The President’s Award for Innovation & Equity

Infusing High-Impact Practices to Close Equity Gaps

The Achieving the Dream framework emphasizes the importance of taking data-driven and equity-driven student success strategies to scale across the institution in all our Pathways. **Bringing high-impact practices into courses that serve large numbers of students is a powerful strategy to close achievement gaps.**

*High-impact practices* refer to strategies that have been demonstrated to increase student engagement, learning, and success. These practices include community-engaged and service-learning, undergraduate research, first-year seminars, internships, project-based learning, etc. All student groups benefit from participating in such experiences, but the students who benefit the most are those who have been traditionally underserved in higher education—students of color, first-generation college students, low-income students, and students with disabilities (Kuh 2008; Finley & McNair 2013).

As a key part of BC’s work in Achieving the Dream, RISE and the Office of the President will support departments that wish to infuse a high-impact practice into all or most sections of a course that reaches or will reach over 300 unduplicated BC students per year. This can include a sequence of related courses or set of courses along a BC pathway. Teams may request **up to $25,000** for this work. RISE intends to fund one awardee through this call for proposals but may fund more than one award dependent upon the number of grant asks, budget requested, and available funding. The total amount of funding released through this award process will not exceed $25,000. **Funding proposals must be sent to** **rise@bellevuecollege.edu** **by 5:00 pm, Friday, May 24, 2024.**

# Resources for Creating a Proposal

You may wish to start your proposal by brainstorming with members of your department and identifying which high-impact practice would be the best fit for your course and department. Here are some resources that your team may find useful as you begin planning:

* The publications created by the AAC&U (<https://www.aacu.org/leap/hips>), especially the studies by George Kuh (<https://provost.tufts.edu/celt/files/High-Impact-Ed-Practices1.pdf>) and Ashley Finley and Tia Brown McNair (<https://www.aacu.org/sites/default/files/files/assessinghips/AssessingHIPS_TGGrantReport.pdf>)
* Community College of Baltimore County HIP Library Guides: <http://libraryguides.ccbcmd.edu/CETLhighimpact>

**If you have questions about the application process or need technical assistance regarding your application, please reach out to RISE staff for consultation: Rise@bellevuecollege.edu.**

# Guidelines for Proposals

1. **These funds are primarily meant to support faculty development**. While your project team can definitely include BC staff, community partners, or faculty members at other colleges, only BC faculty may receive stipends. In addition, **each proposal team must include at least one adjunct faculty member, and each proposal must include paid professional development opportunities for adjunct faculty.**
2. Your proposal must target **all or most sections** of a course (or a series of related courses) that currently serves or will soon serve **more than 300 individual BC students per year.** The BC courses that currently reach 300+ students are: **ABE** 060, 064; **ACCT** 101, 201, 202, 203; **AHE** 110; **ANTH** 100, 208; **ART** 120, 150; **ASTR** 100, 101; **BA** 240; **BIOL** 100, 108, 160, 241, 242, 260; **BTS** 165; **BUS** 101, 201; **BUSIT** 103; **CHEM** 121, 140, 161, 162; **CMST** 101, 102, 210, 220, 250, 280; **CS** 210, 211; **CJ** 101; **ECON** 201, 202; **ENGL** 101, 201, 235, 271; **ENVS** 100; **ESL** 010; **GEOG** 100; **HIST** 146, 147, 148; **HD** 103; **MATH** 097, 098, 099, 107, 130, 138, 141, 142, 148, 151, 152; **MKTG** 101, 102; **MUSC** 107; **NUTR** 100, 101; **OCEA** 101; **PHIL** 101, 102; **PHYS** 121; **POLS** 101, 102; **PROG** 109; **PSYC** 100, 200; **SOC** 101; **SPAN** 121. **Proposals to create entirely new courses or to redesign courses that are not on this list are most definitely welcome.** However, your proposal team must explain how this course—or set of courses along a single BC Pathway—will reach more than 300 unduplicated students per year.
3. Your proposal must bring one of the five following high-impact practices into all or most sections of that course or sequence, including online and hybrid sections.

### **Community-Engaged Learning**

In these programs, experiential learning with non-profit or government partners is an instructional strategy—and a required part of the course. This gives students direct experience with issues they are studying in the course and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is providing students the opportunity to both apply what they are learning in real-world settings and reflect in a classroom setting on their experiences. These programs model the idea that community engagement is an important college outcome, and that working with community partners is good preparation for civic participation, work, and life.

### **Collaborative Assignments & Project-Based Learning**

Collaborative assignments and project-based learning combine two key goals: learning to work and solve problems in partnership with others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research. Projects that work with non-profits and government entities, and that build reflection into their course, *can also* be designated as community-engaged learning.

### **Undergraduate Research**

Many colleges are now providing research experiences for students in all disciplines. Faculty are reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

### **Career Exploration**

There is abundant evidence that students who form career and academic plans persist and graduate at a much higher rate than students who do not—and the earlier this planning happens, the better (CCSSE 2013, 2014; Jenkins and Cho 2014). Career exploration offers students a chance to see what they might be able to do after graduation with the degrees and majors in a particular academic pathway. The most impactful forms of career exploration offer hands-on learning (i.e. guest speakers, mentors, tours, sample projects, etc.) and reflection.

### **Learning Communities**

The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a cohort and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Here at BC, Neurodiversity Navigators, STEM to Stern, Disabled Students Navigating STEM, Puente, and Umoja offer multi-quarter, cohort-based learning communities, while Interdisciplinary Studies courses link two or more classes to create a one-quarter, intensive learning community. Other colleges have created learning communities by pairing first-year seminars with thematically-focused introductory courses like ENGL 101.

Although the AAC&U identifies a number of other high-impact practices—including internships, capstones, global/diversity learning, and first-year seminars—this request for proposals is focused on and restricted to the five practices listed above. RISE is supporting these other practices in different ways, and we hope to expand this program in future years.

If you would prefer an amalgamation of 2+ of the five practices above (e.g. community-engaged team-based research projects), identify one as the primary high-impact practice in your proposal.

1. Proposals should focus on faculty development. Allowable activities and eligible expenses include:
* Registration fees and travel costs for *external* professional development opportunities like workshops, conferences, and courses (Recipients must still follow current state rules regarding travel, hotels, airfare, [per diem](https://www.gsa.gov/travel/plan-book/per-diem-rates), etc.)
* Stipends for faculty team to create, assess, and refine new lessons, modules, and curriculum materials
* Stipends for dissemination and training events for faculty outside the project team
* Customized PD, such as bringing a facilitator, speaker, or workshop to campus
* Books, publications, and web-based resources
* Stipends for faculty participating in on-campus multi-day PD and/or communities of practice

Funds may not be used for food on campus, for non-PD supplies, or for recurring costs like journal or software subscriptions.

These funds can be combined with other resources—such as funds from division or department budgets, faculty PD funds, lab/technology fee purchases, BC Foundation funding, etc.—to extend the reach of the project. Indeed, seeking funding from more than one source is highly encouraged.

1. All proposals must be approved by the department chair and division dean. (See application below.) Please be sure to include them in the early stages of the planning for your proposal.

# Expectations for Project Implementation

Teams winning the President’s Award will be expected to do the following before, during, and after their funding year:

* Before Funding Year: Winning teams will meet with RISE to finalize timeline, quarterly budget, milestones, and reporting structure
* During Funding Year: RISE and the Office of the President will require simple reporting about progress, including:
	+ Quarterly status with estimates of student impact (during pilot courses)
	+ Regular check-ins with RISE
	+ One or two all-awardee meetings
* End of Funding Year: Teams will provide a short, final report reflecting on process, impact, and the future, including:
	+ Overall reflection of the year
	+ Reflection on the pilot and other course offerings
	+ Student impact during the year
	+ Steps and requirements to maintain and scale the course
	+ Examples of student work
	+ Feedback for RISE about the process
* After Funding Year: Teams will meet with RISE one year later for a follow up

# Proposal Criteria

Proposals will be evaluated on the following criteria:

* **Impact & Equity.**  Impact is the most important criterion, and the most important element of impact is the potential of the project to **close equity gaps at BC**. **We will prioritize proposals that reach large numbers of students, especially diverse students in their first quarter at BC.** Proposals should include thoughtful discussion on how the project may address equity gaps. Projects that incorporate approaches that can be easily be transferred to other courses and/or programs will receive extra consideration.
* **Clarity of project goals and the feasibility of reaching them.** The proposal must include measurable goals, a realistic timeline, and a detailed budget that will allow the project team to meet its key milestones.
* **Project sustainability.** The team should be able to continue and expand this work after funding ends.
* **Adjunct engagement.** Proposals should include adjunct faculty in all elements of planning, design, and execution of the project. Evidence of strong adjunct faculty engagement is a strength.
* **Data gathering and assessment.**  Proposals must include a thoughtful and manageable plan to gather data about changes in teaching practices and impacts on student learning and student success.
* **Pathways integration.** Strong proposals will articulate how the project will fit into the evolving system of BC Pathways and how it will serve students on one or more Pathways.
* **Collaboration.** Additional consideration will be given to proposals that involve partnerships between multiple departments and/or student success units like MCS, TRiO, Counseling, the Academic Success Center, eLearning, and the Library Media Center, etc.

# Timeline

**May 24, 2024, 5:00 pm**: Funding proposals are due. Submit them electronically to rise@bellevuecollege.edu

**Late May 2024**: The review committee reviews proposals. The review committee may suggest revisions and/or modifications to proposal before a final decision is made.

**Early June 2024**: Winner announced and funds become available

**July 2024 to June 2025**:PD is launched and high-impact practices integrated into the course or courses

**All funds must be spent by June 30, 2025**

# Application Packet

Respond below to each of the following questions with as much detail as possible. Remember to complete this at least one week before the **May 24th deadline** to collect signatures from your team, Program Chair, and Dean. 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; 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.
* Reach out to RISE staff for questions related to your proposal.
* Ask someone from outside your department to read the proposal to check on the clarity and logic of writing.

## 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 team members.
3. Which course—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. As you enter in the hours, the amounts will be automatically calculated for your ease *(All faculty* ***project******team*** *members will have the same stipend rate of $40/hour, and the totals include 21% for benefits.)*

If planning to include professional development in the budgeting below:

* This award can **only cover the time** spent attending internal (i.e. Bellevue College) opportunities that **do not already provide a stipend**. An estimated value, as per current knowledge and expectations, should be included as a part of the stipends appearing the first worksheet below.
* This award can cover the registration cost and estimated travel expenses (based on [per diem](https://www.gsa.gov/travel/plan-book/per-diem-rates) requirements) for external opportunities. These estimated values should be added to the second table.

Contact RISE if you are having difficulties using this spreadsheet or need guidance on the budgets more broadly.

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? 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. You have the ability to comment on your budgetary needs below.



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 reach the amounts requested. Contact RISE with any questions.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Itemization and Justification (Description of request) | AmountRequested | 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. Ongoing costs, such as for journals, will not be covered by this award.

**Additional Comments about Budget Request:**

## Signatures

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date \_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date \_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date \_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date \_\_\_\_\_\_\_

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
 |
| **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
 |