In 2013, the Faculty Center for Teaching will be reviewing applications for summer grants designed to support faculty in their teaching. Awards will range from $2000-$4000 to support 4 weeks or 8 weeks of full time work respectively and are available to full-time Muhlenberg faculty. There are two different types of grants available:

• **pedagogical development grants** to support reflection on and revision of pedagogy. All faculty members normally update their courses by looking for new texts or course content, updating technology they have been using, or making changes in their assignments. The goal of these grants is to encourage faculty to develop a significantly different approach in their teaching that focuses on improving student learning. Projects can include investigating and integrating pedagogies established in a field but new to the professor or the course. Examples of this might include team-based learning, problem-based learning, active learning strategies, and service learning. Proposals may also entail the development of an entirely new pedagogical approach that has not yet generated a comprehensive critical literature. A project could also include discipline-specific training that will have an impact on teaching. Some projects that have received funding in the past are the development of case studies for a first year seminar; using knowledge from a workshop on teaching digital storytelling; incorporation of group activities to promote critical thinking in large sections of introductory psychology; creation of interdisciplinary scenarios to teach modeling and inquiry problems in a mathematics course; and collaboration between two courses in sociology incorporating service learning that resulted in the creation of a proposal for a community garden.

• **new course development grants** that will result in a new course that meets departmental or college-wide needs. This does not include regular course preparation and/or revision of syllabi. The expectation is that the content of the course is significantly outside of the faculty member’s area of professional training or expertise, or when the course is within the faculty member’s disciplinary area, it is beyond the scope of typical course development, such as developing an FYS, developing a capstone course that addresses multiple subdisciplines, or developing a course to address an emerging subdiscipline with the field. Applications for course development should include a letter from the appropriate Department Chair/Program Director or Writing Program Committee articulating the need for the new course and the reason the course is beyond the regular course preparation duties of faculty.

Joint applications for new course development and pedagogical development may make sense in some cases. For example, a faculty member who has been asked to teach a course for an interdisciplinary minor might use this new course as an opportunity to also develop new approaches to collaborative or team-based learning. Development of a first year seminar might often include researching both new pedagogical approaches and distinct content. Examples of projects supported last year can be found on the FCT website.

Faculty members may apply simultaneously for multiple summer grants (i.e. those reviewed by FCT and FDSC), although the total summer grant money approved for any one faculty member will not exceed $4000 (with the exception of applying for direct expenses in combination with any other award). As part of each grant proposal, a faculty member should disclose other internal applications for summer work and indicate which project is the highest priority.

It is expected that a significant product will result from these projects, such as a new course, significant course revision, or equivalent impact on teaching. Grant recipients are expected to devote the specified amount of full-time work to their projects and agree not to accept other professional obligations during this period that would take considerable time away from their grant responsibilities.
A faculty member who teaches a summer course during the proposed project time frame will not be eligible for a grant. If awarded a summer grant, a brief written report of your project is due on September 1, 2013 (for a course taught in Fall 2013) or January 15, 2014 (for a course taught in Spring 2014). We will also ask you to participate in an FCT-sponsored event during the coming academic year designed to allow summer grant recipients to share their work with the campus community.

In evaluating grant proposals, FCT places the highest priority on the quality and merit of the proposals submitted. Incomplete grants and those submitted after the deadline may not be considered. Other factors that may play a role in FCT’s recommendation for funding are the applicant’s record with previous College funding, the dates of previous awards, and current prospects for the project being completed during the time of the grant. For grants supporting the development of first year seminars, FCT will consult with the Writing Program Committee. Faculty who received a summer grant last year must first submit a progress report according to grant guidelines in order to be considered for a summer grant this year.

Proposals are due by noon on Friday, January 18, 2013. Applications should not exceed 750 words or approximately 3 pages. Please refer to specific guidelines that follow. Clearly indicate on the first page of your application whether you are applying for a new course development grant or a pedagogical development grant. If you are applying jointly for pedagogical and course development grants, please submit a single application that addresses the criteria of both grants. Please direct questions to Amy Hark, Director of FCT. Forward your completed application electronically to Amy Hark (hark@muhlenberg.edu) and also submit one hard copy of your complete proposal to the Provost’s Office.

**Pedagogical development grant guidelines**

1) Provide a description of the project you plan to undertake. Describe the issue(s) in your teaching or course that has been a challenge and the changes you would like to make to improve student learning. Include the kinds of research questions you will be pursuing and, to the extent possible, cite specific resources (in the FCT collection or elsewhere) that will support your investigation. Explain how you plan to evaluate the impact of your project on student learning.

2) Specify the time commitment for project and provide a detailed explanation of how your time will be spent researching and developing new approaches for your course. Explain how the money will be spent (e.g. conference fees, transportation, texts, computer programs, stipend for time spent developing new course pedagogy, etc.).

3) If you have received a pedagogical development grant or a course development grant in the past five years, list the amount and date of the grant and briefly discuss the outcome of your work.

4) Outline your professional commitments over the summer.

5) Provide a list of courses that you have taught (within the last 3 years).

**New course development grant guidelines**

1) Provide the tentative name of the new course and when it is expected to be taught. Explain in what way this course departs significantly from your scholarly or professional training. Provide a description of the work you plan to undertake in developing this course. To the extent possible, cite specific resources that will support your work.
2) Specify the time commitment and provide a detailed explanation of how your time will be spent researching the new content or theoretical approach for the new course. Explain how the money will be spent (e.g. conference fees, texts, transportation, computer programs, stipend for time spent developing new course content, etc.).

3) If you have received a pedagogical development grant or a course development grant in the past five years, list the amount and date of the grant and briefly discuss the outcome of your work.

4) Outline your professional commitments over the summer.

5) Attach a current c.v.

6) Include a letter from your department chair, relevant program director, writing program committee, etc. articulating the need for the new course and the reason the course is beyond the regular course development duties of faculty.