

## 2016-2018 TEACHING ENHANCEMENT AWARDS CALL FOR PROPOSALS

### PURPOSE

The Teaching Enhancement Awards (TEA) were established to promote the scholarship of teaching and learning at Cleveland State University. In keeping with the University's mission of student success, this year's awards will continue to focus on faculty who are interested in initiating and developing projects that make substantial changes in pedagogy or delivery methods based on current education research that will enhance student success and retention. Lower division classes with high enrollment are the primary target for this round of awards.

### ELIGIBILITY

**Teams** of full-time faculty, including regular tenured faculty and tenure-track appointments, and college lecturers are eligible to apply in one of the two categories listed below.:

- 1) Teams of at least two faculty members whose proposal is aimed at revitalizing a lower division course (100-200 level) with an enrollment of 100 or more students per academic year (across all sections of the course).
- 2) Team of at least two faculty members whose proposal is aimed at revitalizing a lower division course (100-200 level) with fewer than 100 students per academic year.

### DETAILS OF AWARD

- The team will receive a total summer stipend of \$8,800. Teams will elect how they will split the stipend.
- The awards will be paid out as follows:
  - \$1,000 per team in summer 2017
  - \$7,800 per team upon completion of project and submission of report in June 2018

### PROJECTED TIMELINE

**November 2016**- there will be two optional informational meetings about preparing the proposal:

- Friday, November 18 from 10:45am to 11:45am in MC 212

OR

- Tuesday, November 22 from 11:30am to 12:30pm in MC 212

Please register at <https://www.csuohio.edu/cfe/cfe-workshop-registration> and feel free to bring a snack or a lunch.

If individuals are unable to attend one of these two sessions, you are welcome to email Dr. Joanne Goodell at [j.goodell@csuohio.edu](mailto:j.goodell@csuohio.edu) to schedule a ½ hour appointment to discuss your proposal.

**Wednesday, December 21, 2016** – Course revitalization proposals are due

**January 2017** – Proposals selected for funding by the CFE Director and Review Panel

**Wednesday, February 1, 2017** – Notification of award status

**Spring 2017** – Mandatory TEA Teaching Academy for award recipients (dates/time TBD)

- **Teaching Strategies Workshop**

This 2.5 hour workshop is geared specifically toward the best practices in the field and will investigate and discuss current teaching and classroom assessment strategies.

- **Evaluation Strategies and Project Closeout Report workshop**

This 2.5 hour workshop looks at evaluation strategies, as well as the TEA requirements and suggestions for the closeout report.

**Spring/Summer 2017** – Course development by selected faculty

**Summer 2017** – Payment of \$1,000 stipend

**Fall 2017/Spring 2018** – Pilot of revitalized course

**Spring 2018** – Evaluation of fall pilot and continued pilot of revitalized course

**Friday, June 29, 2018** – Final evaluation report is due; balance of stipend will be paid after receipt of final report.

## **REPORTING REQUIREMENTS**

A final report must be submitted to the Center for Faculty Excellence no later than June 29, 2018. The report should include the evaluations of the course pilots for both Fall 2017 and Spring 2018. The report should also include a summary and critique of the course revitalization and suggestions for further improvements. The final stipend payment will be made once the final report has been received.

## **APPLICATION REQUIREMENTS**

The application must be prepared using a 12-point or larger font, single-spaced, on 8 ½ x 11” paper with 1” margins and should consist of the following sections:

**Section 1 Cover Page:** The application cover page is provided (attached to the email announcement) as a MS Word document and has to be completed in its entirety.

**Section 2 Project Description (Maximum 5 pages):**

*A: Course Description.* Include the course title along with the catalogue description and the number of students who enrolled in this course during the 2016/2017 academic year. Briefly explain why students enroll in this course (e.g. is it a major requirement, general education course, etc.). Outline the major goals and intended outcomes of the course.

*B: Problem and Purpose.* Provide details of the problems or issues faculty and students typically encounter in this course, citing data to support your case where appropriate. Clearly outline the changes you are planning, making reference to “best practices” in teaching and learning that support your plan. Discuss the potential impact of your changes. Provide an overview of your project that explains the significance of this course to student retention and success at CSU.

*C: Evaluation.* Clearly outline how you will evaluate the success of your initiative. Using the data cited in Part B above as a starting point, be specific about what data will you collect and analyze during and after the trial period to demonstrate the impact of the proposed changes.

**Section 3 Description of Team Members and Roles (Maximum 1 page per team member)**

Describe the qualifications and background of each team member outlining his or her motivation for wanting to be part of this project. Further, clearly describe the role of each team member in teaching this course in previous semesters, in the piloting of the revised course, and in designing the course. Explain and justify how you will split the stipend among the team for both the first and second year.

**Section 4: Teaching Philosophy (Maximum 1 page per team member)**

Provide summary of each team member’s teaching philosophy.

**Section 5: Abbreviated Curriculum Vitae (Maximum 3 pages per team member)**

Provide an abbreviated curriculum vitae for each member. Include details of education, dates attended, field(s) of study and degrees granted. Include employment details and list of courses taught at CSU in the last 3 years (or fewer if you are a faculty member who has been at CSU fewer than three years). Include any publications, presentations or professional development attended related to the scholarship of teaching and learning.

While some technology related aspects may be included, the primary focus should be on incorporating better teaching and learning strategies.

**Note:** Faculty who would like to use the data collected and results of this project for future conference presentations or publications should consider getting IRB approval for a research project.

**DIRECTIONS FOR SUBMITTING THE PROPOSAL**

Applicants are required to use the official cover page attached to the email announcement which is a MS Word document. Once all sections of the proposal are complete, please consecutively number all proposal pages in sections 2-5, then compile the cover page with sections 2-5 into a single PDF file. Use the following naming convention for your file.

leadfacultylastname.initial\_TEA\_Proposal\_16-18.pdf

For example, mine would be goodell.j\_TEA\_Proposal\_16-18.pdf

Email your application to [cfe@csuohio.edu](mailto:cfe@csuohio.edu) by **5pm on Wednesday, December 21, 2016**. The subject line should read “2016 TEA Proposal”.

Questions concerning the TEA may be addressed to Dr. Joanne Goodell, 216 687-5509/5426 or [j.goodell@csuohio.edu](mailto:j.goodell@csuohio.edu)

**CRITERIA**

The Director of the Center for Faculty Excellence will evaluate TEA proposals in conjunction with a group of senior faculty who have demonstrated teaching excellence. The evaluation form that will be used to evaluate the proposals is provided below. With faculty reviewers from many different fields across the University, the proposal should be written in a manner that is clear and unambiguous so that the proposal is understandable to readers completely outside the discipline.

**2016-2018 TEA Reviewer Evaluation Form**

Do **not** put your name on this sheet. Use additional sheets if necessary

**Proposal Title:** \_\_\_\_\_ **Proposal No.:** \_\_\_\_\_

The TEA criteria address the five key components below. With faculty reviewers from many different fields across the University, the proposal should be written in a manner that is clear and unambiguous so that the proposal is understandable to readers completely outside the discipline. Reviewer comments should give constructive feedback that could be used to improve the project and provide possible future direction if the proposal is not funded.

1. The course description, student enrollment motivations, major goals and intended outcomes of the course are clear and appropriate to the intention of the Teaching Enhancement Award program (up to **4 points**) \_\_\_\_\_

**Comments:**

2. The problem and purpose are clearly described and supported with appropriate data and discussion of best practices. (up to **6 points**) \_\_\_\_\_

**Comments:**

3. The evaluation plan is appropriate to the initiative, and will enable the team to determine the success of the changes and what aspects to consider in ongoing improvement efforts. (up to **6 points**) \_\_\_\_\_

**Comments:**

4. The team members' prior experiences, motivation, teaching philosophy and roles are clearly outlined with appropriate justification of stipend division. (up to **3 points**) \_\_\_\_\_

**Comments:**

5. The proposal adheres to formatting and page limit guidelines (1 **point**) \_\_\_\_\_

**Comments:**

**Total (max 20 points)** \_\_\_\_\_