



**Innovative Teaching Mini-Grants:  
Faculty Support for Active Learning in Teaching**

**Deadline for Submission: TBD**

**POLICIES, PROCEDURES, AND APPLICATION INSTRUCTIONS**

The University of Texas at Arlington is pleased to announce the Innovative Teaching Mini-Grants. Annually, 18 awards in the amount of \$1500 are available to support faculty proposals for the investigation and implementation of innovative classroom pedagogies that support active learning and higher-order thinking in courses. Grant resources can be used to obtain course-related training and travel, support enhanced curriculum development and evaluation, and specialized equipment that serves to enhance student learning.

**Program Goals:**

- To support faculty efforts to develop new pedagogy that promotes active learning and higher-order thinking in their courses
- To promote the wide-spread, multidisciplinary implementation of active learning pedagogies
- To advance the use of classroom assessment techniques geared toward higher-order thinking

**Eligibility and Limitations:**

Any full-time tenured or tenure-track faculty member of The University of Texas at Arlington is eligible to apply for the Mini-Grants. In addition, proposals from full-time instructors on continuing instructional appointments will be considered. Ideally, a total of eighteen mini-grants will be awarded annually. Applications from teams of collaborators are invited.

Only one proposal (including co-authored proposals) will be accepted for review from each faculty member during any one funding period.

Those who receive Mini-Grant funding in the past may reapply one year after the end of their previous Mini-Grant funding. The likelihood of receiving additional funding for subsequent proposals will depend in part on evidence of 1) communication with the results of the project with the larger UT Arlington community and 2) other measurable outcomes that followed from their previous Mini-Grant.

**Grant Period:**

The award period for the Innovative Teaching Mini-Grants will be for one year, **beginning September 1 and ending August 31**. Mini-Grant funds cannot be carried forward. All unspent funds will revert to the Mini-Grant program at the end of the fiscal period in which they were to have been used by the grantee.

**Award Amounts:**

A maximum of eighteen Mini-Grants in an amount no greater than \$1500 will be awarded to eligible faculty (see eligibility requirements). Ideally, each of the schools and colleges will be represented. However, if particular schools and college elect not to submit proposals, funding can be distributed to other areas as determined by the selection committee. Proposals, in which the Mini-Grant award may be funding only a portion of a larger project, will be considered.

**Proposal Guidelines:**

First and foremost, Mini-Grants should describe projects that clearly go beyond the normal level of course preparation expected of all faculty and should describe the ways in which the project will enhance student learning and higher-order thinking.

Proposals for activities, assistance or equipment normally supported at the department or college level are not eligible for funding. Funding can be requested for:

- Purchase of instructional materials and/or equipment;
- Student assistants for instructional projects;
- Participation in training programs or conferences on teaching to enhance active learning instruction and assessment of higher-order thinking; and,
- Travel costs and/or honoraria for consultants to address instructional and assessment issues.

Funds can only be requested to purchase computer resources that will be devoted specifically to instructional purposes in innovative projects designed to improve student learning. Funds cannot be requested for routine purchases of computer projection devices; funds for such devices should be requested through proper channels in the departments. However, a grant proposal that requests funds for a computer purchase for instructional uses should also describe the plan for obtaining access to computer projection resources for the classroom.

For proposals, in which the \$1500 Mini-Grant award is funding only a portion of a larger project, the applications should specify the sources of the additional funding with supporting documentation.

### **Review Process and Criteria:**

All proposals must be submitted using the application forms available at <\_\_\_\_>. Failure to adhere to the application guidelines may result in exclusion from consideration for funding. The selection process is as follows:

1. Faculty submitting proposals should send them to their Dean's Office for review and ranking.
2. Ranked proposals will then be sent to the QEP Coordinator for dispersal to an appointed committee for review.
3. The appointed committee will then make recommendations to the Provost's Office for final approval.
4. Letters of notification will be sent from the QEP Coordinator.

Proposals submitted for Innovative Teaching Mini-Grants will be evaluated by appointed committee using the following criteria:

1. **Project Impact** – the potential to enhance active learning to improve student learning in ways that can be demonstrated. Another type of impact may include the proposed project's ability to serve as a model that is generalizable to other settings on campus or to affect a large number of students.
2. **Project Feasibility** – the proposer's likelihood of completing the project on schedule and with the resources provided.
3. **Project Plan Evaluation** – the proposal must include a substantial plan to judge the project's effect on teaching and learning.
4. **Project Uniqueness** – the attempt to transform the teaching/learning environment by employing innovative teaching alternatives to traditional classroom instruction.
5. **Quality of the Proposal** – clarity and understandability of the proposal. Applicants should remember that the clarity and completeness of the proposal will have a significant impact on the reviewers' ability to assess project potential.
6. **Qualifications of Applicant** – the demonstrated commitment to teaching, results from previous Mini-Grant awards (if applicable), in the case of new faculty, the potential for professional development in teaching.

### **Responsibilities of Grant Award Recipients:**

#### **Documentation and Communication of Results**

1. Final report on the funded project at close of grant period must be submitted to the QEP Coordinator by the specified date in the award letter.
2. Evidence of and plans for on-going sharing of information with other UT Arlington faculty.

## Fiscal Management of Mini-Grant Funds

Mini-Grants are funded from State resources; therefore, all Mini-Grant expenditures are governed by the same regulations that control other University budgets. The recipients of the Mini-Grants are responsible for the proper fiscal management of the grant funds and University policies and procedures related to the expenditure of those funds. Specifically, recipients must:

1. Sign all requests for purchase of supplies and equipment from Mini-Grant funds
2. Maintain an accounting of the grant budget and limited expenses to the amount of the grant (grant overdrafts cannot be honored)
3. Initiate the proper personnel transaction forms for graduate assistantships and other personnel appointments on the grant funds
4. Comply with policies and procedures related to the expenditure of travel funds.

Funded projects should be completed by June 1, XXXX. A final report should be submitted to the QEP Coordinator by August 1, XXXX for submission to the Provost's Office.

### **Application Procedures:**

#### Application Cover Sheet

Include your name, department, academic rank, mail point, phone, fax, email address, project title, and a project abstract (a clear 100-150 word description).

#### Narrative Description

Include a brief narrative description of the project (maximum length is five single-spaced pages) addressing each of the following eight questions:

1. What course will this project benefit? How often do you teach this course, and how many students annually enroll in your sections? Please attach the syllabus from the last time you taught this class.
2. What specific pedagogic or technology-based instructional innovation would grant funds enable you to make in this course?
3. Will this project produce any instructional materials, products, or generalizable ideas that can be shared with other instructors? If yes, please describe what and how.
4. What is the proposed project budget? Be specific about the salary rate and expected workload of student/staff assistants and/or the amount of time you will devote to the project if you are seeking a summer stipend.

5. What specific types of (a) pedagogic or instructional design assistance, (b) computer training, (c) technical assistance, and/or (d) non-technical support will you need to complete the proposed project?
6. What is the project time line?
7. How will you assess the impact of this project? Please explain steps you will take to determine the results of the project in terms of (a) enhanced student learning and (b) your own ongoing teaching improvement.
8. What evidence of your demonstrated commitment to creative teaching pedagogies or technology-enhanced teaching can you provide?

#### Letter of Support from Department Chair

All proposals are required to have a letter of support from the department chair. The letter should include information about how this project would support the department and how the department plans to support the faculty member in their project (i.e., funding, course assignments, release time, etc.)

#### **Resources:**

<Include link to AL portal>

#### **Deadlines:**

Completed applications should be submitted by XXXXXX to the Dean's Office in the applicants respective College or School. Final applications are due to the QEP Coordinator by XXXXXX. Awards will be announced no later than XXXXXX.

***Any questions please contact the QEP Coordinator at (817) 272-XXXX or (e-mail \_\_\_\_).***