APPLICATION GUIDELINES

CURRICULUM INNOVATION GRANT

Deadline: First Monday in March by 4:30 pm

This program supports the creation of new courses needed to keep our disciplinary, interdisciplinary and general education programs current in content, quality and delivery. Proposals should address courses that serve to enhance the overall quality of curricula, or the college's commitment to expanding student knowledge and skills related to diversity and intercultural issues, or to embed evidence-based learning practices (like those introduced in the books *Make it Stick* and *Minds Online*).

Curriculum Innovation Grants will support course creation for current programs and for new programs that are being prepared for approval.

Areas this program supports:
- Pervasive changes in pedagogical approaches that require significantly greater faculty effort than would be considered a normal part of their responsibilities. Demonstration of this is crucial to the success of a proposal (examples of acceptable projects include: creation of a course outside of one's current area of expertise, at the request of the department; collaboration with external partners for service learning, internships, field trips, etc…).
- Course creation or revisions that are in line with departmental, program, and institutional priorities; revisions to existing courses must be major and not superficial.

Areas this program does not support:
- Course revisions or course development that would be considered a normal part of the responsibilities of a faculty member in their own areas of expertise (*e.g*., incorporating new active learning strategies or assessments; collaborative assignments; creating a new course within one's area of current expertise).
- A course that is being designed for online teaching for the first time, since other funds are available for such development.
    - **Note:** This restriction can be waived with a letter from the Dean of Extended Learning indicating their refusal to support the development of the course).
- Development of programs (e.g., a new minor).

DEADLINE: Proposals will be solicited once in each academic year. Projects will be completed over the summer. Assigned time during the academic year will not be supported by this program. **You must fully complete the application paperwork, have all signatures on the routing sheet, and upload all of your application-related documentation using [Google Forms](#) by 4:30 PM on the day of the deadline.**

FUNDING: A faculty member may receive funding up to $2,400 for work on one course, with a maximum summer stipend of $2,000. Funding up to a total of $3,600 (with no person receiving more than a maximum summer stipend of $2,000) may be requested for collaborative work among multiple instructors of the same course. Funding may be used for instructor stipend(s), travel, or materials used by instructor(s) to prepare for the new course. Funds may not be used to purchase equipment or materials to be used by students enrolled in the course; such items must be requested and funded through normal channels (e.g., Penfield Library for curriculum materials; TIP funding for computer and other instructional technologies; department funding for supplies and equipment; etc.). The Committee on Learning & Teaching (COLT) may recommend adjustments in the requested budget.

ELIGIBILITY: All full and part-time teaching faculty, librarians, and non-teaching professionals are eligible to apply with the following restrictions:
- Applicants may receive a Curriculum Innovation Grant, if they have not received a Faculty SCA Grant or a Faculty-Student Challenge Grant within the same academic year.
- No grants are awarded to individuals who will be on sabbatical at the time they would receive the grant.
- Persons who have had a Curriculum Innovation Grant funded are not eligible in the following academic year (hence if your most recent award was in Spring 2019, you are again eligible until Spring 2021).
- Persons who have previously received a Curriculum Innovation Grant, but who have not filed a final report with the Provost's office, are not eligible.
- Persons who are not on term or continuing appointment are eligible only if the support letter from their department chair or similar overseer indicates that, to the best of their knowledge, the individuals will return to teach in the fall following the receipt of a grant.

REVIEW COMMITTEE AND CRITERIA FOR EVALUATING PROPOSALS: Proposals will be read and evaluated by the Committee on Learning & Teaching (COLT). COLT will not rate proposals from members of their department, although they may answer questions about the field of the activity. Recommendations will be submitted in priority order to the Provost for final approval. Although COLT is not informed about decisions regarding support of proposals, feedback will be available from the chair of COLT for applicants, so that improvements can be made in future applications. The criteria used for evaluating proposals are summarized on the rating sheet at the end of this document. Please use the rating sheet to review your proposal before submission.

FINAL REPORT: Award recipients are required to submit a course proposal (or course changes) to the appropriate Curriculum Council (undergraduate or graduate) early in the fall semester following the award. Following the course being delivered, grant recipients will complete a Final Report through Google Forms. This report will need to include: (1) a copy of the course proposal; (2) the course syllabus; (3) a brief report that includes a final description of the course innovations supported by the grant and the assessments used to document student learning outcomes as a result of these innovations.

Recipients are strongly encouraged to present the project at a workshop hosted by the Center for Excellence in Learning and Teaching.

REQUIREMENTS CHECKLIST

Each application should contain the following:

- ❑ Routing Sheet

- ❑ Statement of support from appropriate Chair(s)/Directors(s). Letter should address the following when relevant/appropriate:
    - ❑ How new courses fit into the program and how it affects a faculty member's regular rotation of courses.
    - ❑ Should confirm that applicants who are not on term or continuing appointment will return to teach the course in the fall following the receipt of the grant.
    - ❑ How the course is in line with departmental or programmatic goals.

- ❑ Proposal (no longer than 3 pages single-spaced)
    - ❑ Description of course innovation: Give a broad outline of the content to be covered. What are the pedagogies to be employed? What are the proposed learning outcomes for students? What assessments will you use to document student learning outcomes as result of these innovations? This will be considered to be a preliminary draft, since the work of the project is to develop these pieces.
    - ❑ Justification for course innovations: What new developments in the discipline and/or new directions/developments for a program necessitate this innovation? How does the proposal support current department and campus-level priorities and initiatives? How does this proposal fall outside the faculty member's current expertise and normal course development/ improvement responsibilities? The grants are designed to fund targeted innovations, and not just tweaks of existing courses. Make explicit how the proposed course ties into this.
    - ❑ Description of faculty effort and qualifications to complete course innovations: What will (each) faculty member involved in the course innovation project do during the grant period? What methods or procedures do you propose to use in order to meet your course innovation goals? What professional training and experience do the applicants bring to bear on this project in order to complete it successfully?
        - • **Note**: If individuals other than the applicants are named in the proposal as providing support, confirmation letters from these individuals must be included.

- ❑ Budget
    - ❑ Budget Sheet
    - ❑ Budget Justification and Explanation (no longer than 1 page): Provide a narrative that explains and justifies the specific costs listed on the budget sheet. Budget submissions for all proposals should document efforts to obtain funding from other sources, including funding of materials and equipment to be used by students enrolled in the course by internal and external sources.

        Requests to travel to conferences or workshops associated with course innovation activities will be considered, but the contribution of the travel to the project must be persuasively justified. Be as specific as possible. Only propose travel if it is absolutely necessary (consider alternatives like Skype, Google Hangouts, etc.). Also consider other on campus funding possibilities if this program is not a clear match (UUP-IDAP for professional development and OIEP for travel courses).

- ❑ Current condensed Curriculum Vitae (2 pages maximum) highlighting relevant teaching and research/creative activity.

    With any questions regarding this grant, please contact cig@oswego.edu.

2020 Curriculum Innovation Grant
RATING SHEET

This sheet will be used by the review committee to rank Curriculum Innovation Grant applications.

Description of course innovations: Are the broad outline of the content to be covered and pedagogies to be employed described? Have the proposed learning outcomes and assessment been specified?

(0-4 points) _____

Justification for course innovations: Is it clear that developments in the discipline and/or new directions/ developments for the program necessitate this innovation? Does the proposal support current department and campus-level priorities and initiatives? How does this proposal fall outside the faculty member's current expertise and normal course development/improvement responsibilities?

(0-4 points) _____

Description of faculty effort and qualifications to complete course innovations: Is it clear each faculty member involved in the course innovation project will do during the grant period? Are the proposed methods or procedures likely to meet course innovation goals? Is the professional training and experience of the proposer(s) adequate/ appropriate in order to reach success?

(0-5 points) _____

Budget justification and explanation: Is a persuasive narrative included that explains and justifies the specific requests for stipends for participants, travel expenses, supplies, and other costs listed on the Budget Sheet? Does the Budget Sheet document efforts to obtain funding from other sources?

(0-5 points) _____

Overall Quality: Does the application include all of the elements found under "requirements"? Is the application clear to a non-expert audience? Is the application well written? Is the proposed project innovative? Does the applicant emphasize teaching/learning best practices?

(0-5 points) _____

TOTAL POINTS = _____ **/ 23**