



CALIFORNIA STATE UNIVERSITY
FULLERTON[™]

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

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

How will my project be scored?

Criterion	Weight	3	2	1	0	Score
Problem and Objectives	20%	Use of multiple sources of data to identify a student learning need AND At least one measurable student learning outcome	Use of data to identify a student learning need AND At least one measurable student learning outcome	Insufficient data used to identify student learning need OR Stated outcome is not measurable or not included	No data to identify a student learning need AND Student learning outcomes not included	
Methods and Activities	25%	Methods and activities are clearly and appropriately aligned to the identified student learning need and will address the objectives	Some methods and activities are unclear, or the case needs to be made that all the methods and activities will address the objectives.	Methods AND/OR activities are unclear AND/OR the case has not been made to show how methods address the objectives	Methods, activities and outcomes are not included or do not align to identified need	
Focus	15%	Connections to this year's FEID focus are natural and well supported	Connections to this year's FEID focus are natural and partially supported	Connections to this year's FEID focus lack authenticity and/or supporting rationale	Connections to this year's FEID focus are not included, lack authenticity, or are not feasible	
Alignment with Strategic plan	10%	Connections to College or University Strategic plans are natural and well supported	Connections to College or University Strategic plans are natural and partially supported	Connections to College or University Strategic plans lacks authenticity and/or supporting rationale	Connections to College or University Strategic plans are not included, lack authenticity, or are not feasible	
Impact	5%	Connections to overall student success are well supported	Connections to overall student success are supported	Connections to overall student success are not supported	Connections to overall student success not supported or included	
Assessment Plan	5%	Use of multiple sources of data to determine program success AND Assessment strategies or activities are clearly and appropriately aligned to learning outcomes.	Use of multiple sources of data to determine program success, but it is unclear how assessment strategies or activities align to learning outcomes.	Limited variability in data sources used to determine program success AND it is unclear how assessment strategies or activities align to learning outcomes.	Assessment strategies or activities are not included or not aligned to learning outcomes	

How will my project be scored?

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