



Faculty Enhancement and Instructional Development (FEID) Proposal Support

Applications due: March 13, 2023 by 11:59pm

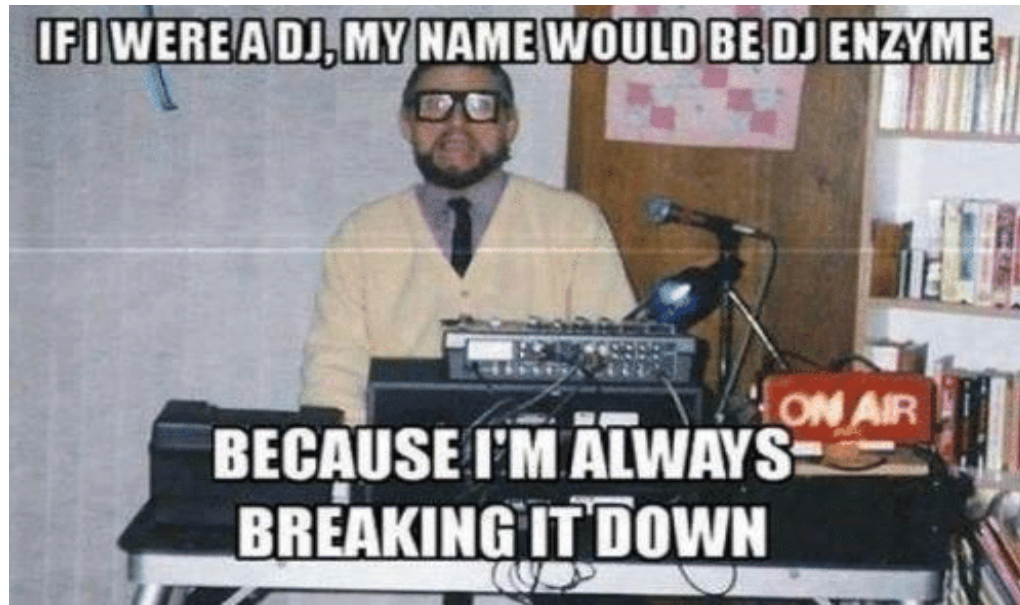
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What is the FEID grant?



- The Faculty Enhancement and Instructional Development (FEID) Award program funds instruction improvement projects that lead to increased student success.
- Projects shall address course redesign and/or innovative teaching. Examples 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)
- Priority is given to proposals that:
 - Identify a problem, a need (provide data to substantiate FSSD dashboard, CSU dashboard) and provide objectives for solving,
 - Provide a clear plan which highlights the methods, activities and innovations being implemented,
 - Describe assessment of measurable outcomes of achievement,
 - Discuss the benefits of the project (for University, Department, Students and/or Faculty), and
 - Plan for sustainability

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



Breaking Down the FEID Narrative

- Description of project (problem, need and objectives)
- Plan: Methods, Activities, and Innovation to include Best/Promising Practices
- Assessment
- Benefits
- Sustainability
- Cost Justification and Feasibility of Completion (see Budget and Timeline template)

Description

Problem and Objectives

- What **problem** does this project attempt to solve?
- Why is this needed? What data supports this?
- Provide details about your project's objectives.

From the rubric:

Clear statement of relevant problem AND stated need based on data AND meaningful objectives which address the problem and need.

Plan: Methods and Activities

- What is your plan?
- What methods and activities will you implement- do they align to the problem?
- What new innovation are you implementing?

From the rubric:

Clear plan which delineates methods and activities that are aligned to the problem and will meet the objectives. Clearly explains innovation and how it reflects best or promising practices.

Outcomes and Assessment

- Assessments are tied to objectives
- Measure(s)
 - Feasible
 - Evaluative
- How will you know if your innovations/methods/activities worked?



The Rubric:

Assessment strategies are clearly aligned and measure project objectives or (expected) outcomes.

Benefits

Proposed project clearly describes the benefits the implementation will have on

- students,
- the department,
- And/or instructional processes

The Rubric:

Proposed project clearly describes the benefits the implementation will have on students, the department/s, and/or instructional processes.



Sustainability

Plan for the future:

- Funding (if needed)
- Sustained implementation
- Expansion
 - To other sections
 - To other courses

The Rubric:

Clear and detailed indication of how the project will be sustained once the course release or stipend is exhausted.



Budget and Timeline

- Reassigned Time/
Summer Stipend
 - Need for reassignment
 - Any other supports for project (e.g., department, college, grants and stipends)
 - Deliverable dates
- Operating Expenses &
Equipment
 - Need for resources
 - Any other supports for project (e.g., department, college, grants and stipends)
 - Deliverable dates

The Rubric:

Clear justification of WTUs/stipend and OE&E. Project completion likely given timeline and scope.

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:

- If you are asking for summer faculty additional pay there are new rules on faculty additional pay (the FDC will need to “hire” you for the summer to process the additional pay.)
- If you are asking for reassigned time- the FDC will budget transfer this money to your dept
- OE & E- there are rules on how state funds can be used- money will be transferred to your dept- make sure your dept is in agreement on how you are spending funds- i.e., gift cards can't be bought with state funds.

How will my project be scored?

Criterion	Weight	4	3	2	1	Score
Problem, Need and Objectives	20%	Clear statement of relevant problem AND stated need based on data AND meaningful objectives which address the problem and need.	Clear statement of problem and stated need based on data and some objectives which address the problem and/or need.	Problem statement AND/OR objectives need to be developed and aligned. Need is stated but not supported by data.	Problem statement, need AND objectives need to be developed.	
Plan: Methods, Activities and Innovation to include Best/Promising Practices	30%	Clear plan which delineates methods and activities that are aligned to the problem and will meet the objectives. Clearly explains innovation and how it reflects best or promising practices.	Some methods and activities are unclear or the case needs to be made that all of the methods and activities will accomplish the objectives. Innovation included but limited explanation as to how it reflects best or promising practices.	Methods AND/OR activities are unclear AND/OR the case has not been made that they will accomplish the objectives. Innovation included but needs to explain how it is a best or promising practice.	Methods and activities are unclear AND will not accomplish the objectives. Project needs to incorporate best or promising practices.	
Assessment	10%	Assessment strategies are clearly aligned and measure project objectives or (expected) outcomes.	Assessment strategies are somewhat aligned and most measure project objectives or (expected) outcomes.	Assessment strategies need to consider how to adequately measure and/or clearly align to project objectives or (expected) outcomes.	Assessment strategies need to measure and align to project objectives or (expected) outcomes.	
Benefits	20%	Proposed project clearly describes the benefits the implementation will have on students, the department/s, and/or instructional processes.	Proposed project describes the benefits the implementation will have on students, AND/OR the department, AND/OR instructional processes.	Provides limited benefits OR a limited discussion of how the benefits will impact students, AND/OR the department AND/OR the instructional process.	Discussion of benefits needs to be developed.	
Sustainability	10%	Clear and detailed indication of how the project will be sustained once the course release or stipend is exhausted.	Some discussion of how the project will be sustained once the course release or stipend is exhausted.	Some discussion of how the project will be sustained AND/OR inadequate rationale for how the project will be sustained once the course release or stipend is exhausted.	Need to indicate how the project will be sustained once the course release or stipend is exhausted.	
Cost Justification and Feasibility of Completion (see Budget and Timeline template)	10%	Clear justification of WTUs/stipend and OE&E. Project completion likely given timeline and scope.	Project does not seem feasible given timeline and scope OR work completed outside of time-frame requested	Project does not seem feasible given timeline and scope AND work completed outside of time-frame requested.	Project does not seem feasible given timeline and scope and/or unclear justification of WTUs/stipend and/or not all of the aspects of the budget or timeline are addressed.	
Automatic calculations occur in this row:						Total :

Online Application Process

- <https://afapps.fullerton.edu/FEID/Login.aspx?ReturnUrl=%2fFEID%2f>
- <http://fdc.fullerton.edu/teaching/grants.php>

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.

Questions?