**Center for Excellence in Teaching and Learning**

 **Dr. Susan J. Hillman**

**Scholarship of Teaching and Learning (SoTL)**

**MINI-GRANT PROGRAM APPLICATION**

**2020-2021 Academic Year**

**A. Overview**

The Center for Excellence in Teaching and Learning (CETL) is pleased to announce the open application period for 2020-2021 Scholarship of Teaching and Learning (SoTL) mini-grants. These competitive mini-grant awards are designed to support both junior and senior faculty across all tracks—lecturer, clinical, and tenure, as well as SASC and Library staff who serve in a teaching capacity.

This grant period covers 12 months (June 1, 2020 to May 31, 2021) yet the research project could occur any one of the semesters (summer 2020, fall 2020, spring 2021) or span two or all three semesters.

Review of proposals will be conducted by a sub-committee of the CETL Advisory Committee joined by a number of faculty members who have conducted SoTL projects. If software is involved, a member of the ITS administration will be included in the review to ensure compatibility with our system. This SoTL Selection Committee will review and rank the submitted proposals using the Review Scoring Rubric (see page 7 of this RFP) making recommendations to the CETL Director and the VP for Research & Scholarship who will finalize the award decisions, funding the greatest number of highly ranked proposals within the available budget. One important note though: SoTL projects generally involve human subjects (e.g. students), so a separate application must be filed with UNE’s Institutional Review Board (IRB) in order to conduct your research. Thus, although your proposal will be reviewed by the SoTL Selection Committee and may be selected for funding prior to IRB determination, monies will not be released without IRB documentation.

Funding levels per project are not specified. Historically, SoTL mini-grants have ranges from $1000 to $4000. As many worthy projects as possible will be funded across disciplines and colleges.

If you have any questions on the application or the review process after reading this announcement in full, please contact either the CETL Director, Marc Ebenfield at mebenfield@une.edu or 602-2845 or Karl Carrigan, CETL Coordinator, at kcarrigan@une.edu, 221-4891.

**What kinds of research projects fall under SoTL?**

SoTL involves “systematic study of teaching and/or learning and the public sharing and review of such work through presentations or publications” (McKinney, see <http://web.uri.edu/atl/files/definesotl.pdf>). Therefore, any SoTL project is an investigation triggered by a clear, researchable question, solid methodology, and an intentionality to disseminate one’s findings.

SoTL scholars have developed the following taxonomy of questions that showcase the range of SoTL projects:

**Is it working?** These studies involvetrying something new and examining whether it is achieving the goal/s you have identified in impacting student learning or motivation. Many times these research projects involve a pre-test/post-test or a time-series design.

 **What does it look like?**These projects lead to a more descriptive research study. You explore what is going on…for instance, what does an “at-risk” student look like, what factors appear to be present? Or in a 3-year graduate program, are there particular semesters that are more stressful than others for students? Data are gathered and aggregated focusing on what the situation is and once described, you can build from what you have learned and generate recommendations for interventions and also ideas that could lead to further research.

**What would it look like?**This type of research falls under a case study approach. For example, “What would it look like if I taught a course in a totally different way that would be new for the field such as teaching Abnormal Psychology through the lens of resilience?”  Focus would be on describing the design and then the experience. Student interviews, self-reflection, generally a more qualitative research design would be employed.

**Theory or concept building.**  These studies focus on building a different way of making meaning out of the things that faculty and students do together in the classroom.  For instance, how do students and faculty think about moments of difficulty in the classroom?  Not asking whether it works or what it looks like but theorizing about difficulty and helping all to make sense of it. Interviews and observations could be part of the methodology.

### This link-- <http://www.une.edu/cetl/scholarship-teaching-and-learning/faculty-research> -- provides you with past recipients of the UNE SoTL mini-grants and the titles of their projects. Perusing these projects might help to begin thinking about a project that might be of interest to you. Check out, too, the link <http://www.une.edu/cetl/scholarship-teaching-and-learning/available-books-and-online-resources> scrolling down to where there are hyperlinks to SoTL projects from other universities. Finally, the CETL Director, Marc Ebenfield, is available to explore possible research designs that would fit within your area/s of interest.

**Is SoTL a legitimate scholarly endeavor?**

Most definitely YES! Check out these regional and national conferences that feature SoTL research.

<http://www.une.edu/cetl/scholarship-teaching-and-learning/research-dissemination/regional-and-national-conferences>

Also review this list of dedicated journals that publish SoTL projects.

<http://www.une.edu/cetl/scholarship-teaching-and-learning/research-dissemination/dedicated-journals-focused-teaching-and-learning>

Finally, this link provides you with a quick review of recent SoTL articles that demonstrate a wide variety of journals publishing SoTL research: <http://www.une.edu/cetl/scholarship-teaching-and-learning/research-dissemination/articles>

**Where can I get more information on SoTL?**

**Check out these books that are available from the CETL’s lending library.  These books are housed both in the CETL Portland office at 304 Hersey Hall and the CETL Biddeford office at 045 Decary Hall. If a copy at your campus is signed out, you can request that a copy from the other campus be brought by for you to pick up.**

Becker, W.  (2010). *The scholarship of teaching and learning in higher education: Contributions of research universities*.  Bloomington, IN: Indiana University Press.

Bishop-Clark, C.  (2012). *Engaging in the scholarship of teaching and learning: A guide to the process, and how to develop a project from start to finish*.  Sterling, VA:  Stylus Publishing.

Boyer, E. L.  (1997). *Scholarship reconsidered: Priorities of the professoriate*.  San Francisco:  Jossey-Bass.
Note: This book by Boyer does not provide information on how to conduct SoTL projects, but is the classic work providing support for the academe to recognize scholarship of teaching and learning as a valid research field.

Cerbin, B.  (2011). *Lesson study: Using classroom inquiry to improve teaching and learning in higher education (An ACPA / NASPA Joint Publication)*.  Sterling, VA:  Stylus Publishing.

Huber, M. T.  (2002). *Disciplinary styles in the scholarship of teaching and learning: Exploring common ground*.  Sterling, VA:  Stylus Publishing.

Hutchings, P.  (2011). *The scholarship of teaching and learning reconsidered: Institutional integration and impact.* San Francisco:  Jossey-Bass.

McKinney, K.  (2012). *The scholarship of teaching and learning in and across the disciplines.* Bloomington, IN: Indiana University Press.

Weimer, M.  (2006). *Enhancing scholarly work on teaching and learning: Professional literature that makes a difference.* San Francisco:  Jossey-Bass.

**SoTL generally entails Human Subjects Research, so what do I need to do?**

Since SoTL is focused on teaching and learning, it usually involves students and thus falls within the purview of the UNE IRB. This means you must contact the UNE IRB for proper approval, exemption, or determination of your project before launching it. Click on the following link to learn what you need to know about Human Subjects research <http://www.une.edu/cetl/scholarship-teaching-and-learning/human-subjects-research>.

Also check out UNE’s IRB website for more information on the UNE IRB process and for access to the forms needed to submit a research project for review <http://www.une.edu/research/compliance/irb>.

Finally, assistance is as close as contacting the CETL Director, Marc Ebenfield at [mebenfield@une.edu](http://mebenfield@une.edu) or 602-2845 You also can direct any question to irb@une.edu.

**B. Proposal Submission Process**

Applications must be well-articulated with a clear researchable question linked to teaching and learning outcomes accompanied by a solidly proposed methodology incorporating realistic timelines and budget.

Funded proposals are expected to be presented to the campus during the Faculty Symposium Poster Session event in May 2021, with the final report providing archival evidence of completed work. Dissemination of your research beyond the university through conference presentations and paper publications is an expectation. CETL support for identifying venues for dissemination is available.

**Deadlines**

All proposals need to be submitted by the end of the day on Monday, April 13, 2020.

Notification of awards will occur within four weeks of the proposal due date.

**Eligibility**

All UNE educators including all faculty (adjuncts, part-time, full-time), SASC staff, Library Staff are eligible to submit a proposal. Co-collaborators are welcome.

**Funding Guidelines**

Funds related to your research may include but are not limited to:

* Faculty overload stipend up to $250 per semester
* Books and reference material
* Software connected with a new pedagogy
* Student assistants
* Gift cards for participants (see Marc Ebenfield or Karl Carrigan for assistance with your projected costs since IRS regulations come into play)
* Consulting services, for example for assistance with data analysis
* Editorial services for paper publication
* Partial course buy-out based on the cost of an adjunct covering the released teaching time (your Dean’s office should provide supporting funds for this item as well—Note: if you are including this expense, then an overload stipend listed in the first bullet would not apply and you ***must*** include a letter from your Dean identifying your college’s supporting funds)
* Travel funding
* Equipment; HOWEVER, any equipment costing over $400 becomes the property of CETL and will be on loan to the researcher for the duration of the project

Please note that grant funds will be available only when the IRB has reviewed your project and submitted the appropriate documentation to CETL@une.edu.

**Required Documents**

Proposals must be submitted electronically as a ***single word document*** to cetl@une.edu in the Center for Excellence in Teaching and Learning, with a visible carbon copy (cc) to the applicant’s department chair/program supervisor and dean. Proposals should be single-spaced in 12-point font with 1-inch margins. The proposal *should be understandable to persons not familiar with your discipline or with a unique teaching technique or software/technology to be implemented.*

**Application Format:** Applicants must write a formal application using the following format:

1. **Face Page—see page 8 for FACEPAGE form**.

The title page must include names of the applicant considered to be the Principal Investigator (PI) and, if applicable, up to two co-investigators. The application is considered signed by the PI when it is submitted from the PI’s UNE email address with Department Chair/Program Supervisor and Dean visibly copied. This is an entirely electronic submission.

1. **Background, Design, Intellectual Merit, and Significance—should not exceed 3 pages**.

Please provide a narrative that addresses the following:

* 1. Clearly identifies your research question and under which category your question falls (see page 2 listing the 4 possibilities)
	2. Description of your research project with supporting literature (why is this activity important to conduct?)
	3. Measurable outcomes that clearly emerge from the specified project described above.

What are your expected outcomes (hypotheses) given your research project? Note: If your outcomes are based *solely* on affective measures (e.g. students’ attitudes toward “flipping the classroom”), defend this choice versus a cognitive assessment involving student achievement measures.

* 1. Methodology—outline your research methods,
		1. How will you measure your outcomes (e.g. a survey, an observation protocol, ex post facto data that exist)? If an instrument will be used such as a survey or observation form, it would be helpful to provide sample items.
		2. Who is your sample? How will they be selected or are they already a defined group (e.g. students taking Bio 104)?
		3. How will you aggregate your data and report it [e.g. descriptive, correlational, analysis of variance]?
		4. What is your timeline? Is it a project that will encompass summer, fall, and spring semesters or 1 or 2 semesters? Outline what will occur with tentative benchmark dates including the stages involved in planning, developing instrumentation, writing IRB proposal with time for the IRB to review (this again is addressed under item 4 on p. 6), collecting data, aggregating data, and disseminating findings. Remember your proposal must persuade the SoTL Selection Committee that the project can be successfully completed within the identified timeframe, so provide sufficient detail for this determination.
	2. Dissemination Plan
		1. Provide information on how you intend to promulgate the results of your research to campus constituencies. See section on “Final Report and Presentation” for suggestions.
		2. Provide information on how you plan to disseminate the findings of your research to off-campus constituencies. If you plan to submit an article to a journal for publication, include the journal name and submission and publication deadlines. If you plan to submit your article for a conference presentation, include the conference title, location, conference dates, and submission deadlines. See the [www.une.edu/cetl](http://www.une.edu/cetl) under “Grant Funding” to find a listing of journals and conferences.
1. **Budget—see page 9 for the BUDGET FORM.**
	1. Itemize costs that you are requesting to be covered by the mini-grant. These costs could include a faculty overload stipend (maximum of $250/semester with 30% listed for fringe, so for all 3 semesters the amount would be $750 with $225 for fringe), partial course buy-out based on the adjunct cost of covering the course (Dean’s office should provide supporting funds for this cost as well), student assistant/s, consultant/s, supplies (specify items rather than categorically stating “software”), and travel. Include total on bottom line.
	2. Matching or other funding sources, if applicable. Matching funds, though not required, are encouraged and will strengthen applications. Matching funds can come from a variety of sources including start-up funding packages, Departments/Program, Dean’s offices, and UNE’s Centers for Excellence. The applicant should have initial discussions with these groups early in the application process and ask for brief letters of support that describe the match commitments. Matching funds can be in-kind, cash, or a combination of the two. Include total on bottom line.
	3. A separate page should be attached to justify all itemized costs and provide additional information as noted in the instructions (see page 9).
	4. Check one of the boxes to indicate whether you would be willing to complete the project if only partially funded.
2. **Institutional Review Board (IRB) Review/Approval Plan**—although you need not attach your IRB approval letter, a plan to immediately seek IRB review should be laid out with a clear deadline by which your proposal will be submitted to the IRB. Please note that no funds can be released until the appropriate documentation from the UNE IRB is on file with CETL.
3. **Letters of Support, if applicable**. Letters should indicate commitment for matching funds or other support for the project (i.e. departmental or Dean’s office funding). In cases where release time from coursework or service is involved, a letter from a Dean or authorized Associate Dean is required detailing the amount to be covered and the remaining amount that would needed).
4. **ABBREVIATED Curriculum Vitae**. Provide an *abbreviated* CV for each professional who is significantly involved in the project. *Each CV should be limited to 2 pages.*

**C. Final Report and Presentation**

A final report must be submitted to the Center for Excellence in Teaching and Learning by July 1, 2021. This report should include:

1. **Overview**. A description of the project outlining the research methods, findings, and results—format it as if you are submitting for publication.
2. **Budget**. A detailed listing of how the funds were spent.
3. **Goal Attainment**. An assessment of whether the project outcomes were reached along with thoughts on further research.

Additionally, grant recipients will be expected to participate in one or more SoTL-related activities at UNE, such as

* Participating in a SoTL poster session during the May 2021 Faculty Symposium event.
* Leading interest groups in topics related to the research project.
* Facilitating seminars that mentor or support new SoTL researchers.
* Presenting the work as part of the SoTL event series.
* Publishing the results of the project.

**D. Application Checklist**

Please be sure all of the following are completed and included in your application in the following order. Please create one single document, preferably a word document, with all of these components.

* Face Page (use attached form on page 8)
* Narrative (Section 2 cannot exceed 3 pages)
* Budget (use attached form on page 9) with Justification (cannot exceed 1 page)
* Institutional Review Board (IRB) Review/Approval Plan
* Letters of Support (if applicable)
* Abbreviated Curriculum Vitae (limited to 2 pages for each professional involved in the project)

**E. SoTL Proposal Review Scoring Rubric, 2020-2021**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **Category** | **Exemplary****(5 points)** | **Adequate****(3 points)** | **Needs Improvement****(1 point)** | **Missing1****(0 points)** |
| **Research question and description** | Research question clearly falls under SoTL taxonomy with strong connections to the literature providing a rationale for this research. | Research question falls under SoTL taxonomy with adequate connections to the literature.  | Research question falls under SoTL but might be mislabeled with limited literature provided. Still the project has merit. | Research question is not clear or there is no supporting literature cited to warrant this project being funded.  |
| **Measurable Outcomes** | Clearly defined, measurable, and valid outcome/s that directly emerge from the research question. | Measurable outcome/s listed and follow from the project but could be more fully explained.  | Outcome/s is/are vague, but a connection can be made with the project. | No outcome/s listed or outcome/s do not realistically connect to the question.  |
| **Methods** | Clearly states how outcome/s will be measured (sample items included if applicable) with instrumentation and a statistical methodology is connected to the research question. Participants’ description and selection clear. | General explanation of how outcomes will be measured with instrumentation and a statistical methodology that is connected to the research question. Participants’ description and selection clear. | Partially states how outcomes will be measured but they do seem linked to the question. Contains a vague description of the statistical methods to be used. Participants’ description and selection clear. | Methods not provided or missing an important part such as how he/she would measure the outcomes, analyze the data, or select participants. |
| **Timeline2** | Includes all benchmark times for each stage with clear activities noted connected to established viable timelines. Altogether supports the research question. | Adequate timeline recognizing all stages of the project with one or two minor details not noted. | Timeline is given but shows gaps, is disorganized, or lacks proper formatting. | Timeline is not provided. |
| **Budget with Justification** | Budget items clearly support project activities and are reasonable and appropriate. | Budget items support project activities and are generally reasonable and appropriate. | Budget items vaguely support project activities and/or are seemingly reasonable & appropriate. | Budget items not connected to project activities and/or are inappropriate. |

1A zero on any criterion will result in the project not being funded.

2Timeline stages should include planning, instrument development as applicable, IRB review, data collection, data aggregation, dissemination plans, and final report to the CETL.

**F. Forms needed—Facepage and Budget**

**2020-21 Dr Susan J Hillman, SoTL Mini-Grants FACEPAGE**

|  |
| --- |
| **Title of Project:** |

|  |  |
| --- | --- |
| **Principal Investigator Information:** | **Co-Investigator(s) Information (if applicable):** |
| Name: | Name of First Co-Investigator |
|  |  |
| Title: | Title: |
|  |  |
| Department: | Department and College: |
|  |  |
| College: | Name of Second Co-Investigator: |
|  |  |
| Campus: | Title: |
|  |  |
| E-mail: | Department and College: |
| Phone: |
|  |

|  |
| --- |
| **Project Information:** |
| Human Subject Research🞏 Yes 🞏 No |
| Project Start Date: | Project End Date: | This project will cover (mark all that apply)* Summer 2020
* Fall 2020
* Spring 2021
 |

**Application will be considered signed when it is submitted from the PI’s UNE email address. Department Chair/Program Supervisor and Dean MUST be copied (cc’d) on submission to serve as notification in lieu of signature.**

**Please submit the application electronically in one word file to CETL@une.edu.**

**2020-21 Dr. Susan J. Hillman SoTL Mini-Grants BUDGET FORM**

|  |  |
| --- | --- |
| Title of Project: | Principal Investigator |
|  |  |
|  | Mini-Grant Request | Matching or other source |
| Personnel |  |  |
|  | Overload stipend for \_\_\_\_ semesters (fill in the #) |  |  |
|  | * + 30% fringe on overload stipend
 |  |  |
|  | Adjunct for course-release |  |  |
|  | Student Assistants |  |  |
|  |  |  |  |
| Consultants |  |  |
|  | Name:  |  |  |
|  | Name: |  |  |
|  |  |  |  |
| Supplies (e.g. books, software, equipment, etc.)—please list each on a separate line and be specific what is being requested. Also note that equipment costing more than $500 is on loan to the researcher for the duration of the funded period |  |  |
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|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |
| Travel (must be clear how this advances the research) |  |  |
|  | Mileage |  |  |
|  | Flights |  |  |
|  | Hotels, food, etc.  |  |  |
|  | Conferences/registration fees |  |  |
|  |  |  |  |
|  |  |  |  |
|  | **TOTAL:** | **$**  | **$**  |

**Instructions:** Put the dollar amount requested under the “Mini-grant Request” column. Other monies you have secured (either already or for future use) should be identified under the “matching or other source” column, which may include any outside funder (Federal or foundation) or any internal funder (such as departmental funds, Dean’s award, or other). For consultants and contractual costs, please identify the name of the person or organization; with supplies be specific as to what is requested noting titles of books, for instance, not simply list “books.”

On a *separate* sheet, justify all applicable costs such as with student assistances and consultants please include details about how many hours (or days, or percent effort) are included as well as the rate you intend to pay. With supplies, link how they further this research. With travel include details of where, for what, how long, etc. and how this travel advances the research. Other details explaining any further requested portions of the budget should be included. With “matching or other source” amounts indicate what restrictions may be on those monies, if any. Finally, please answer the following question:

**Are you willing to continue with the project if only partially funded? (Mark one)**

**\_\_\_\_\_\_\_\_\_ Yes \_\_\_\_\_\_\_\_\_No \_\_\_\_\_\_\_\_\_Depends**