

Center for Teaching Excellence Summer Pedagogy Development Stipends

A. Purpose

CTE Summer Pedagogy Development Initiatives assist faculty by providing support in the form of funding for materials and/or released time to develop innovative pedagogies with broad application. Since all faculty are required to devote effort toward improving their teaching faculty who submit successful proposals will need to outline practices that apply to courses beyond the applicant's single course or discipline. Prior to submitting a proposal, applicants are strongly encouraged to review the list of recently funded proposals. Proposals geared toward one course should be sent to the individual college for potential funding.

B. Award and Activities

Summer Stipends of up to \$3,000 are awarded to support projects with the potential to produce innovations and improvements in teaching and learning methods **not normally expected** in a discipline or department.

Examples are:

- Teaching interdisciplinary courses or components of courses and assessing their effectiveness.
- Teaching and assessing courses with applied learning components (e.g., experiential, service or honors emphases).
- Implementing and assessing active learning techniques (e.g., collaborative learning; learning laboratories; mentoring).
- Incorporating and assessing media resources for a specific teaching and/or learning goal. Such projects extend beyond accumulating media resources, publishing websites, or creating multimedia presentations.

C. Eligibility

To be eligible to apply, the applicant:

- Must be a full-time, nine-month continuing faculty member.
- May teach no more than three credit-hours during Summer I nor receive other June salary.
- Must not have received a CTE Summer Teaching Initiative during the previous three summers.

A faculty member may not receive both a CTE Initiative and a Summer Research Initiative during the same year.

D. Application Deadline

The applicant must submit a completed application to the Center for Teaching Excellence, Randall Library, Box 5930, Suite 2038.

Application Proposal

The application must be written for a multi-disciplinary audience and shall include the following:

- The prescribed cover sheet.
- A brief narrative budget.
- A brief (three-page, double-spaced) description of the proposed pedagogy development or improvement activity, including:
 1. the specific innovative teaching methodology or learning strategy that the applicant will adopt and an explanation of why it is innovative relative to the applicant's discipline or department;
 2. the changes to the applicant's or discipline's current approach to teaching that will result from the proposed activity;
 3. the specific criteria and methods by which the applicant will assess the effectiveness of the activity;
 4. the specific ways the applicant will share or model the proposed changes for other faculty.

E. Selection of Recipients Procedures

The Director of the Center for Teaching Excellence will convene the members of the CTE Advisory Board and present applications to the committee for review. After consultation with this committee, the director will announce award recipients.

F. Scoring Guide for CTE Summer Teaching Initiative Proposals

Criteria	Outstanding (4)	Strong (3)	Good (2)	Fair/Poor (1)
Overall Quality	Proposal is clear, well-written, adheres to the call for proposals, and offers an idea that reaches beyond usefulness for a single course.	Proposal adheres to the call for proposals and offers an idea that reaches beyond usefulness for a single course.	Proposal offers an idea that reaches beyond usefulness for a single course.	Proposal offers an idea that does not reach beyond usefulness for a single course.
Method and Feasibility	Describes feasible plans clearly and specifically; Methods are discipline-appropriate and achievable	Describes feasible plans; Methods may be achievable	Describes plans that may or may not be feasible; Methods may or may not be achievable	Little or no description of methods or feasibility
Potential Quality and Degree of Innovation	Demonstrates great potential for innovation in both quality and degree	Demonstrates great potential for innovation in either quality or degree	Demonstrates potential for innovation in either quality or degree	Demonstrates little or no potential for innovation
Adherence to Recognized	Demonstrates how project adheres to	Identifies standards of	Indicates that project will	No indication of resulting

Standards of Excellence	a recognized set of standards of excellence	excellence to which project adheres	result in excellent pedagogy	excellence is given
Potential Benefits for the Applicant; Applicant's Department, School, or College; and the University and its Students	Benefits applicant, department/school, college, university, and students	Benefits applicant and some combination of department/school, college, university, and students	Benefits primarily accrue to applicant and students	Benefits primarily accrue to applicant
Quality of the Project's Assessment Criteria and Methodology	Assessment criteria are clear, thorough, and appropriate for the project	Assessment criteria are identified but may lack clarity or appropriateness	Assessment criteria are identified	Assessment criteria are not identified or are unclear

G. Subsequent Responsibilities

Recipients must submit to the CTE a 2-page report or a poster detailing their activities by August 30 of the following academic year. Recipients must also submit a 100-word abstract for publication on the CTE web page. Applicants who have not fulfilled responsibilities for previous awards will not be considered for future awards.