# Teaching Innovation Grant Application

## Cover Sheet

### Faculty Team Information

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<tr>
<th>Faculty Team</th>
<th>Last Name</th>
<th>First Name</th>
<th>Department</th>
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**Primary Investigator/Representative for Faculty Team**

- Email

- Participated in: □ ACUE □ FLC □ Engaging Exploration □ Writing in the Disciplines □ TIG Grant □ EL Fellowship □ Odyssey Grant □ Other PACE/QEP Activities □ TDOP

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<th>Faculty Member 2</th>
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- Email

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- Email

- Participated in: □ ACUE □ FLC □ Engaging Exploration □ Writing in the Disciplines □ TIG Grant □ EL Fellowship □ Odyssey Grant □ Other PACE/QEP Activities □ TDOP

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- Email

- Participated in: □ ACUE □ FLC □ Engaging Exploration □ Writing in the Disciplines □ TIG Grant □ EL Fellowship □ Odyssey Grant □ Other PACE/QEP Activities □ TDOP
Approvals

In submitting this proposal, the Primary Investigatory / Representative for the Faculty Team verifies that the proposal has been approved by the undersigned and that relevant scheduling and support considerations have been discussed.

**Primary Investigator/Representative for Faculty Team:**
Print Name: .................................................... Date: ..................................
Signature: ..........................................................

**Department Chair:**
Print Name: .................................................... Date: ..................................
Signature: ..........................................................

**Dean:**
Print Name: .................................................... Date: ..................................
Signature: ..........................................................
Proposal Title:

Proposal summary (150 words maximum):

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**High-Impact Practices (HIP) checklist**

Check all that apply. Applicants are urged to contact PACE with any questions related to incorporation of HIPs in their proposal.
- ☐ Collaborative learning
- ☐ Project-based learning
- ☐ Improvement/development of a writing intensive course, writing-to-learn
- ☐ Service learning, or community-based learning
- ☐ Undergraduate scholarship
- ☐ Capstone experiences
- ☐ First-year and transitional experiences
- ☐ Curriculum improvement
- ☐ Learning communities and linking of courses
- ☐ Online course design/improvement
- ☐ Incorporating critical thinking
- ☐ Active learning-course redesign
- ☐ Competency-based course design
- ☐ Retrieval practice
- ☐ Interleaving
- ☐ Student metacognition
- ☐ Other Click or tap here to enter text.

**HIPs generally:**
- Involve a greater student investment of time, effort, and purposeful attention to learning.
- Allow students to interact with faculty, staff, and peers concerning substantive matters, and build sustained, substantive relationships.
- Allow students to experience diversity and engage people across their differences.
- Involve a student-centered approach to the curriculum or development of competencies.
- Involve frequent and substantive feedback for students.
- Provide opportunities for students to discover the relevance of, and apply, integrate and synthesize knowledge gained in and out of the classroom within the context of real-world applications and new situations.
- Provide the opportunity for students to be meta-cognitive and reflect on their experiences and the person they are becoming.

**Resources**

Resources to assist you in development of your plan:
- Course Transformation Guide from Carl Wieman Science Education Initiative at the University of British Columbia - [http://www.cwsei.ubc.ca/resources/instructor_guidance.htm](http://www.cwsei.ubc.ca/resources/instructor_guidance.htm)
- Impact of faculty development reports, Association of College and University Educators - [http://acue.org/about/impact/](http://acue.org/about/impact/)
- Description of some HIPs from AACU - [http://www.aacu.org/leap/hips](http://www.aacu.org/leap/hips)
Project Plan

Two to five-page description of the project, including how the educational intervention is related to evidence-based practices (with references), expected faculty and student outcomes, approximate number of students impacted, course(s) and majors impacted, how the intervention fits into the course learning objectives and curriculum of the major, and assessment plan. References will not be included in the five-page limit. If the primary course impacted is hybrid or online, explain how this is related to the intervention, and what components (if any) will be face-to-face and which will be online. This should be provided as a PDF submitted via email to Engaging Spaces QEP (engaging@shsu.edu).

Budget

Brief itemized budget description. Faculty can request up to $2,000 each for stipends to compensate project effort. Project expenses up to $3,000 can be requested related to books, software, etc.
## Budget Outline

<table>
<thead>
<tr>
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<th>Quantity</th>
<th>Total Cost</th>
<th>Justification / Purpose</th>
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Grand total: ____________