Timeline

<table>
<thead>
<tr>
<th>FOR APPLICANTS</th>
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<tbody>
<tr>
<td>February 5, 2011 at noon</td>
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<td>March 29, 2011</td>
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<tr>
<th>FOR RECIPIENTS</th>
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<tbody>
<tr>
<td>December 1, 2011</td>
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<tr>
<td>April 15, 2012</td>
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<td>June 30, 2012</td>
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Purpose of PEG funding

The mission of the Pedagogy for Engagement Committee includes fostering collaborations among faculty and with students to build a scholarly community around issues of teaching and learning. We seek to promote a variety of pedagogical strategies that actively engage students in learning and that will result in improved student learning as part of the Student Success Transformation at West Chester University. Further, we view faculty development as an ongoing process of collaboration, dialogue, and feedback. The committee encourages the creation of an inclusive classroom climate through development of pedagogical strategies that acknowledge diverse learning styles, recognize the racial, ethnic, class, gender, and sexual orientation diversity of class participants and of the society at large, and promote deeper understanding of diversity issues while minimizing student resistance. An additional goal of the PEG grants is to provide faculty who wish to develop larger pedagogy-related projects with an opportunity to experiment with pilot projects that can lead to grant applications to external funding sources.

We have the opportunity to fund pedagogy-related activities that will support faculty development, curriculum integration, and the Student Success Transformation. We invite you to apply for a Pedagogy for Engagement Grant (PEG) for up to $2000 for activities to be carried out in the 2011-2012 academic year. The hallmarks of a successful PEG proposal include:
- A clearly-articulated and meaningful connection between the proposed activities and improved student learning, and a plan for assessing learning outcomes.
- The fostering of collegial and scholarly interactions among faculty or with students.
- The contribution to larger faculty development networks at WCU through the dissemination of project outcomes.
- The clear demonstration of a relationship between the project goals, the WCU Plan for Excellence: An Update transformation goals, and the relevant department’s Teacher-Scholar Model.

Eligibility

All tenured, tenure-track, and regular part-time (RPT) faculty, excluding current members of PEC, are eligible for awards on a competitive basis. Faculty from sister institutions in the PASSHE are eligible to participate with the WCU applicant. The names and resumes of all participating faculty should be included in the application.

Eligible project activities:
- Faculty attending a workshop specifically targeted to improve student learning through pedagogical, assessment, curricular or other innovation;
- Purchasing of materials to be used in the classroom or for faculty training in pedagogy (e.g., purchasing materials for a problem-based learning curriculum);
- Faculty purchasing materials for collaborative development of activities to improve learning, (e.g., infusing a theme or skill-set throughout a curriculum);
- Faculty organizing an internal workshop or program related to pedagogy with an external speaker, consultant, or facilitator;
- Faculty developing learning resources or an improved curriculum.

Limitations: Support for any one project is limited to $2,000. PEGs do not fund:
- AWAs or faculty summer salary;
- Support to attend and/or present at professional conferences and meetings.
- Students to attend professional conferences and meetings.
- Purchase of computer hardware or other instrumentation;
- Most computer software except for software that will be used in the classroom with students.

We encourage proposers to explore through other sources within WCU (e.g., Technology Fee or departmental Educational Service funds) to fund the technology and student support components of their projects.

Suggested project categories:

Proposers do NOT have to confine or submit their projects within a category.

- Pedagogical activities – projects that result in the use of effective pedagogical strategies to actively engage the student and improve learning. Effective instructional strategies include, but are not limited to: a) building on students’ prior experiences and knowledge; b) providing opportunities for students to apply their learning in
meaningful contexts; c) working in cooperative groups to construct knowledge; d) engaging students in critical thinking tasks such as analyzing, integrating, synthesizing, and evaluating material; and e) providing opportunities for students to elaborate and extend understanding to other areas or disciplines.

- **Curriculum activities** – projects that result in the development of curricular innovations that improve student learning. Curricular innovations with demonstrated success include, but are not limited to: a) using case studies and problem-based learning; b) structuring courses around a creative controversy; c) developing a matrix of content knowledge and skills to be incorporated in a curriculum; d) infusing an important theme, or skill-set (such as quantitative reasoning) throughout all levels of a curriculum. Proposed projects must go beyond acquisition of content knowledge by a faculty member for a course.

- **Assessment activities** – projects that result in the implementation of assessment practices that improve student learning. High-quality assessment practices include, but are not limited to: a) using assessment information to inform and improve instructional decisions and practices; b) incorporating assessments to make instructional decisions; and c) evaluating student learning by performance assessment or authentic assessment as a supplement or alternative to traditional testing.

- **Diversity activities** – Projects that create a “J” course designation, or integrate the issues of race, disability, gender, class, ethnicity, sexual orientation, and international concerns into new or existing curricula.

**Guidelines**

Your application for a PEG should consist of the following materials:

1. **Cover and signature page**: use the form provided here. Proposals submitted without the required signatures will be disqualified.

2. **Budget form.** The budget should be limited to the one-page form provided. It should be itemized as specifically as possible. The budget table must be used. You may omit lines that do not apply. Put the total amount for each category of expense in the table itself. Use footnotes to itemize and justify expenses in terms of cost per item, and identify other funding sources. Give real costs when available instead of estimates. Be certain to build in an amount to cover taxes/benefits in your total. Consult the “Student Job Pay Guide” and “Student Payroll Request Form,” available from the Payroll Office (201 Carter Drive, Office of Human Resources), for information regarding student wages. Cost sharing by other funding sources will be regarded favorably, as will budgets that reflect efficient use of existing resources that are currently available at no cost, e.g., library electronic databases, computing technology, etc.

3. **Project Proposal.** Limit to three pages and label the parts of your proposal using the topics below as section headings; your proposal will be evaluated on how well you respond to these guidelines (see Evaluation Rubric).
- **Project Overview/Transformation Goals (20 points):** Provide an introduction to your project, the project goals and the overall significance in terms of the Transformation goals stated in the *Plan for Excellence: An Update*, and your department’s Teacher-Scholar Model (please include a copy).

- **Project Methods/Activities (25 points):** Provide a thorough narrative that describes the specific methods and activities for implementing your project and the transformation goals identified above.

- **Timeline (10 points):** Provide a specific timeline for your methods and activities.

- **Outcomes (25 points):** Describe the measurable results expected when your project is implemented and mechanisms you will use to measure your outcomes.

- **Collaborative Effort (10 points):** Describe the ways in which you will collaborate within your work unit or outside your division throughout your project implementation.

- **Plan for Sharing Project Results/Final Report (10 points):** Address how “best practices” or “lessons learned” from your project will be shared with the campus community. An executive summary of “best practices” and “lessons learned” is to be included in the final report and is due in the Office of the Associate VP for Academic Affairs, by June 30, 2012.

- **Budget Narrative (REQUIRED):** Note that a detailed budget with breakdown of project costs is necessary. Incomplete or unjustified budget will lead to rejection of the proposal. Discuss and justify all items requested in the budget and their quantities in terms of necessity for the project. To the extent possible justify the length of time for the project.

- **Resume of all participants (REQUIRED):** a 2-3 page resume for each participant, emphasizing experiences or scholarly work most related to the proposed project.

- **Teacher/Scholar Model** from your department.

**Evaluation Rubric**

Applications will be evaluated based on the rubric (point scale) below, with 100 maximum points awarded. Since the awards are meant to move the institution forward, as defined by the *Plan for Excellence*, monies will not be awarded when the only beneficiary is the applicant (for example, purchase of a personal computer, travel, conference registration fees, etc.).

**Project Overview/Relationship to Transformation Goals (20 points):**

11-20 = Project is highly significant for implementing the *Plan for Excellence: An Update*. The overview clearly defines project significance in relation to the *Plan for Excellence: An Update* transformation goals, and Teacher-Scholar Model.

1-10 = Project is moderately significant for implementing the *Plan for Excellence: An Update*. The overview defines project significance in relation to the *Plan for Excellence: An Update* transformation goals, and Teacher-Scholar Model.
Update. The overview clearly defines project significance in relation to the Plan for Excellence: An Update transformation goals and Teacher-Scholar Model. The project identifies the project’s relevance to at least one transformation and defines at least one specific transformation goal.

0 = Project is not significant for implementing the Plan for Excellence: An Update and Teacher-Scholar Model. The overview does not clearly define project significance in relation to the Plan for Excellence: An Update transformation goals. The project will not advance transformations or specific transformation goals. It is not clear how the project advances the transformation or transformation goal identified. Relationship to Teacher-Scholar Model is unspecified or unclear.

Project methods/Activities (25 points):
18-25 = Described activities/methods will be highly effective for implementing the proposed project goals.
9-17 = Described activities/methods will be moderately effective for implementing the proposed project goals.
1-8 = Described activities/methods will be moderately effective for implementing the proposed project goals. However, it is not clear how the activities/methods will successfully implement the proposed project goals identified.
0 = Described activities/methods will not effectively implement the proposed project goals.

Timeline (10 points):
6-10 = Proposed timeline thoroughly and effectively outlines the deadlines for the activities/methods described.
1-5 = Proposed timeline minimally outlines the deadlines for the activities/methods described.
0 = Proposed timeline does not sufficiently outline the activities/methods described.

Outcomes (25 points):
18-25 = Outcomes are well-conceived and stated in ways that are clearly measurable. Expected outcomes will significantly advance specific transformation goals.
9-17 = Outcomes stated in ways that are clearly measurable, however outcomes require some modification. Expected outcomes will advance specific transformation goals.
1-8 = Outcomes stated in ways that are not clearly measurable and require major modification. Expected outcomes will advance specific transformation goals.
0 = Outcomes are absent or stated in ways that are not clearly measurable; Expected outcomes will not advance specific transformation goals.

Collaborative Effort (10 points):
6-10 = Extensive and effective collaboration within and outside the project director's
unit is identified and explained.

1-5 = Some collaboration within or outside the project director’s unit is identified and explained.

0 = No efforts to collaborate within or outside the project director’s unit are identified and explained.

**Plans for Sharing Project Results (10 points):**

- **6-10 =** Substantial plans are clearly stated for sharing “best practices” or “lessons learned” with the campus community accompanied by a timeline.
- **1-5 =** Minimal plans with an accompanying timeline are stated for sharing “best practices” or “lessons learned” with the campus community.
- **0 =** No plans are stated for sharing “best practices” or “lessons learned” with the campus community.

**Budget Narrative (no points assigned):**

A detailed budget of project costs with justification is essential. Incomplete budget or inadequate justification will lead to elimination of the proposal from review.

*The PEC thanks SPARC for permission to use the rubric that they developed for the Presidential Initiative Grants.*

**Reports**

To receive the funding, you must commit to providing a brief interim report of your activities and a complete final report suitable for posting on our website and for circulation to the faculty via email. A schedule for these reports is included at the top of this request for proposals.

- **The Progress Report** should be a maximum of one (1) page in length, and include a description of the purpose of your activity, who participated, what you accomplished, and your next steps (plan for action). Pictures of your participants are encouraged! Send via email to PEC co-chairs Adam Silverman <asilverman@wcupa.edu> and Jackie Zalewski <jzalewski@wcupa.edu> and to Frances Connor <fconnor@wcupa.edu> by December 1, 2011. Failure to submit the report will result in denial of future funding from the Pedagogy for Engagement Committee.

- **The Final Report** must be received by the co-chairs of the Pedagogy for Engagement Committee and by Frances Connor <fconnor@wcupa.edu>, and should fully describe the purpose, methodology, results, and implications of your work and should be no more than three pages in length.

- **Summer Pedagogy Workshop.** All grant recipients must give an oral presentation of their project at the Summer Workshop on Pedagogy that are held annually on campus each May.

If you have questions or want more information, please contact one of the co-chairs of the Pedagogy for Engagement Committee: Adam Silverman <asilverman@wcupa.edu> <Jackie Zalewski jzalewski@wcupa.edu>
Pedagogy for Engagement Grant
COVER SHEET

Name, Title, and Department of Applicant(s):

Title of Proposed Project:

Beginning Date:       Ending Date:       Amount requested:

Other sources of funding (department, WCU or SSHE Faculty Development Awards, CASSDA, external grants, or other):

List your participation in teaching-learning faculty development initiatives.

The undersigned agrees to accept responsibility for the conduct of the project, the expenditure of the funds provided, the dissemination of project outcomes on the WCU campus, and the filing of a final project report with the Pedagogy for Engagement Committee.

Applicant’s Signature       Date

Department Chair’s Comments:

Department Chair’s Signature       Date

Dean’s Comments:

Dean’s Signature       Date
Budget Notes: Complete all columns (but you may omit items that are not relevant if you wish). Remember to identify any “Other Funding Sources.” Use footnotes to provide explanation and/or justification for items.

*Be certain to identify any expenses placed into the “Other” category.