Teaching Innovation Grant Application
Cover Sheet

Instructor Team Information

Primary Investigator/ Representative for Instructor Team

Last Name	First Name	Department

Email   Sam ID

Participated in: ☐ ACUE ☐ FLC ☐ Engaging Exploration ☐ Writing in the Disciplines

☐ TIG Grant ☐ EL Fellowship ☐ Odyssey Grant ☐ Other TLC Activities ☐ ECO

Instructor 2

Last Name	First Name	Department

Email   Sam ID

Participated in: ☐ ACUE ☐ FLC ☐ Engaging Exploration ☐ Writing in the Disciplines

☐ TIG Grant ☐ EL Fellowship ☐ Odyssey Grant ☐ Other TLC Activities ☐ ECO

Instructor 3

Last Name	First Name	Department

Email   Sam ID

Participated in: ☐ ACUE ☐ FLC ☐ Engaging Exploration ☐ Writing in the Disciplines

☐ TIG Grant ☐ EL Fellowship ☐ Odyssey Grant ☐ Other TLC Activities ☐ ECO

Instructor 4

Last Name	First Name	Department

Email   Sam ID

Participated in: ☐ ACUE ☐ FLC ☐ Engaging Exploration ☐ Writing in the Disciplines

☐ TIG Grant ☐ EL Fellowship ☐ Odyssey Grant ☐ Other TLC Activities ☐ ECO

Instructor 5

Last Name	First Name	Department

Email   Sam ID

Participated in: ☐ ACUE ☐ FLC ☐ Engaging Exploration ☐ Writing in the Disciplines

☐ TIG Grant ☐ EL Fellowship ☐ Odyssey Grant ☐ Other TLC Activities ☐ ECO

Approvals

In submitting this proposal, the Primary Investigatory / Representative for the Instructor Team verifies that the proposal has been approved by the undersigned and that relevant scheduling and support considerations have been discussed. Incomplete applications will not be reviewed (Revised 10/23/24)

<u>Primary Investigator/Representative for Instructor Team</u>:

Print Name:_____Date:

Signature:

_____

<u>Department Chair</u>:

Print Name:_____Date:_____

Signature:

_____

<u>Dean</u>:

Print Name:_____Date:_____

Signature:

_____

Proposal Title:

Proposal summary (150 words maximum):

High-Impact Practices (HIP) checklist

Check all that apply. Applicants are urged to contact the TLC with any questions related to incorporation of HIPs in their proposal.
☐ Collaborative learning
☐ Project-based learning
☐ Improvement/development of a writing intensive course, writing-to-learn
☐ Service learning, or community-based learning
☐ Undergraduate scholarship
☐ Capstone experiences
☐ First-year and transitional experiences
☐ Curriculum improvement
☐ Learning communities and linking of courses
☐ Online course design/improvement
☐ Incorporating critical thinking
☐ Active learning-course redesign
☐ Competency-based course design
☐ Retrieval practice
☐ Interleaving
☐ Student metacognition
☐ Other Click or tap here to enter text.

HIPs generally:
- Involve a greater student investment of time, effort, and purposeful attention to learning.

- Allow students to interact with instructors, staff, and peers concerning substantive matters, and build sustained, substantive relationships.

- Allow students to experience diversity and engage people across their differences.

- Involve a student-centered approach to the curriculum or development of competencies.

- Involve frequent and substantive feedback for students.

- Provide opportunities for students to discover the relevance of, and apply, integrate and synthesize knowledge gained in and out of the classroom within the context of real-world applications and new situations.

- Provide the opportunity for students to be meta-cognitive and reflect on their experiences and the person they are becoming.

Resources

Resources to assist you in development of your plan:
- Course Transformation Guide from Carl Wieman Science Education Initiative at the University of British Columbia - http://www.cwsei.ubc.ca/resources/instructor_guidance.htm

- Impact of faculty development reports, Association of College and University Educators - https://acue.org/impact-reports/

- Description of some HIPs from AACU - http://www.aacu.org/leap/hips

- Summary of the excellent *Make It Stick*, from Belknap Press (2014) - https://onlinelearninginsights.wordpress.com/2015/07/21/make-your-teaching-stick-with-ideas-from-make-it-stick-the-science-of-successful-learning/

Project Plan

Two to five-page description of the project, including how the educational intervention is related to evidence-based practices (with references), expected instructor and student outcomes, approximate number of students impacted, course(s) and majors impacted, how the intervention fits into the course learning objectives and curriculum of the major, and assessment plan. References will not be included in the five-page limit. If the primary course impacted is hybrid or online, explain how this is related to the intervention, and what components (if any) will be face-to-face and which will be online. This should be provided as a PDF submitted via email to the Teaching & Learning Center (tlc@shsu.edu).

Budget

Brief itemized budget description. Proposals may request $2,000 maximum for each instructor stipend and $3,000+ for supplies, with a maximum award of $10,000 per team. can be requested related to books, software, etc.

Budget Outline

Item / Stipend	Cost per Unit	Quantity	Total Cost	Justification / Purpose

Grand total: _____