Faculty Enhancement and Instructional Development (FEID)
Proposal Support

Applications due: March 11, 2024, by 11:59pm

Dr. Kathleen Preston, Interim Director, FDC
February 20 and 21, 2024
What is the FEID grant?

• The Faculty Enhancement and Instructional Development (FEID) Award program funds instructional improvement projects that lead to increased student success.

• Projects shall address student success through innovative and equitable pedagogy. Examples include:
  – Redesigning an entire course to provide more inclusive and equitable experiences for diverse learners. (e.g., gamifying or flipping a course)
  – Development of new course
  – Modifying an approved face-to-face course for a different UPS-approved modality
  – Modifying multiple assessments/assignments within a current course or courses to better reflect currency and/or alignment with university, college, or program outcomes
  – Introduction and implementation of high-impact practices in the course or program (see https://www.fullerton.edu/hips/)
  – Adding best/promising practices identified by the Scholarship of Teaching and Learning (SoTL) to support student success in a course or program
  – Interdisciplinary or collaborative course development and implementation (see below regarding support for collaborative projects)

*For interdisciplinary or collaborative projects, only one lead person should submit, but highlight how the work will be distributed.
What is the FEID grant?

• Priority is given to proposals that:
  – Use data to identify an area of student learning need and provide measurable objectives for that need
  – Provide a clear plan describing methods and activities which, when implemented, will address the identified need
  – Clearly connect to this year’s focus
  – Clearly describe how the project aligns with college or university strategic plans
  – Positively impact student success
  – Include reasonable assessment of measurable achievement outcomes
  – Describe the plan for sustaining the proposed changes
  – Outline project completion that is feasible and commensurate with 3 WTU time expectations
Innovation:
Course Redesign and/or Innovative Teaching Practices

Describe why your project is innovative
Some Possibilities include:

• Implementation of pedagogy for diverse audiences
• Program or Departmental changes
• Interdisciplinary course modification or proposal OR collaborative projects *
• Modifying an approved face-to-face course to be offered in a different approved modality
• Modifying assessments/assignments within a current course
• Implementation or expansion of high-impact practices
• Application of best/promising practices produced from the Scholarship of Teaching and Learning (SoTL)

*For interdisciplinary or collaborative projects only one lead person should submit, but highlight how the work will be distributed.
Breaking Down the FEID Narrative

(1500-word total- not counting abstract or cost justification)

• Abstract
• Problem and intended outcomes (20%)
• Methods and activities to address identified need (25%)
• Focus (15%)
• Strategic plan alignment (10%)
• Impact (5%)
• Assessment strategies or activities to determine impact (5%)
• Sustainability (10%)
• Cost justification (if applicable) (5%)
• Feasibility of project completion (5%)
Abstract

• 100-word maximum
  – exclusive of 1500-word total
• Not scored
• Used on the FDC website and marketing materials.
• Be descriptive and comprehensive to allow others to fully understand the project.
Problem and Intended Outcomes

• What student learning need does this project address?
• Why is this needed?
  – Include data from FSSD dashboard, CSU dashboard, Canvas analytics, or your own records
• Provide details about your project’s objectives.

From the rubric:
Use of multiple sources of data to identify a student learning need
AND
At least one measurable student learning outcome
Methods and Activities to Address Identified Need

• What is your plan to address this identified need?
• What methods and activities will this project implement that will result in increased equity and inclusion in your class/program?
• Connect the project to best or promising practices.

From the rubric:

*Methods and activities are clearly and appropriately aligned to the identified student learning need and will address the objectives*
Focus

Student success through innovative and equitable pedagogy.

• Describe how your proposed methods and activities align with this year’s focus on instructional improvement, which leads to increased student success.

• Avoid making assumptions that readers know about your current pedagogy and/or class/program.
• Make explicit connections between the methods and activities and this year’s focus.

From the rubric:

*Connections to this year’s FEID focus are natural and well supported*
Strategic Plan Alignment

- Describe how your proposed methods and activities align with University or College strategic plans.
- Be specific. Do not assume readers know your college strategic plans.

From the rubric:

*Connections to College or University Strategic plans are natural and well supported*
Impact

• Connect the impact to overall student success to help readers determine the extent and depth of the impact.

• Consider the number of students impacted, reversal of a negative trend, connections to research, etc.…

From the rubric:

*Connections to overall student success are well supported*
Assessment Strategies or Activities to Determine Impact

• Explain how you will determine the success of your project.
• What data will you use to determine if outcomes were met?
• Consider the data you used to identify the need.
• Explicitly connect the assessment strategies to the stated outcomes

From the rubric:

*Use of multiple sources of data to determine program success AND Assessment strategies or activities are clearly and appropriately aligned to learning outcomes.*
Sustainability

• Describe how this project would be sustained in future semesters.

• Describe in detail the plan to offer this project on a sustainable and ongoing basis.
  — For instance, this section might discuss the staffing, time, and budgetary issues necessary to sustain this project.

From the rubric:

*Project sustainability is feasible*
Cost Justification

• Provide a detailed budget and an acknowledgment that any technology purchases must be approved by IT prior to purchase.
• You may choose to use the table below to guide this section.
• Please note that State monies cannot be used to purchase gift cards.
• Please note that if no budget is needed, you will earn full points for this section.

From the rubric:
*Complete and realistic/well researched budget is included*  
*OR*  
*No budget is required for project completion*
Feasibility of Project Completion

• Describe how the scope of the project is commensurate with the time expectation of 3 WTU.

• You may choose to use the table below to guide this section.

From the rubric:

*Project completion is feasible and commensurate with 3 WTU time expectation*
## Budget/Timeline Template

<table>
<thead>
<tr>
<th>Activity</th>
<th>When</th>
<th>Budget Amount</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of Project</strong></td>
<td>Semester/Year</td>
<td>3 WTUs*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summer Additional Pay, up to $5,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AND/OR OE &amp; E, up to $500</td>
<td></td>
</tr>
<tr>
<td><strong>Example:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration Meeting w/FJC Faculty</td>
<td>Monthly</td>
<td></td>
<td>PI- Jane Doe</td>
</tr>
<tr>
<td>Approx. 4 meetings scheduled Nov- Apr</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of Data Collected</td>
<td>April 2024</td>
<td></td>
<td>Student – Joe Smith</td>
</tr>
<tr>
<td>Meeting: final data and strategies for report</td>
<td>May 2024</td>
<td></td>
<td>PI – Jane Doe and FJC Faculty</td>
</tr>
<tr>
<td>Present at NSF Conference in June</td>
<td>May - June 2024</td>
<td></td>
<td>PI - Jane Doe</td>
</tr>
</tbody>
</table>

WTU/Summer Additional Pay
Examples of Past Projects

• Redesign of Theatre Management Class to Address 21st Century Realities

• Developing counseling skills through co-curricular, experiential education, and service learning

• Including Undergraduate Research in a CAS Senior Seminar Course

• A Humanity at Work: Alumni Career Webinars for History Majors

• Design and implementation of a cross-disciplinary Bio-Geo intersession field course
Money

Some things to know:

• Summer faculty additional pay
  – The FDC will “hire” you for the summer to process the additional pay.

• Reassigned time
  – The FDC will budget transfer this money to your department

• OE & E:
  – The FDC will transfer the money to your department
  – Make sure your dept agrees on how you spend funds
  – Gift cards cannot be purchased with state funds
  – IT must approve any technology purchases prior to purchase
Online Application Process

- [https://afapps.fullerton.edu/FEID/Login.aspx?ReturnUrl=%2fFEID%2f](https://afapps.fullerton.edu/FEID/Login.aspx?ReturnUrl=%2fFEID%2f)

- [https://fdc.fullerton.edu/grants/teaching-grants.html](https://fdc.fullerton.edu/grants/teaching-grants.html)
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Weight</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem and Objectives</strong></td>
<td>20%</td>
<td></td>
<td>Use of multiple sources of data to identify a student learning need AND At least one measurable student learning outcome</td>
<td>Use of data to identify a student learning need AND At least one measurable student learning outcome</td>
<td>Insufficient data used to identify student learning need OR Stated outcome is not measurable or not included</td>
<td>No data to identify a student learning need AND Student learning outcomes not included</td>
</tr>
<tr>
<td><strong>Methods and Activities</strong></td>
<td>25%</td>
<td></td>
<td>Methods and activities are clearly and appropriately aligned to the identified student learning need and will address the objectives</td>
<td>Some methods and activities are unclear, or the case needs to be made that all the methods and activities will address the objectives.</td>
<td>Methods AND/OR activities are unclear AND/OR the case has not been made to show how methods address the objectives</td>
<td>Methods, activities and outcomes are not included or do not align to identified need</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>15%</td>
<td></td>
<td>Connections to this year’s FEID focus are natural and well supported</td>
<td>Connections to this year’s FEID focus are natural and partially supported</td>
<td>Connections to this year’s FEID focus lack authenticity and/or supporting rationale</td>
<td>Connections to this year’s FEID focus are not included, lack authenticity, or are not feasible</td>
</tr>
<tr>
<td><strong>Alignment with Strategic plan</strong></td>
<td>10%</td>
<td></td>
<td>Connections to College or University Strategic plans are natural and well supported</td>
<td>Connections to College or University Strategic plans are natural and partially supported</td>
<td>Connections to College or University Strategic plans lack authenticity and/or supporting rationale</td>
<td>Connections to College or University Strategic plans are not included, lack authenticity, or are not feasible</td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>5%</td>
<td></td>
<td>Connections to overall student success are well supported</td>
<td>Connections to overall student success are supported</td>
<td>Connections to overall student success are not supported</td>
<td>Connections to overall student success not supported or included</td>
</tr>
<tr>
<td><strong>Assessment Plan</strong></td>
<td>5%</td>
<td></td>
<td>Use of multiple sources of data to determine program success AND Assessment strategies or activities are clearly and appropriately aligned to learning outcomes.</td>
<td>Use of multiple sources of data to determine program success, but it is unclear how assessment strategies or activities align to learning outcomes.</td>
<td>Limited variability in data sources used to determine program success AND it is unclear how assessment strategies or activities align to learning outcomes.</td>
<td>Assessment strategies or activities are not included or not aligned to learning outcomes</td>
</tr>
</tbody>
</table>
How will my project be scored?

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Weight</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sustainability</strong></td>
<td>10%</td>
<td>Project sustainability is feasible</td>
<td>Project sustainability is mostly feasible</td>
<td>Project sustainability is partially feasible</td>
<td>Project is not sustainable over time or sustainability not described</td>
<td></td>
</tr>
<tr>
<td><strong>Cost Justification</strong></td>
<td>5%</td>
<td>Complete and realistic/well researched budget is included OR No budget is required for project completion</td>
<td>Complete budget is included</td>
<td>Partially complete budget is included</td>
<td>Additional funding for resources is requested but no budget is included</td>
<td></td>
</tr>
<tr>
<td><strong>Feasibility of Project Completion</strong></td>
<td>5%</td>
<td>Project completion is feasible and commensurate with 3 WTU time expectation</td>
<td>Project completion is mostly feasible and commensurate with 3 WTU time expectation</td>
<td>Project completion is partially feasible and/or commensurate with 3 WTU time expectation</td>
<td>Timeline is not included or not sufficient for 3WTUs compensation</td>
<td></td>
</tr>
</tbody>
</table>

Automatic calculations occur in this row:

**Total:**
TIPS

• Remember that the faculty reviewers reading your narrative might not be from your discipline. Your narrative should be clearly understandable by a faculty member outside your own field.

• Take the time to review the weblinks throughout the PowerPoint.

• Explore the FDC's teaching pages and scholarship pages for helpful online resources when developing your project concept.

• Compare your draft proposal to the rubric and revise your draft as necessary to clearly address the criteria.
Review Process

• 3 reviewers on each application
  – Members of the FDC board
  – Last year’s award recipients
• 1 from the same college
Questions?