

FPDC INNOVATION IN TEACHING GRANTS
PASSHE and SHIPPENSBURG UNIVERSITY CFEST
2014-2015

Purpose: The PASSHE FPDC (Faculty Professional Development Council) and the Shippensburg University Center for Faculty Excellence in Scholarship and Teaching (CFEST) funds “Programs and Activities Related to Innovation in Teaching and Improvement of Student Learning Outcomes”. PASSHE has \$75,000 available to fund grants in this program.

Eligibility: All tenured and tenure-track faculty. Only one FPDC grant will be awarded per person per fiscal year. Timeline of future requests must begin after completion of prior grant.

Timeframe for activity: May 1, 2015 to April 30, 2017

Expectations of awardees: Final reports on the outcome of the project are due within 30 days of completion of trip/project. Funds must be expended in a timely manner to meet purchasing and travel funding deadlines.

Proposal Format:

All proposals submitted must follow the guidelines of the PASSHE-FPDC Annual Grants Program included in this document. Lists of grant writing mentors are also available at the CFEST and the PASSHE-FPDC web sites. If required, contact the co-chairs of the SU Committee on Research on Human Subjects (Dr. Bob Hale x1177 and Dr. Turi Braun x1376) and/or the Animal Care Committee (Dr. Kathryn Potoczak, x1372) for letters of compliance.

Deadlines and procedure:

20 November 2014 3:30 PM	Grant writing workshop, Lehman Library 016
5 December 2014 12:00 noon	Send declaration of intent to apply to CFESTGrants@ship.edu
23 February 2015 12:00 noon	Submit proposals electronically (PDF or MS Word) to sldins@ship.edu following required format, including department chair and dean signatures.
Early March 2015	Results of CFEST review announced, with proposals selected for revision and submission to PASSHE-FPDC. (Note that each campus is limited to a maximum of 16 submissions.)
10 March 2015 12:00 noon	Submit revised proposal electronically to sldins@ship.edu .
20 March 2015	CFEST will submit proposals to PASSHE-FPDC.
April 2015	Notification of PASSHE-FPDC and CFEST awards.

Questions?

As with any granting agency, the more contact you have with the grant officer, the greater the likelihood for success. Contact Co-Directors of Grants Administration, Lea Adams and Paul Taylor (CFESTGrants@ship.edu), x1115 or x1705) or Christopher Wonders, x3049 with any question whether large or small.



**FACULTY PROFESSIONAL
DEVELOPMENT COUNCIL
(FPDC)**

**Professional Development Programs and Activities Related
to Innovation in Teaching and Improvement of Student
Learning Outcomes**

GENERAL INFORMATION AND GUIDELINES

***REQUEST FOR PROPOSALS (RFP)
for submission during the
2014-2015 Academic Year***

Issued OCTOBER 30, 2014

**DECLARATION OF INTENT TO APPLY: Noon, Friday December 5, 2014,
by email to CFESTGrants@ship.edu**

**PROPOSAL DEADLINE: Noon, Monday, February 23, 2015
sldins@ship.edu**

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I. GENERAL INFORMATION AND GUIDELINES

These guidelines include directions and criteria that apply to proposals submitted for professional development “Programs and Activities Related to Innovation in Teaching and Improvement of Student Learning Outcomes” to the State System Faculty Professional Development Council (FPDC).

In preparing proposals **be sure to adhere to:**

- Part I: General Information and Guidelines;
- the specific criteria and stipulations provided in Part II and,
- the proposal preparation and submission instructions in Part III

A. PURPOSE

The Council has \$75,000 available for FY 2014-15 for “Programs and Activities Related to Innovation in Teaching and Improvement of Student Learning Outcomes” provided through enactment of the 2011-2015 Collective Bargaining Agreement between PASSHE and APSCUF. This represents a new initiative for the Council which focuses on the scholarship of pedagogy.

The purpose of the funds available under this RFP is to provide professional development that is required to gain expertise in – to learn – innovative methods of teaching that improve student learning outcomes. The purpose promotes and supports opportunities for faculty to develop their skills in evidenced-based, highly effective methods of teaching and learning, and employing instructional materials and methods that have a convincing evidentiary basis of effectiveness, including but not limited to, more extensive use of modern laboratory methods, proven distance learning education methods (or hybrid) designs and improved approaches to motivating student interest and supporting students efforts to succeed, and develop assessment strategies intended to strengthen teaching and learning.

Professional development that will be applied to teaching large-enrollment, lower division classes and to developmental education are preferred. Proposals in STEM areas and teacher education are preferred.

Applicants for the funds may be individual faculty, departments, or disciplinary collaborations among PASSHE universities. Activities may include individual professional development or producing conferences and webinars specifically for the PASSHE faculty. See additional information on activity examples on pages 3 and 4.

A maximum of **TWO proposals** may be submitted from each university as the lead applicant. All submitted proposals must be reviewed and endorsed by the university faculty development committee, the “grants office” and the university provost or designee. A letter from the appropriate dean is also required, as explained on page 9.)

A general definition of “faculty professional development,” as the Council interprets it, is included in the Criteria and Definitions starting on page 5.

B. AVAILABLE FUNDING

The total amount of money available for this round of Grants is \$75,000. At a maximum award of **\$10,000**, funding may be sufficient for up to eight awards. The Council is not obligated to award all funds in any one cycle. Un-awarded funds will carry-over to the next program cycle.

II. ELIGIBLE PROPOSALS

A. PROJECT TYPES

The funds will support the following types of professional development proposals. The examples are not intended to restrict eligible activities; they simply illustrate some possible activities.

1. Classroom Engagement and Active Learning Strategies. Proposals for professional development in the following areas are encouraged: strategies designed to increase engagement and learning in gatekeeper courses, capstone courses, hybrid courses, online courses, large courses, graduate courses, and courses offered for part-time, adult, and non-traditional students.

Examples:

- Restructure a course from meeting 3 hours/week for a semester to meeting 1 hour a week for a year.
- Pairing topics such as English Comp and study skills in a summer course for new admissions.

2. Critical Thinking and Inquiry Strategies. Proposals for professional development in the following areas are encouraged: assignment design that drives critical thinking and inquiry; critical thinking and inquiry in general education, capstone, disciplinary/interdisciplinary, and graduate courses and programs.

Examples:

- Adapting courses for current student learning habits, e.g. shorter attention spans, tending to skip instructions, etc.
- Learning to assess a student's critical thinking skills.

3. Professional and Experiential Learning Strategies. Proposals for professional development in the following areas are encouraged, at the level of courses and the overarching curriculum: high impact learning practices such as internships, student-faculty research, service learning, field work, and peer-to-peer learning; pre-professional co-curricular activities; collaborations across different divisions, colleges, and departments that support professional and experiential learning.

Examples:

- Adapting teaching to adopt High-Impact Practices: implementing innovations like asynchronous discussions in internship courses bringing together students from scattered sites; undergraduate research in the humanities.
- Adapting teaching to adopt best practices such as the NSF's teaching science via project based learning.
- Taking High-Impact Practices/Best Practices to scale, from a single class section of 20 to five or six sections.

4. Persistence, Retention, and Degree Completion Strategies. Proposals for professional development in the following areas are encouraged: first year/entry year experiences, developmental education, academic advising, and transfer models; activities focused on the success of various student segments including under-represented, first generation, transfer, adult, part-time, and non-traditional students; curriculum reform and academic/administrative processes designed to foster students' persistence, retention, and timely degree completion.

Examples:

- Adding supplemental instructions for developmental students, such as an extra hour a week, in courses like math, English composition, chemistry, etc.
- Implement a Math Emporium program.
- Institutionalizing a bridge to college by creating regional dual enrollment programs, which include numerous secondary schools for one course.
- Establishing partnerships with community colleges to enhance developmental programs, using the community college support system of testing and tutoring, articulating transfer of credits.

5. Assessment to Improve Learning and Students' Experience Strategies. Proposals for professional development in the following areas are encouraged: assessment of course and program learning

objectives and outcomes; assessment of competency-based, practical, and applied learning experiences; assessment of administrative activities that support teaching and learning; use of the American Association of Colleges and Universities (AACU) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics; action-based research projects in assessment; students' perceptions of teaching, learning, and assessment. Proposals that demonstrate the use of assessment results to improve learning, the curriculum, and support activities are especially encouraged.

Example: Learning to undertake assessment of prior learning.

6. Teaching and Learning with Technology Strategies. Proposals for professional development in the following areas are encouraged: technologies designed to increase student engagement; adaptive learning technology; open educational resources; mobile learning, devices, and apps.

Examples:

- Utilizing open learning environments or modules from Pearson, McGraw Hill, the PDE portal (which offers a “right behavior of teachers”)
- Utilizing web content (e.g. MOOCs) in the curriculum.
- Adapting teaching to incorporate technology based learning strategies in classroom and/or Distance Education, e.g. clickers, interactive software to teach content.

7. Adapting Teacher Education Programs includes proposals for professional development for course modification or redesign that results in students learning to address common core or to teach on-line courses for secondary students; or presents new teacher evaluation system, or improves the pass rate on new teacher certification tests (e.g.,PAPA).

8. Conferences/webinars includes proposals to offer high-quality professional development to PASSHE faculty in any of the above categories.

B. TECHNICAL ELIGIBILITY

1. **A proposal will not be considered if it is illegible, if it fails to comply with these guidelines, or if the proposal is incomplete.**
2. **Each proposal must have a designated Project Director.**
3. Project Directors must be System faculty members. They may be Regular Faculty, defined as a “tenured or tenure track faculty member,” including Probationary Non-Tenured Faculty, defined as a “faculty member who is appointed to a tenure track position and who has not been granted tenure” (APSCUF CBA 2011-2015).
4. Eligibility of Non-Tenure Track Faculty (defined as a “faculty member who is appointed to service in a position in which service will not be credited toward tenure,” for example Temporary Part-Time or Temporary Full-Time or Regular Part-Time faculty) to participate in this grant program is at the discretion of the university. Check with your University faculty professional development committee.
5. Faculty may conduct grant funded projects while on sabbatical but may not request salary replacement funds in these circumstances.
6. A faculty member may not submit more than one proposal under this RFP for which he/she is to serve as the Project Director; however, they may serve as a Co-Project Director on other proposals.
7. If the Project Director has not submitted a final project report for any current or previous FPDC awards, then s/he is NOT eligible to apply.
8. Please note the specific cost limits for release time and summer stipends on page 10. **No funds may be expended for the professional development of non-PASSHE faculty.**

9. A maximum of **two proposals** may be submitted from each university as the lead applicant. (Universities may participate in any number of proposals as participating [non-lead] institutions). The university's Faculty Professional Development Committee (campus committee) makes recommendations to the president, or provost or their designee, on the proposal(s) that will be forwarded to the FPDC. Signatures from both of the university's campus committee chairperson and the university president (or designee) indicate endorsement of these recommendations.
10. University (local) faculty professional development committees should consult and screen proposals to ensure a collaborative proposal is not submitted by several institutions to the PASSHE-wide FPDC. Duplicate submissions may result in rejection of all duplicate proposals.

C. CRITERIA AND DEFINITIONS

The following priorities will be applied in selecting grant proposals submitted in response to this RFP:

1. Selection Priorities

- a. Professional development is required by the individuals undertaking (or benefitting from) the project specifically in the area of "Innovation in Teaching and Improvement of Student Learning Outcomes." Professional development must be related to specific changes faculty will introduce in their teaching or learning assessment. The proposal must describe those changes which must display more than a shift to active learning. It must transform classrooms and labs.
- b. Proposals must answer the question: "Why will the proposed methods or strategies be effective?" Proposals may adapt proven strategies to new or dissimilar situations, or scale-up previously successful pilot initiative. Proposals must cite evidence from current literature that the innovations or methodology will lead to the following long-term (post-grant) outcomes:
 - a. Enhance/Transform Student Learning
 - b. Increase Student Achievement
- c. Proposals that demonstrate a broad (i.e. scalable), sustainable impact are preferred. The proposals must demonstrate how such an impact will be achieved. Proposals from departments, cross-disciplinary collaborations within a PASSHE university, and/or disciplinary collaborations among multiple PASSHE university faculties are means of achieving broader, sustained impact. The proposal shall identify how it will achieve scale.
- d. Innovation projects shall include dissemination and presentations. The FPDC expects presentations at PASSHE conferences or meetings, such as the Chairs conference, Shippensburg's Innovation Conference, Clarion's High-Impact Practices, Deans meetings, or a recorded presentation on the PASSHE FPDC website. The PI is responsible to undertake dissemination.
- e. Proposals that include a demonstrated University funding commitment or can leverage extramural funding for expansion, scale-up are preferred. Proposals shall identify extramural programs by name and expected proposal submission schedules.
- f. Proposals that impact teaching in large-enrollment/lower division classes, developmental education, STEM areas and teacher education are preferred. Proposals must identify how and when the professional development is applied.

Note: In the review and scoring of proposals additional points are awarded for the above priority areas (i.e. for "preferred" areas.) Proposal authors may elect to address one or more of the priority areas and can receive points for each priority that is adequately addressed.

2. Additional criteria applied in evaluating all grant proposals:

a. Potential Professional Development Benefits to be Realized by Faculty Member(s) Involved.

Professional development involves the acquisition of knowledge and/or development of skills related to some aspect of the faculty member's professional responsibilities. For purposes of this RFP, the Council is focusing on professional development related to implementing innovations in teaching and improvement of student learning outcomes.

b. Significance and Impact of the Proposed Project and its Projected Outcomes in Relation to the Purpose of the RFP.

Significance and impact of the proposed project and its outcomes focuses on how others will benefit from the work. "Others" in this case are students. Proposers should answer the following: How will this improve learning for others? How much will others learn? How many stand to benefit from the project in one way or another? How important is the contribution to student learning that the project promises?

c. Clarity, Completeness, and Reasonableness of the Proposal and the Budget Request, Including Adherence to These Guidelines.

Specifically address the following points as completely as possible in non-technical language:

- need for the specific professional development that is requested
- what you or other collaborators have done previously that relates to your project
- what you hope to accomplish
- what work will be done during the course of the project
- who will perform the work (i.e., include names whenever possible, to show advance planning for the project)
- how the work will be performed
- where the work will be performed
- when the work will be performed

d. Feasibility of Realizing the Project's Objectives Given Applicable Expertise, Financial Resources, and Proposed Timeline.

e. Appropriateness for System Faculty Professional Development Council Funding.

Consider the priorities of this Program, nature of the project, items for which grant funding is requested, and the probable availability (or lack thereof) of other funding sources.

f. Adherence to Guidelines, including format and completeness.

3. General Stipulations

In addition to the eligibility requirements listed in the General Information and Guidelines (page 2), the following stipulations apply specifically to the FPDC "Professional Development Programs and Activities Related to Innovation in Teaching and Improvement of Student Learning Outcomes" Grants.

- a. Proposals submitted in response to this RFP will be considered only for the FPDC FY14-15 Grants.
- b. Projects may start immediately upon receipt of an award notice from the FPDC, anticipated in April 2015. Projects are to be completed within 24 months, by April 30, 2017. **Applicants who require a different completion date, must include specific justification for their timeframe.** Reports are to be submitted to the System FPDC and the campus committee within 30 days of

the project's completion, but no later than May 30, 2017. Any grant funds not used or encumbered by that date are to be returned to the FPDC.

- c. The maximum grant award limit for grants awarded for this program this year is **\$10,000**. Grant proposals requiring amounts above **\$10,000** should be submitted to other funding sources or show how the additional amount is provided as a contribution from a university or other revenue source.
- d. Faculty members who receive awards in this round of grants will be asked and are expected to serve as Peer Reviewers in any future FPDC grant program.

III. PREPARATION AND SUBMISSION OF PROPOSALS

The FPDC has strict limits on lengths. Required formats for certain parts of the proposal are also important to ensure clarity, consistency, and comparability. Please carefully observe the following instructions regarding **FORMAT**.

A. **FORMAT GUIDELINES**

1. **Grant proposals must not exceed five pages, single-spaced, including the budget summary.** (Use the Content Guidelines provided on pages 7 - 9.) Care should be taken to ensure that all pages of the original proposal appear in the file transmitted by e-mail and that any necessary SIGNED support letters are attached as .PDF files.
2. Only the following items do not count in the five-page maximum: the title page and required two-page curriculum vitae; a short list of references (not to exceed one page); and letters of endorsement as required. No other appendices should be included.
3. Page set-up requirements: The font size used in the proposal must be no smaller than the font size on this page (11 pt). Margins may be no less than one inch. All pages of the proposal must be numbered (preferably at the bottom) beginning with the title page.
4. The FPDC membership represents a variety of disciplines; care should be taken to avoid disciplinary jargon as much as possible. Write in a non-technical style and language.
5. Check and re-check the budget instructions to be sure that your proposed budget is in compliance and follows the format given on page 14 of these guidelines. Verify that the amount requested from the FPDC listed on the proposal title page is accurate and agrees with the amount listed as the total in the **first column** of the budget sheet.
6. Examine your proposal carefully, and check your addition on the budget page.

B. **CONTENT GUIDELINES**

The following documents and narratives must be included in all grant proposals:

1. The title page in the required format (page 13). Be sure to include project title. The title should clearly indicate academic purpose/intent to a lay reader. **Proposals involving faculty from more than one university must contain an endorsed title page from each participating university.**

Co-Project Directors and their Department and Institution must be listed, but all correspondence pertaining to the proposal will be sent only to the first person listed who will be held accountable for submitting the final project and financial reports if a grant is awarded. The title page also includes a

one-paragraph abstract (approximately 150 words) of the proposal written in non-technical language and provides spaces for required endorsement signatures.

2. Endorsement signatures of the university faculty professional development committee chair (representing the full committee) and the university provost (or designee) on the title page are required. Proposals involving faculty from more than one university must contain an endorsed title page from each participating university. The endorsement of the institution's officials is certification that:
 - a) The proposal is consistent with the university's plans and objectives for innovation in teaching and improvement of student learning outcomes.
 - b) The University's financial contributions, as listed on the budget page, will be committed.
 - c) The University will sustain successful, effective classroom/lab pilot efforts after the grant-funds are expended.

Note: Be sure to obtain the necessary endorsement signatures before scanning these pages and submitting the proposal.

3. Project narrative – The narrative should be concise but include sufficient information to permit effective review by a multi-disciplinary group. Language should be non-technical in nature. Be specific and informative; avoid redundancy. All narratives should include the following sections:

a. Background and Significance (approximately 1/2 page) –

- Briefly sketch the background of the present proposal;
 - provide a literature review that evaluates existing knowledge or practice (what others have found or done); and
 - identify the specific gaps or needs which the project intends to address.
- The literature review must indicate that the proposed methodology is based upon proven methods.
- If you have performed previous work related to the proposal, describe previous findings or outcomes.

b. Goals and Objectives (approximately 1/3 to 1/2 page) –

Identify your **Need**, e.g. any current classroom/lab practices that you wish to change. List your long-term goals (including professional development goals), and provide a point-by-point listing of the specific objectives to be addressed in the proposed project.

c. Priorities - (approximately 1/2 page)

Describe how your project addresses the Selection Priorities described on page 5.

d. Description of Project (approximately 1½ to 2 pages) –

- Describe the design of your project and the procedures to be used or activities to be engaged in to accomplish your specific objectives. If appropriate, include the means by which data will be collected, analyzed, and interpreted. Your description might be divided into further sub-sections for clarity.
- Provide a tentative sequence or timeline for the work. You must include at least one paragraph on **dates/timelines** of critical events and discrete phases of the project. **If the applicant requires a different completion date other than April 30, 2017, he/she must provide a through justification of the need.**
- Identify roles and responsibilities of all those involved in implementing the project, by name or position.

Projects must be designed to have a direct impact on student learning by means of a teaching process or strategies within a particular course, within a sequence of courses, or across the curriculum. Proposed projects are expected to be rooted in proven innovative

strategies and exhibit an understanding of national practices and trends, such as learner-centered instructional approaches, or assessment as a means for strengthening curriculum and instruction. The scope of projects must go beyond the regular instructional and curricular activities of faculty and involve professional development.

e. Professional development (approximately 50 words/one paragraph)

Proposers should fully explain specifically how an award of the grant will enhance their personal professional development. The professional development lies in the faculty's skills achieved and learning that occurs in carrying out the project and the relevance of that learning to the faculty member's ongoing growth and development.

f. Expected Outcomes (approximately 1/2 page) –

- List expected outcomes, including what you expect to learn and what others will learn.
- **Indicate the desired long-term outcomes of the project that may occur beyond the grant period.**
- Describe how you will apply the professional development – what will change in your teaching?
- Describe how you will measure changes in student learning and success. Proposals should be explicit as to how improvements in teaching and learning will be increased.
- Evaluations shall not be so rigorous as to require a control group; application of the professional development will be a pilot effort with a general assessment of learning impact.

g. Project budget – no more than one page-

- The final page of the proposal must include the budget presented in the required table format (page 14) and
- Budget Notes that explain exactly how budget figures were calculated and how grant funds will be used.
- Check addition to be sure totals are correct.

4. Assurance of compliance with university research requirements – It is the responsibility of the Project Director and the submitting university to assure compliance with all university research requirements (e.g., Human Subjects Research, Conflict of Interest, Integrity in Research) if applicable.

6. A summary curriculum vita or resume for the Project Director AND ANY Co-Directors must be appended to the proposal. The vitae should include only information relevant to the proposal and each individual vita **must not exceed two pages.**

7. References– Any sources cited or of particular relevance to the proposal must be listed in an appendix limited to one page. Short in-text references are preferred. A full review of literature is not expected.

8. Letters of Endorsement

a) For proposals involving only one PASSHE university: Letter(s) of endorsement from the appropriate Dean(s) must be appended to proposals. The letter(s) shall express congruence between the objectives of the faculty member(s) and those of the academic unit in regard to innovation in teaching and improvement of student success. **Proposals submitted without the letter will not be considered.**

–OR–

b) For collaborations involving several PASSHE universities: Letter(s) of endorsement from all *participating* institutions' dean(s) indicating support for the proposal and commitment to implement the project. This letter should explain how the proposal is consistent with the institutions future plans

for innovation in teaching and enhancement of student success. **Collaboration proposals that do not include this letter of endorsement will not be considered.**

C. BUDGET INSTRUCTIONS

The project budget must include all anticipated expenses and revenue. Wherever possible, projected expenses should be based on estimates provided by suppliers or appropriate university offices. Applicants are expected to exercise prudence and request funds only for essential costs that cannot be covered otherwise. The following instructions pertain to specific budget items. **All amounts should be rounded to the nearest dollar. All funds must be expended to support the professional development of PASSHE faculty.**

1. Reassigned Time – If a project budget includes funds for replacement faculty to subsidize equivalency (reassigned time) for participating faculty, no more than the actual amount required for replacement at the instructor level (Q01 Step 1) will be paid. If an alternative workload assignment for a particular faculty member does not require replacement, funds for that purpose should not be requested.
2. Summer Stipends – The Council will award no more than \$2,000 per faculty member per month for up to two months during the summer. Summer stipends are intended to relieve faculty of the financial need to teach during the summer; the maximum stipend assumes full-time work on the project during the time period for which it is granted. Lower summer stipends should be requested if the faculty member(s) will not be devoting fulltime to the project during the funded period. In any case, justification in terms of the amount of work to be accomplished **and effort devoted** during the summer must be provided.
3. Other Stipends – Except in very unusual circumstances, the Council will not provide funds to pay stipends to System faculty for participation in professional development activities, such as workshops, retreats, etc.
4. Student Wages – The exact nature of work to be performed by students should be indicated either in the proposal narrative or the Budget Notes. Funding requests for student hourly wages that exceed Pennsylvania’s minimum wage must include justification in terms of university policy and/or the nature of the work to be performed by students. Clearly indicate how much students will be paid and for how many hours.
5. Fringe Benefits – Funds to cover fringe benefits for summer stipends, replacement faculty, graduate assistants, student wages, or any other compensation to individuals will **not** be included in grant awards. Because of the variability in amounts required for benefits and the fact that accurate estimates cannot always be made in advance, the universities are asked to cover benefit costs where needed. Estimated costs for benefits, including benefits required for summer stipends, should be included in the University Contribution column of the budget summary.
6. Honoraria – The FPDC will award **no more than \$750 per day per person** for honoraria for external consultants or presenters. The university may contribute additional funding for honoraria if desired. Proposals should indicate the qualifications to be sought in a consultant or presenter or, preferably, include the names and credentials of the person(s) to be invited. Where appropriate expertise exists within the State System, the use of System colleagues is encouraged.
7. Supplies – These are consumable items required to carry out the project.
8. Equipment – Requests for equipment, books, computer software, or similar items **not to exceed \$3,000** will be considered, provided that the proposal offers strong justification related to the needs of the project. Any such items purchased with FPDC grant funds will be the property of the university.

9. Operating Expenses – These include expenses for surveys (including paper and postage), off-site facility costs, housing and other items typically treated as direct costs, as well as refreshments or other costs associated with meetings that may be part of the project. Items that are typically treated as indirect costs (postage, telephone, copying, etc.) cannot be charged to the grant.
10. Travel – Travel costs for training, workshops, conferences and to other institutions to research other alternative learning format programs (and similar purposes) may be requested. Estimates of travel expenses included in project budgets should conform to University travel-expense regulations. Travel monies should be requested only for travel that is directly related to the proposed project purpose and that would not ordinarily be covered from the departmental or university budget. Funding requested to cover the costs of extended stays (a week or more) in another location should not include food costs unless these are included in a seminar or institute package price. **Travel to present a paper on the results of the funded project is not a foreseen need for these projects and will not be funded.**
11. Indirect Costs – The Council does not fund overhead or indirect costs such as accounting, university space, clerical support, legal).
12. University Contribution – To gauge the feasibility of a proposed project—whether or not its goals can be accomplished—the Council requires information about additional funding, including any university contribution that has been committed to the project. University matching funds are not required, but proposals that demonstrate a university funding commitment or can leverage extramural funding for expansion or scale-up are preferred. In the Budget Summary, please list only specific dollar amounts, if any, pledged to the particular project by the university or from other sources. It is assumed that in-kind support (e.g., some clerical support, copying, etc.) will be provided in many cases; in-kind support may be mentioned in Budget Notes, but estimates of the monetary value of this support should **not** be included in the Budget Summary.

The signature of the provost or designee on the title page will be understood as confirmation of amounts listed in the University Contribution column. Universities have different procedures for verifying funding commitments; the campus committee and/or grants officer should be able to provide information in this regard.
13. Participating University Contribution - Estimated or actual funds pledged or anticipated from other participating institutions should be listed in this column of the budget format; these sources should be identified in the Budget Notes.
14. Other Revenue Sources – Estimated or actual funds pledged or anticipated from external sources should be listed in this column of the budget format; these sources should be identified in the Budget Notes.
15. The required format for the budget summary appears on page 14.

D. SUBMISSION REQUIREMENTS AND DEADLINE

Proposals are due at Noon on Monday, February 23, 2015, delivered by email to Sherry Dinsmore (sldins@ship.edu). Proposals must be in the form of a PDF file.

Up to TWO grant proposals from each university, endorsed by the campus committee and university provost, or designee, **must be delivered to the FPDC mailbox (fpdcproposal@passhe.edu), no later than 5:00 p.m., MARCH 20, 2015** All proposals must be submitted by electronic mail. Other methods of transmission or submission of grant proposals are not acceptable. **Proposals must be in the form of a .PDF file. No other file formats will be accepted.**

Any letters or forms requiring signatures should be scanned and included in the e-mail transmittal as a .PDF file. Proposals that do NOT include signed forms or letters will **NOT** be accepted.

E. EVALUATION PROCESS

Selection Criteria and Priorities are addressed in Part II on page 5.

The FPDC review process is collegial and relies on peer review and Council members for comments and rankings. The amount of feedback that can be provided on unsuccessful proposals is limited, but every attempt will be made to provide meaningful and helpful review comments. Faculty members are urged to work with their campus committees, grants officers, and other colleagues, in developing and garnering critiques of proposals *prior* to submission to the FPDC.

**Notification of Award Date:
April 2015**

F. POST AWARD INSTRUCTIONS

Universities may revise **the line items** in a budget up to a maximum of 10% of the original award amount without Council/PASSHE approval. For example, a grant of \$6,000 may have cumulative line item revisions up to and including \$600 with only notification to their campus' grant and accounting offices. This does **not** mean a Project Director can over-expend the total grant award by 10%.

Budget revisions that exceed 10% must be submitted to PASSHE. Please note that ANY budget revision may not exceed the limitations listed in the budget instructions.

REQUIRED FORMAT FOR TITLE PAGE OF PROPOSAL

Innovation in Teaching and Improvement of Student Learning Outcomes

Project Title:

Total Grant Amount Requested from FPDC:

Discipline:

Sub-Discipline:

Project Director (name, position, department, university, telephone number, and e-mail address):

Faculty Status (see definitions below):

Tenured

Probationary

Non-Tenure Track

Co Project Directors/Other Participants (names, departments, institutions, e-mail addresses):

IRB/IACUC Status: Approved (Protocol #)

Pending

N/A

ABSTRACT (one paragraph of approximately 150 words in non-technical language):

Endorsement: _____
Department Chair Date

Endorsement: _____
College Dean Date Date

Faculty Status Definitions:

Probationary Non-Tenured Faculty - a faculty member who is appointed to a tenure track position and who has not been granted tenure.

Non-Tenure Track Faculty - a faculty member who is appointed to service in a position in which service will not be credited toward tenure, for example Temporary Part-Time or Temporary Full-Time or Regular Part-Time faculty.

REQUIRED FORMAT FOR BUDGET SUMMARY

Round off all numbers to the nearest dollar, and list only whole dollar amounts.

The following table is an Excel spreadsheet. Double click anywhere on the table to open it in Excel and enter numbers.

Project Budget	Proposed Grant	Lead University contribution	Collaborating University Contribution	Other Revenue Sources	Totals
Salaries/Stipends					0
Student Wages					0
Benefits					0
Honoraria (Consultants)					0
Supplies					0
Equipment					0
Operating Expenses					0
Travel					0
Other (specify)					0
TOTALS*	0	0	0	0	0

*** This figure is the total grant amount requested from the FPDC and must be listed on the title page of the proposal. Check addition carefully.**

Reassigned Time – If a project budget includes funds for replacement faculty to subsidize equivalency (reassigned time) for participating faculty, no more than the actual amount required for replacement at the instructor level (Q01 Step 1) will be paid. *(The 2014-15 scale is \$5,826.19 per 3-credit course release.)* If an alternative workload assignment for a particular faculty member does not require replacement, funds for that purpose should not be requested.

Budget Notes – **Provide supporting detail for all budget items.** Show how particular amounts were calculated. Identify the amount of funds for each budget item that will be provided **TO or ON BEHALF OF** faculty at other PASSHE participating Universities.

Appendix A

CHECK LIST FOR “Innovation” PROPOSAL WRITERS AND CAMPUS SCREENING COMMITTEES

Read and carefully follow the Council’s General Information and Guidelines along with the individual Request for Proposals information. **This check list is NOT submitted with a proposal.**

- Does your proposal meet the eligibility requirements on pages 3 - 5 of the guidelines? Yes___ No___
 - Is it an eligible “Project Type”
 - Is the Project Director a *System* faculty?
 - Did the Project Director submit only one proposal as Project Director?
 - Has the Project Director submitted all required reports for prior FPDC awards?
 - Does the budget meet all cost limits on specific items (see page 10-11)?
 - Are funds budgeted for professional development of PASSHE faculty only
 - Is the proposal endorsed, (signed) by the Campus committee and the Provost or designee?

 - Does your title page follow the required format **and include:** ___ **tenure status**, ___ **Abstract**, ___ **IRB/IACUC**?
Yes___ No___

 - Does your proposal narrative stay within the length prescribed by the FPDC Guidelines (**Narrative Project description and budget summary with notes no more than 5 pages**)? Are your pages numbered? Yes___ No___

 - Is your Budget Summary and Format (page 13) in compliance with the Budget Instructions? Yes___ No___

 - Does the figure listed on your title page for Total Grant Amount Requested from the FPDC correspond to the total of the first column in your Budget Summary? Yes___ No___

 - Do the amounts entered on your budget table add up to the total you are requesting from the FPDC? Yes___ No___

 - Do you fully explain and provide supporting details for each budget category in Budget Notes? Yes___ No___ If you have previously received any FPDC grant(s), have you listed the year, project title, and outcomes in a short appendix? Yes___ No___ Have you submitted your final report? Yes___ No___ **This is an eligibility requirement.**

 - Do you limit your appendices to those specifically listed as acceptable? Yes___ No___

 - Are the required curriculum vitae attached and within two page limit? Yes___ No___

 - Have you included the required letter(s) of endorsement from the Dean(s)? Yes___ No___

 - Have you included an endorsed title page from each collaborating university? Yes___ No___ N/A___

 - Is your proposal written in non-technical language? Yes___ No___

 - Are the goals or anticipated outcomes of your proposed project clearly stated? Yes___ No___

 - Have you spelled out the project’s anticipated professional development benefits? Yes___ No___

 - Have you indicated briefly what you and/or others have accomplished previously in relation to the purpose of your project (if applicable)? Yes___ No___
- Does the proposal indicate what will be done, when it will be done, and by whom? Yes___ No___

<p>Please examine your proposal carefully before sending it. Revisions will NOT be allowed. PROPOSALS THAT DO NOT MEET THE GUIDELINES OR DO NOT INCLUDE REQUIRED DOCUMENTS WILL NOT BE REVIEWED.</p>

Appendix B
INSTRUCTIONS TO CAMPUS COMMITTEES FOR ELECTRONIC SUBMISSION

Each proposal and all documents related to that proposal must be forwarded in an e-mail transmittal which is sent only by the Chair of the FPD committee or the University Grants Officer. That is, a university submitting 2 grant proposals will send 2 e-mails, transmitting each **individually** (see Part III for additional guidance). **Note:** the FPDC Proposal mailbox address is to be used **only** for forwarding proposals. Questions or inquiries sent to this address will **NOT** receive a response. Any questions or inquires should be sent to Angela Smith-Aumen at: asmith-amen@passhe.edu or Kit Liggett at: kliggett@passhe.edu.

Be sure to check the original proposal against the files you are e-mailing to ensure there are no missing pages. Verify that support letters and/or information related to previous grants awarded by the FPDC to this Project Director are included. The campus committee should verify the amount requested from the FPDC listed on the proposal title page agrees with the amount listed as the total in the **first column** of the budget sheet. Be sure all numbers listed in the budget add up correctly.

An acceptable e-mail transmittal which submits the proposal should conform to the following format: One .PDF file containing the entire required contents of the proposal.

Guidelines for Naming Files for Electronic Submission: The file name should state, the researcher's name, the researcher's University, the University proposal #, and the file contents as follows—

- Innovation in Teaching and Improvement Grant designation: INNO
- Project Director's name: use the first four characters of the surname
- Project Director's University: use a three character designation, e.g. MAN for Mansfield, ESU for East Stroudsburg
- Proposal # assigned by University – should be number 1 or 2

Here are two examples of the above:

Proposal 1: INNO-SMIT-LHU1

Proposal 2: INNO-JONE-LHU2

- Send each email with a delivery receipt & read receipt requested.

POST-SUBMISSION QUALITY CONTROL. IMMEDIATELY AFTER SENDING ALL PROPOSALS, PLEASE CHECK YOUR "SENT MAIL" FOLDER TO ENSURE TRANSMITTAL. ALSO, OPEN EACH "SENT" FILE AND VERIFY ITS COMPLETENESS. IF YOU DISCOVER ERRORS OR OMISSIONS IN YOUR FILES, IMMEDIATELY SEND CORRECTED FILES TO THE FPDC MAILBOX. THIS EFFORT WILL PREVENT DISTRIBUTION OF INCOMPLETE ELECTRONIC FILES TO COUNCIL MEMBERS, WHICH MAY DISQUALIFY THE PROPOSAL.