The Provost’s Award for Innovation & Equity

Infusing High-Impact Practices to Close Equity Gaps

# Application Packet

Respond below each of the following questions with as much detail as possible. Remember to complete this at least one week before the **April 29th deadline** to collect signatures from your team, Program Chair, and Dean. Review the Guidelines document for definitions and requirements.

Some advice for stronger proposals:

* Before starting, review the rubric on the last page of this packet; keep these requirements in mind as you are developing and writing your project idea and proposal.
* Use the Tableau dashboards and research from your field to bolster the case you are making.
* Your project does not need to impact 300+ students in the funding year itself; a pilot and a detailed plan for scaling after the funding period ends are fine.
* Research professional development opportunities external to the college. Reach out to RISE for advice.
* While you can request a maximum of $25,000 for this project, only do so if it makes sense for success on the project. The review team will reject proposals with budgets that seem artificially inflated.
* Attend the info sessions. Use that time to pitch your proposal and receive feedback.
* Ask someone from outside your department to read the proposal to check on the clarity and logic of writing.
* Ask RISE staff to review your proposal and provide feedback. Do **not** wait until the last moment.

## Application Questions

1. **Project Executive Summary** (write *after* completing the rest of the application, and keep this to a single paragraph) – This summary should, in a brief and narrative form, include the following: Which course (or courses) specifically is being redesigned? Which high-impact practice(s) is being considered for this redesign? **Briefly** describe the proposed idea for integrating this high-impact practice into the course(s). How is this innovative and focused on equity? What is the total amount being requested?
2. Please list the names of your **project team members**.
3. Which **course**—or sequence or set of courses along a single BC Pathway—will you modify? Approximately how many BC students per year are reached by this course (or these courses)? Please remember that this course, a sequence of courses, or set of courses along a single BC Pathway must serve at least 300 unduplicated BC students per year. If your course or courses don’t currently reach that number, please explain what changes you will make to increase enrollment.
4. Which **high-impact practice** are you bringing into that course (or those courses)? Only one option is preferred; up to 3 maximum with the primary high-impact practice highlighted.

* Community- Engaged Learning
* Collaborative Assignments & Project-Based Learning
* Undergraduate Research
* Career Exploration
* Learning Communities

1. Please provide a **detailed description of the project** (about 2 to 4 single-spaced pages). How will this project bring change and innovation to the course or courses? How will a high-impact practice be integrated into the course(s)? What learning outcomes will it address? What types of faculty development and other resources will be needed, and how will the project deliver that faculty development and those resources? How are adjuncts involved in this project? If you will be collaborating with other academic departments, with student success units at BC, or with community partners, please describe those collaborations. When do you plan to begin piloting this practice and in how many sections? When will the practice be adopted in all/most sections?
2. Please describe any **equity gaps** that may currently exist related to the course (s) that you intend to modify? You may wish to include data from [Tableau dashboards](https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/Data/InstructionData/Forms/AllItems.aspx?viewid=2c0dca1f-bbfb-4a4a-bce8-82fc4c8cf0e3&useFiltersInViewXml=1) to support your analysis. How will the proposed changes to the course address these gaps? What role will professional development play in preparing participating faculty to address equity gaps?
3. What **obstacles** do you anticipate in full scale implementation in all sections of the course? What level of buy in do you have from faculty who teach the course? How will you overcome obstacles and build buy in?
4. High-impact practices work because they ask students to move beyond memorizing and restating content. High-impact practices require students to iterate and sustain effort; to integrate, synthesize, and make meaning; to grapple with complex, real-world issues; to reflect on their learning; and to identify, articulate, and apply their strengths. Please explain in a sentence or two the specific activities in your course that will address each of these elements.
5. **Iteration/revision** and sustained student effort across the quarter (not just a single assignment)
6. Opportunities to use **high-level thinking**, such as integration, synthesis, and meaning making
7. Opportunities to grapple with complex, **real-world issues**
8. Opportunities for students to **reflect** on their learning, especially efforts to help them identify, articulate, and apply their **strengths**
9. The college has adopted a system of **BC Pathways** where each Pathway contains high-impact practices. How does your project advance this work through 1) training faculty to improve educational equity in their courses, 2) helping students identify their strengths and/or build transferable skills that will benefit them during and after college and/or 3) ensuring students are learning via assessment? How does your course or set of courses fit into the proposed system of Pathways—where in a student’s pathway will they encounter your course? Is your course elective or required on a particular pathway, or is it likely to be important on multiple different pathways—what impact to the pathway or degree program will your project have?
10. Applicants should include a plan to **evaluate** the success of the project. How might you gather information about faculty engagement and changes in teaching practices? What formative and summative assessment strategies might you use to determine whether or not your efforts are improving student learning and student engagement? How does equity fit into your assessments and your evaluation plan?
11. How will you **sustain** **effort** and expand this work after the funding period is over? How will you train and share learning to department faculty outside your project team for the purpose of scaling this project to more sections of the course?

## Proposed Timeline and Budget

What is your **proposed timeline for project implementation**? What will you plan for each quarter, and who in this team will be involved in each step? When and how will the team research, learn, design, pilot, evaluate, redesign, train others, and/or scale? To the best of your ability, be as specific as possible in the table below. Add more bullet points as needed.

|  |  |
| --- | --- |
| **Quarter** | **What are the planned activities in each quarter, and who within the team will be involved in each?** |
| Summer |  |
| Fall |  |
| Winter |  |
| Spring |  |

Please complete the following stipend worksheet below by **double clicking the first table below**. Write in the project team members and estimated work hours per quarter per person. Be strategic – how many hours do you anticipate each team member working on this project per quarter? How might the hours be distributed to reflect the above timeline? How might hours differ based on the responsibilities of each team member? *(Note: All faculty* ***project******team*** *members will have the same stipend rate of $40/hour, and the totals include 21% for benefits.)* Please adhere to the guidelines specified in the packet and note that all disbursements are subject to Washington State and BC purchasing, personnel, and travel rules.



Complete the **proposed budget** request below. Only fill in those rows that are relevant to your proposal. Review the notes below the table for guidance. For the Itemization and Justification cells, be as specific as you can regarding how you calculated the amounts requested, and why this specific line item is important to your project’s success. You have the ability to comment on your budgetary needs below. Contact RISE with any questions.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | Itemization and Justification (Description of request) | Amount  Requested | Other Sources of funding | Total Row Budget (Requested + Other Sources) |
| Stipends for Team Members (copy from Yellow Box above into the “Total Row Budget” cell in this row)\* | |  | $ | $ | $ |
| Stipends for non-Team Members, as needed (e.g. dissemination or training)\*\* | |  | $ | $ | $ |
| Estimated registration costs for **external** training & professional development | |  | $ | $ | $ |
| Estimated travel costs for **external** training & professional development | |  | $ | $ | $ |
| Supplies & materials\*\*\* | |  | $ | $ | $ |
| Purchased services\*\*\* | |  | $ | $ | $ |
|  |  | **TOTAL** | $ | $ | $ |

\* It is **strongly recommended** that you seek additional funding from your own department or other sources.

\*\* Attendance at PD events pays, on average, $25/hour.

\*\* Supplies, materials, and purchases services most likely to be considered for this award are those that assist in professional development, such as books, external trainers, etc.

### Additional Comments about Budget Request:

## Signatures

Team Members \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date \_\_\_\_\_\_\_

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Department Chair \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date\_\_\_\_\_\_\_

Division Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date\_\_\_\_\_\_\_

Rubric for the Provost’s Award for Innovation & Equity

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **May Not Meet Criteria** | **Meets Criteria** | **Very Strong on Criteria** |
| **Impact and Equity (weighted most heavily)** | 1. The proposal does not reach a minimum of 300 students per year **OR** 2. The students impacted by the project aren’t diverse and/or are very close to graduation **OR** 3. The project does not deliver on one or more of the following elements: iteration and sustained effort; opportunities to use high-level thinking; opportunities to grapple with complex, real-world issues; or reflection **OR** 4. There is no reflection on current equity gaps and no attempt to articulate how the project will close these gaps | 1. The proposal presents a plan to reach a minimum of 300 students per year **AND** 2. Those students are generally as diverse as the overall BC student population **AND** 3. The proposal indicates how the project will deliver all of the following elements: iteration and sustained effort; opportunities to use high-level thinking; opportunities to grapple with complex, real-world issues; and reflection **AND** 4. There is reflection on current equity gaps and discussion of how the project might close these gaps | 1. The proposal reaches a minimum of 300 students per year **AND** 2. The project reaches many diverse group of students within their first quarter at BC **AND** 3. The proposal clearly and convincingly indicates how the project will deliver: iteration and sustained effort; opportunities to use high-level thinking; opportunities to grapple with complex, real-world issues; and reflection **AND** 4. There is thoughtful, evidence-driven reflection on current equity gaps and a clear articulation of how the project will close these gaps |
| **Clarity and Feasibility** | 1. The project goals are unclear **OR** 2. The project does not seem feasible **OR** 3. The proposal omits one or more of the following: timeline, list of deliverables, or itemized budget | 1. The project goals are laid out clearly **AND** 2. The project includes a timeline, action plan, list of deliverables, and an itemized budget. | 1. The project goals are clear and measurable **AND** 2. The list of deliverables and the timeline are detailed and attainable **AND** 3. The budget is detailed and linked to project goals |
| **Project Sustainability** | 1. There is no plan for sustaining this beyond the funding period **OR** 2. The plan for sustaining the changes beyond the funding period is not specific or not feasible | 1. The proposal provides a clear and feasible plan for sustaining the program beyond the funding year | 1. The proposal gives a clear and feasible plan for growing the project over multiple years **OR** 2. It gives clear and feasible plan for sustaining the project **WITH** a clear plan for overcoming obstacles and building ongoing buy-in |
| **Adjunct Engagement** | 1. No adjuncts are in the proposal team **OR** 2. Adjuncts are not included in the plan **OR** 3. Adjuncts are included in the plan in a perfunctory way | 1. At least one adjunct is included in the proposal team **AND** 2. Adjuncts are included in the roll-out of the plan | 1. Adjuncts make up a significant fraction of the planning team **AND** 2. Adjuncts play a prominent role in the plan **AND** 3. Adjunct needs are addressed |
| **Data and Assessment** | 1. No clearly defined or meaningful metrics or means for assessment appear in the proposal **OR** 2. No meaningful data is proposed to be collected through the roll-out or implementation | 1. The proposal defines metrics for student learning and faculty engagement **AND** 2. The proposal outlines how data will be gathered | 1. The proposal defines meaningful metrics for student success and faculty engagement **AND** 2. The proposal details how data will be gathered **AND** 3. The proposal collects equity-based data **AND** |
| **Pathways Integration** | 1. The proposal does not indicate how the course or courses fit into the new system of BC Pathways **OR** 2. The proposal does not clearly articulate how the project advances pathways **OR** 3. The course or courses are solely elective and do not play a key role on any Pathway | 1. The proposal identifies how the course or courses being transformed fit into BC Pathways **AND** 2. The proposal articulates how the project advances pathways by improving educational equity, helping students articulate strengths, or ensuring students are learning via assessment **AND** 3. The proposal adds a viable option for large numbers of students on that Pathway to engage in high-impact practices | 1. The proposal clearly describes the role of the course or courses being transformed in BC Pathways **AND** 2. The proposal articulates at least two of the following: how the project advances pathways by improving educational equity, helping students articulate strengths, or ensuring students are learning via assessment **AND** 3. The course(s) is/are required for all students on one Pathway and/or serve large numbers of students on more than one Pathway |
| **Collaboration** | 1. There are no plans to collaborate with others in the design or implementation of the proposal | 1. Collaboration with another BC department or office is part of the planning and implementation **OR** 2. Collaboration with an external agency is part of the planning and implementation | 1. Collaboration (on- or off-campus) is important to student success in the plan **AND** 2. It is clear that the proposed collaborator(s) provided inputs to the proposal |