

# CENTER FOR TEACHING AND LEARNING GRANT PROGRAM (CTLGP)

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

**Deadline: Monday, October 15, 2007, 4 pm, CTL (Library 209)**

## PURPOSE and ELIGIBILITY REQUIREMENTS

The CTLGP is designed to aid in achieving Cal Poly's commitment to teaching excellence and the resulting quality enhancement of the learning experience. Its purpose is to assist faculty at the assistant and associate professor ranks (probationary or tenured) to engage in course enhancement activities, particularly course redesign or course development through assigned time, travel support, equipment, and/or funding for student assistance. Specific goals of the program are:

- Enhance Student Learning
- Faculty Improvement Opportunities
  1. Redesign a Course(s) to Improve Learning and Efficiency
  2. Participate in Scholarship of Teaching and Disseminate Results
  3. Seek Outside Funding Opportunities
  4. Learn to Find, Choose, and Use Existing Resources
- Make Course Change Based on Pedagogy - Don't Just Add Technology
- Set High Expectations
- Build a Community of Faculty
- Approaches for Enabling with Technology
  1. Make Small changes in a Single Faculty Member's Section of a Course
  2. Redesign a Single/Multiple Faculty Member's section(s) of a Course
  3. Transform Course (All Sections)

Selected faculty will be eligible to receive up to \$5,800 per year. Participants are limited to one award each year and three awards total. Approximately, \$80,000 is available for these grants. Funds must be used by September 30, 2008.

Course enhancement activities include implementing innovative teaching strategies, content, and/or instructional materials, including, but not limited to the following examples:

### **Course Redesign:**

- 1) redesigning a course to integrate a range or combination of online or web-enhanced features (beyond posting syllabi and lectures on a website) such as interactive email, chat rooms, online tests, online surveys, or bulletin boards;
- 2) course transformation by redesigning the pedagogy and/or the delivery of a course to 50% or greater non face-to-face instruction by incorporating hybrid/on-line methodology;
- 3) developing and integrating innovative instructional materials such as course-related software, and/or learning tools; or, the integration of innovative teaching strategies;
- 4) adapting a course to incorporate new instructional or learning needs;
- 5) implementing new teaching skills acquired from a teaching workshop or training; and/or
- 6) integrating innovative or interdisciplinary course content and learning activities through course redesign.

Preference will be given to proposals in which enhancements use sound pedagogical methods to engage the students in active learning using such techniques as cooperative learning, studying cases, team-based learning, and use of technology.

The references in Appendix A should provide support for proposal development. For proposal advice and/or consultation, please contact Joe Grimes (6-2088, [jgrimes@calpoly.edu](mailto:jgrimes@calpoly.edu)). He will be happy to discuss your draft proposal with you. **Note: A CTLGP information session will be held on September 17 and September 27 from 3:30 PM to 5:00 PM in CTL (Library 510B).**

### **Candidates for CTLGP funding must meet the following requirements:**

- Applicant must be an assistant or associate professor (probationary or tenured) at Cal Poly.
- Applicant's project must be a course redesign project that enhances student learning and success.
- The proposal should include a plan for assessing impact of teaching/learning success related to the project.
- The applicant must teach the new or redesigned course before or during Winter Quarter 2009.
- The project should be endorsed by the department and dean to ensure that the proposed new or redesigned course fits within established curricular objectives and goals.
- Applicants are encouraged to consider how the project results might be recognized as innovative by peers outside the University. (Many professional societies have a special division or section dedicated to undergraduate education. In addition, there is a variety of associations dedicated to higher education and the practice of teaching and learning. Some proposals may have potential for external funding from industry and/or grants.) If applicable, the project proposal should include a plan for where and when the project could be subject to external recognition and/or funding.
- Successful applicants must attend an orientation meeting on November 13, 2007 from 11:00 – 12:00 pm in the Center for Teaching and Learning (35-510B) Attendance at four additional meetings will be required during the winter and spring quarters. Awardees will present the results of their funded work in an exhibit and/or colloquium to be sponsored by the Center for Teaching and Learning during the 2008 -2009 academic year.
- In addition, those given an award for developing a hybrid/online course must participate in a weekly 1.5-hour workshop,, as needed, on Wednesdays from 3:00 to 4:30 PM during the Winter Quarter 2008 held in the Center for Teaching and Learning (35-510B). (Hybrid/online participants will receive instructional technologist support for advice regarding use of technology.) These courses must be fully developed and taught by the end of 2009 Winter Quarter.

### **APPLICATION GUIDELINES AND PROCEDURES**

1. By October 15, 2007, applicants must submit the following materials to the Center for Teaching and Learning for review by the Grant Review Committee:
  - Signed and completed application form must be submitted as an original hardcopy
  - CV or resume
  - Project Summary highlighting the primary elements of the project (150 words or less). This summary should cover all key elements of the proposal.
  - Project Proposal (2-4 pages) endorsed by the department head/chair and the dean.  
The CV or resume, Project Summary, and Project Proposal may be submitted either:
    - electronically to [jgrimes@calpoly.edu](mailto:jgrimes@calpoly.edu) as a **single** Microsoft Word or PDF document, OR
    - as a hardcopy
2. Applicants are responsible to ensure that completed applications and project proposals are received by the **Center for Teaching and Learning (Library 209)** no later than **Monday, October 15, 2007, 4 pm, CTL (Library 209).**
3. The Director of the Center for Teaching and Learning must approve any necessary changes to approved awards.
4. A written post-activity report must be presented to the Director of the Center for Teaching and Learning by the end of the Winter Quarter, 2009. A separate report must be presented within one

month following the quarter when the new or revised course is taught and must include an assessment of success. All expenditures must be completed by September 30, 2008.

## **PROPOSAL FORMAT AND REVIEW**

1. The Project Proposal must be a minimum of two pages and a maximum of four pages. The Project Proposal must address the criteria outlined in the following scoring table. Justification of budget items must be included in the Project Proposal.
2. Highest priority will be given to proposals that score the highest on the rubric in the matrix below.

## Proposal Scoring Matrix

Project Proposal Score	Excellent  (4 pts)	Very Good  (3 pts)	Good  (2 pts)	Poor  (1 pt)	Not Addressed or Extremely Poor  (0 pt)
Quality of new or enhanced student learning outcomes.					
Project employs active student learning strategies.					
Project is innovative.					
Project incorporates the use of technology to enable excellent pedagogical methods.					
The proposal clearly outlines a plan for assessing impact of teaching/learning success related to the project. The assessment plan clearly measures the learning outcomes.					
The project has potential for outside peer recognition or external funding.					
The project contributes to a broader field or the larger academic community beyond a single department (multiple programs, college(s), or beyond Cal Poly).					
Proposal contains a plan for dissemination of completed work.					
The proposal budget is appropriate and well justified.					
Overall quality of Project Proposal (clarity, organization, completeness and achievability).					
<b>TOTAL PROPOSAL SCORE (sum of points for all rows - 40 points max)</b>					

**CTLGP Application Cover Page 2007/08**

**CURRENT REQUEST AMOUNT:** \$ \_\_\_\_\_

**PREVIOUS OR CURRENT CAL POLY FUNDING (other sources, e.g., Faculty Development Grant, State Faculty Support Grant, etc):**

Year: \_\_\_\_\_ Amount: \$ \_\_\_\_\_ Type: \_\_\_\_\_

Year: \_\_\_\_\_ Amount: \$ \_\_\_\_\_ Type: \_\_\_\_\_

**CURRENT EXTRAMURAL (off-campus) FUNDING:**

Award Period/Dates: \_\_\_\_\_ Amount: \$ \_\_\_\_\_

Source: \_\_\_\_\_

Award Title: \_\_\_\_\_

Award Period/Dates: \_\_\_\_\_ Amount: \$ \_\_\_\_\_

Source: \_\_\_\_\_

Award Title: \_\_\_\_\_

If you have received previous CTL Grant support or other Cal Poly faculty development funding, please justify why current request is needed (e.g., different project, necessary funds to successfully complete or advance previously funded project); if you have extramural funding, provide justification for current CTLGP request.

**Name:** \_\_\_\_\_  
(Print/Type applicant's name) Signature) (Date)

**Department:** \_\_\_\_\_

**Rank:**

Probationary Assistant Professor: \_\_\_\_\_

Tenured Assistant Professor \_\_\_\_\_

Probationary Associate Professor \_\_\_\_\_

Tenured Associate Professor \_\_\_\_\_

Tenured Full Professor \_\_\_\_\_

**ENDORSED BY:**

The tenured department faculty members and I have reviewed and endorse this project proposal.

\_\_\_\_\_  
(Print/Type Department Head/Chair's name) (Signature) (Date)

Funding: grants implemented during academic year provide funding for assigned time at the university replacement level (\$1436 per unit). Grants approved for assigned time are funded at replacement level and colleges are expected to cover differential between salary level of faculty member and replacement funding (summer differential is higher).

\_\_\_\_\_  
(Print/Type Dean's name) (Signature) (Date)



# CTLGP Proposal 2007/08

Name: \_\_\_\_\_

Department: \_\_\_\_\_

Proposal Title: \_\_\_\_\_

**Proposal Summary: (150 words maximum highlighting primary elements of proposal)**

Attach Project Proposal (2-4 pages)

## **Appendix A**

### **Reference Material**

#### **LEARNING OUTCOMES**

Focus on the Student: How to Use Learning Objectives to Improve Learning

[http://www.boxesandarrows.com/archives/focus\\_on\\_the\\_student\\_how\\_to\\_use\\_learning\\_objectives\\_to\\_improve\\_learning](http://www.boxesandarrows.com/archives/focus_on_the_student_how_to_use_learning_objectives_to_improve_learning).

Observable Verbs for Cognitive Domain Instructional Objectives

<http://www2.gsu.edu/~mstmbs/CrsTools/cogverbs.html>

Writing learning outcomes for the Core Curriculum

[www.ncgia.ucsb.edu/education/curricula/giscc/units/format/outcomes.html](http://www.ncgia.ucsb.edu/education/curricula/giscc/units/format/outcomes.html)

#### **DEVELOPING LEARNING OUTCOMES**

Observable Verbs for Cognitive Domain Instructional Objectives

<http://www2.gsu.edu/~mstmbs/CrsTools/cogverbs.html>

Observable Verbs for Affective Domain Instructional Objectives

<http://www2.gsu.edu/~mstmbs/CrsTools/affverbs.html>

Mager's Tips on Instructional Objectives.

<http://www2.gsu.edu/~mstmbs/CrsTools/Magerobj.html>

#### **ASSESSING LEARNING OUTCOMES**

Internet Resources for Higher Education Outcomes Assessment

<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>

Using Scoring Rubrics

<http://www.calstate.edu/AcadAff/SLOA/links/rubrics.shtml>

RUBRICS - Resources for Math (This article contains a general discussion of rubrics.)

<http://www.missioncollege.org/depts/math/hobbs/Rubrics.html>

#### **LEARNING PRINCIPLES**

Learning Styles

[http://www.ncsu.edu/felder-public/Learning\\_Styles.html](http://www.ncsu.edu/felder-public/Learning_Styles.html)

Bloom's Taxonomy

<http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>

Significant Learning for Significant Living

<http://www.ou.edu/idp/significant/siglearning.htm>

Using the Theory

<http://www.artteacherconnection.com/pages/constructionism.htm>

Seven Principles for Good Practice in Undergraduate Education

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm>

Implementing the Seven Principles: Technology as Lever  
<http://www.tltgroup.org/programs/seven.html>

**TEACHING/LEARNING PROFESSION (Scholarly activity in this area.)**

Taking Learning Seriously  
<http://www.carnegiefoundation.org/elibrary/docs/taking.htm>

Balancing Acts Designing Careers Around The Scholarship of Teaching  
[http://www.findarticles.com/p/articles/mi\\_m1254/is\\_4\\_33/ai\\_77035052](http://www.findarticles.com/p/articles/mi_m1254/is_4_33/ai_77035052)

Visions of the Possible: Models for Campus Support of the Scholarship of Teaching and Learning  
<http://www.carnegiefoundation.org/elibrary/docs/Visions.htm>