Overview: Faculty/Staff Community of Practice Grants

The Center for Integrative and Experiential Learning invites proposals to join the Integrative and Experiential Learning (IEL) Faculty/Staff Community of Practice (CoP). CoP members will develop or revise a course or program that provides students with the opportunity to engage beyond the classroom and reflect on how that engagement connects with their personal, academic, and career goals. The CoP includes both faculty and staff so that, in addition to implementing IEL projects and learning more about IEL practices, members can also learn more about each other's respective programs and how they support students.

CoP members will receive up to $5000 to apply towards a project over an 18-month period. Priority is given to proposals that propel the goals of the Quality Enhancement Plan (QEP), including engaging more students beyond the classroom and encouraging reflection on those engagements, and that impact QEP target populations (Pell-eligible, transfer, underrepresented minority, and male students). Collaborative teams with more than one faculty/staff member are invited to work together on a single project proposal.

Who Can Apply

Full-time faculty and staff at USC Columbia, and full-time faculty involved in 4-year programs at Palmetto College Campuses

How To Apply

Applications must include a:

- completed Grant Proposal Cover Sheet (template provided on page 3)
- Budget and Budget Justification (template provided on page 4)
- 2-4 page Project Description (prompts provided on pages 5-6)
- 1-2 page resume or biographical sketch

Please submit applications as a single PDF file to the CIEL Experiential Learning Coordinator at ciel@sc.edu by November 1st, 2023 at 5 pm.

Selection Criteria

Grants are competitive. Proposals will be evaluated using the following criteria:

- Completeness of the application and conformance to these guidelines
- Reasonableness of the budget (up to a total request of $5000, see allowable costs below)
- Potential for project to increase opportunities for beyond the classroom experiences for all students and particularly for target populations of Pell-eligible, transfer, underrepresented minority, and male students
- Produce results that impact student learning and help students make connections across experiences
- Feasibility of completing the project in the time proposed and with the funds available
- Potential to sustain the integrative and experiential learning experiences beyond the grant period

Applications will be reviewed by a selection committee chaired by the CIEL Faculty Executive Director. For more information, contact the Experiential Learning Coordinator at ciel@sc.edu before the proposal deadline.

Purpose of the Community of Practice cohort

Grant recipients will be part of a Community of Practice (CoP) cohort that meets regularly to collaborate and support each other, share knowledge on issues of practice with integrative and experiential learning (IEL), and cultivate dialogue that identifies unexplored possibilities and generates new ideas to increase student engagement. CoP meetings provide the time and space for members to share plans and progress, receive feedback, and seek community-based solutions to challenging problems with their project. The CoP includes

both faculty and staff so that, in addition to implementing IEL projects and learning more about IEL practices, members can also learn more about each other's respective departments, offices, and programs and how they support students at USC. The CoP facilitates diverse networking opportunities across its membership with the potential for long-term collaboration, scholarship, and publication.

Budget

All funds should be utilized within the 18-month grant cycle, in a way that ideally allows the program to continue beyond the cycle with department or external funding. Allowable budget items include:

- Personnel (does NOT include summer salary for faculty)
- Materials for program development, marketing/recruitment, and implementation
- Transportation and/or lodging for BTC experiences
- Community partnership costs and/or guest speaker honorariums
- Wages for student employees, interns, or research assistants
- Supplies for adapting physical spaces
- Technology required to meet learning outcomes
- Allocation of scholarships for participating students
- Other items that support the development, implementation and assessment of IEL program

Note:

- If you have any questions about budget items, please reach out to ciel@sc.edu prior to submission.
- You may apply for both of CIEL's large grants in an academic year but cannot receive funding for more than one proposal. The $300 Rolling BTC Grant can be applied for in the same year if the funding will support a separate project.

Grant Awardee Requirements

- Serve a 1 ½ calendar year term in the CoP cohort, which launches at the beginning of each spring semester and runs until the end of following spring semester, in order to overlap with the next cohort. The project can be carried out (and funds used) at any time during membership in the cohort.
- Complete an integrative and experiential learning (IEL) project that propels the goals of the Quality Enhancement Plan (engages more students beyond the classroom, encourages reflection on those experiences, ideally impacts our target populations - Pell-eligible, transfer, minority, and male students).
- Participate in monthly meetings to: discuss project development and current research / best practices for IEL; consider other ways to get more students engaged beyond the classroom; help faculty and staff CoP members learn more about each other's respective departments and offices.
- Submit student artifacts by April 15 (submitted reflections from <u>all</u> participants) from assignment that aligns with the QEP learning outcomes. Resources and implementation will be supported by CIEL.
- Submit a final report by May 31 of your final semester, including developed materials (e.g., course syllabus, program description, additional documents reflecting program implementation), assessment of student learning from the experience, response to program changes, and data documenting grant implementation (e.g., impacted students, participant testimonials, summarized assessment results). With permission from grantee, some of these materials may be featured on CIEL's website, IEL repository, or other grant program marketing materials.

CIEL Support for Grantees

- Assistance with course/program design, assessment strategies, and student reflection resources
- Assistance identifying relevant partners and structures that foster meaningful IEL connections
- Networking opportunities with the potential for collaboration, scholarship and publication (e.g., facilitating a presentation spot in CTE's annual Oktoberbest symposium or IEL certificate workshops)

<u>Cover Sheet</u>

Community of Practice Grants
Spring 2024 – Spring 2025

Title of Proposed Course or Program:

Course Designator (departmental prefix and number - if applicable):

Type of Program:

- [] New Course or Program
- [] Existing or Course Program

Semester and Year of Course Offering or Program Implementation:

Course or Program Enrollment (typical or anticipated):

Principal Investigator Name and Title:

PI Campus, College, School, and/or Department:

PI Phone & Email:

Co- PI's Names and Titles:

Amount of Funding Requested:

Unit Budget Manager's Name and Contact Information:

Certification

I certify that I am not on notice of termination of my position at USC nor have I accepted employment at another institution. I also understand the expectations of grant recipients and commit to fulfill these obligations if selected.

Applicant ——————————————   Signature Date ——————————

Academic Unit Endorsement (required for application to be considered):

Chair, Director, or Dean ——————————   Signature Date ——————————

Community of Practice Grants
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Budget

Proposed line-item budget and justification. Please include expenditure categories (e.g. travel, supplies, etc.) in your description. Fringe benefits associated with salary must be included within the budget (see USC's fringe benefits guidelines).

Senior Personnel (PI, CoPIs). List by Name.			
Name	Salary	Fringe Benefits	Total Amount
Other Personnel (Students, Programmers, etc.) List by Position.			
Position Description	Salary	Fringe Benefits	
Other Costs (Best Estimates)			Amount
Category			
Equipment			
Software			
Materials and Supplies			
Course Content Items			
Copyright Fees			
Travel			
Honorariums			
Other			
Total Project Budget			

Budget Justification

Describe the roles of personnel to be supported. Detail all other costs to the extent possible at this time. Justify how travel and material costs (if any) support course development activities. Use one additional page if necessary.

Project Description (2-4 pages)
The Project Description should include <u>all six</u> sections to receive full consideration. Feel free to include links and relevant media as needed.

1. **Program or Curriculum Overview:**
   - Describe the proposed program/project/course, and what need(s) it would address.
   - Describe intended student learning outcomes for the program/project/course.
   - If part of an existing program/project/course, describe the current instructional or educational approach and what the proposed changes would be.

Response:

2. **Beyond the Classroom Experiences:**
   - Describe the experiential aspect(s) of this program/project/course. How will this grant enable students to engage beyond the classroom?
   - How do these beyond the classroom (BTC) experiences contribute to the overall program/project/course? If the proposal is for a course or curricular program/project, how do the BTC experiences relate to within the classroom (WTC) content or activities?

Response:

3. **Student Reflection Opportunities:**
   - What structures, activities, or assignments are planned to ensure students are able to reflect on their BTC experiences? (Note: CIEL will support the development of reflection resources for all grant recipients.)

Response:

4. **Grant Impact on Students:**
   - How will your program involve targeted populations who have been identified as less engaged than other students? These populations include Pell-eligible, underrepresented minority, transfer and male students.
   - What recruitment efforts will/could be made to ensure these students know about your program/project/course?

Response:

5. **Proposed Activities:**
   - Describe any other student activities/events not included in your program overview or beyond the classroom experiences. What will be done and how?
   - If you plan to hire people with grant funds, what will they do? If you plan to collaborate with other groups, programs, or offices, what will their roles be?

Response:

6. **Sustainability and Broader Impacts:**
   - How do you intend to continue this program past the initial grant cycle (when CIEL funding expires)?
   - How might this program/project/course be utilized to encourage and promote IEL amongst your USC colleagues or partners?

Response: