-future impact of the project on UW Oshkosh students (number of students impacted is not a consideration) and how the project will improve instruction.
- f) **Activities and Timeline.** Describe how the activities and timeline are appropriate to accomplish the stated objectives, specific course and student outcomes, and clear evaluation criteria for terms of success. Explain how the activities are appropriate for the requested support over the entire duration of the project. Provide a realistic timeline and tell how you arrived at the time estimates. Detail the activities for each proposer being sure to make the case for the involvement (based on CAS/reassigned time requested) of all proposers. Demonstrate that all required items (e.g., equipment, supplies, software, consultants, library resources) are available or planned for. If people are to be interviewed or observed, demonstrate that their permission/acceptance or agency/institution permission/acceptance (as relevant) has been obtained (attach a support letter/e-mail, as appropriate). Describe what problems might occur and how the proposer(s) would address them.
- g) **Above Load.** Explain why the proposed activities are substantially beyond the proposer's normal professional responsibilities. Delineate part-of-load and supported activities. Show that an exceptional case exists to allow funding for the following "part-of-load" activities:
- review/revision of course materials,
  - evaluation of books, software, equipment, etc. for potential use in teaching,
  - study of books, journals, and other media to stay current in proposer's field, and
  - preparing course and program proposals or preparing to teach a new course in an area of proposer's current expertise.
- h) **Evaluation.** Describe "terms of success" (specific and measurable student and course outcomes), as well as professional development outcomes for each proposer by which successful completion of each phase of the project will be evaluated. Also, describe how you will measure them and criteria for success. Definitions of realistic and measurable terms of success are critical for the successful approval of these projects. **Acceptance of stated terms of success must be included in the support letter from the Office of the Dean(s).** Each phase of the project may have different terms of success that build upon one another. Support of these projects is intended to lead to long-term changes in teaching.
- i) **Clear and Concise Writing.** The majority of the **panelists will be from outside the proposer's subject field.** Therefore, avoid technical jargon and define terms/concepts. Proofread for organization, grammar, readability, clarity of objectives, sufficiency of details, length of proposal and legibility. Panelists are instructed to "grade low" rather than to "give the benefit-of-the-doubt" when they cannot understand crucial ideas.

## Budget Requests and Justification

- a) **CAS/Reassigned Time/Auxiliary Funds.** Faculty and teaching academic staff may request CAS, reassigned time (a maximum reduction in teaching load of three credits per semester), and/or auxiliary funds in support of a project. The proposal must state the level of CAS and/or reassigned time for each individual. Link budget requests to the specific, measurable student and course outcomes (terms of success) that have been specified. The dean's letter specifying resource allocation to this project must be included. The maximum amount of CAS that can be requested at any time across all components cannot exceed 15% of the proposer's salary.

Salary support up to 15 percent per proposer may be awarded if **a clear and convincing case is made to justify that level of CAS support. CAS requests for several proposers must justify**

**multiple participants, and identify activities and expected professional development for each proposer.**

**Proposal writing, literature searches and report writing are not eligible for CAS support.** If CAS or auxiliary support is approved at an amount less than requested because the level of support was not adequately justified, the proposer may accept or decline the award or complete the project at the approved amount. The grant recipient cannot negotiate for lesser project outcomes because the Board has approved a lesser amount.

If auxiliary funds are requested, the proposal narrative must contain an "Auxiliary Funds Justification" section. The Faculty Development Board will not provide funding for items more than \$500, including equipment, books, computer software (for special software purchases, see Special Auxiliary Budget Software Initiative, Appendix G), or other items for which the use-life extends beyond the project period. Requests will be considered for items less than \$500 and supplies or services that are consumed in the activities of the project. Computer literature searches will not normally be supported as an auxiliary expense.

- b) **Travel.** Support for out-of-state or out-of-country travel must be justified. If projects require travel in consecutive years, justify the objectives and outcomes for each year.
- c) **Student Support.** If requested, justify the number of student hours (hourly wages that exceed the minimum wage must also be justified). Student job descriptions and hourly wages are subject to approval by Human Resources.

## Yearly and Final Report

Do not resubmit funded proposals following the initial year. A detailed yearly progress report that addresses the original proposal's "terms of success," and approved by the Faculty Development Board Teaching Committee, will suffice for continued funding. If terms of success need to be modified, requests should be made in the yearly progress report. A letter from the supporting dean is required indicating his/her support of modified terms of success.

A project is assigned an evaluation date when approved for funding. A final project report is due on or before this evaluation date and should include:

- a summary of project objectives and activities,
- evidence of tangible products produced,
- an abstract of not more than 250 words on the final report abstract form provided by the Faculty Development Office (also available on-line),
- a self-analysis of the professional development achieved by each grant recipient,
- details of how the proposed project objectives were achieved, or
- an explanation of why proposed outcomes were not achieved (the project may be deferred or declared past due).

See General Information (Section II) for more information about types of support, report due dates, project evaluation procedures, project report deferral and past-due projects or contact the Faculty Development Office (ext. 3215).