2020 GRANT COMPETITION
STUDENTS FIRST CAMPUS GRANTS

Advancing Farmingdale State College as a learner-centered institution by providing support that enhances classroom teaching, co-curricular activities, and assessment.

APPLICATION DEADLINE:
Friday, February 14, 2020, by 5pm

This packet contains an overview of the competition, specific guidelines about each category of funding, and instructions for preparing a proposal.

Farmingdale State College
State University of New York

To Members of the Farmingdale Community,

Farmingdale State College is pleased to announce the tenth annual **STUDENTS FIRST CAMPUS GRANTS** competition. This annual competition is focused on strengthening our institution so that we will be able to serve and educate our students in a manner that advances student retention and academic success. These efforts propel us further on our path toward creating a "learner-centered institution." The primary features of such an institution are:

- engaging pedagogy and first-year programs
- supportive environment that includes robust student orientation, developmental and proactive academic advisement, mentoring, and support services
- students-1st ethos that pervades hiring, orientation & development of faculty and staff
- increased student engagement (e.g., experiential learning, co-curricular programs)
- systematic tracking and documentation of student learning and academic progress
- continuous improvement and strategic planning that is supported by data, assessment and evaluation of student learning and institutional performance

Grants of up to $2,500 each will be awarded across these THREE categories:

Full-time and Adjunct Faculty

1 Teaching Grants designed to "Improve Teaching Inside the Classroom"

Full-time faculty, full-time student affairs professionals, and full-time staff

2 Co-curricular Grants that "Improve Learning via Activities Outside of the Classroom"

3 Assessment Grants to facilitate "Assessment of Pedagogies and Programs"

It is important that all grant recipients assess their projects—both for purposes of improvement and for sharing their endeavors with a wider audience via professional presentation or scholarly publication. Accordingly, applicants should read the final pages of this packet carefully on (1) assessment, (2) IRB approvals, and (3) Budget Guidelines.

Should you have questions about the competition or need assistance in preparing your application, please contact Karen Gelles *gelleska@farmingdale.edu* *tel: 631-420-2420.*

APPLICATION DEADLINE: **Friday, February 14, 2020 by 5pm**

CATEGORY 1
Grants designed to IMPROVE TEACHING INSIDE THE CLASSROOM

PROGRAM OVERVIEW:

Grants in Category 1 will support the enhancement of existing courses through the development of pedagogies that feature active and engaged student learning in the classroom. Such pedagogies include learning communities (or two clustered courses), "reacting to the past," project-based learning, narrative pedagogy, interactive use of technology within classroom teaching (not online), civic engagement, service learning, problem-based learning in the STEM fields, etc.

Individuals who are awarded these grants are expected to offer the course or learning community featuring active pedagogy during the fall 2020 semester. Furthermore, recipients of this grant are obliged to offer the course at least two additional times over the five academic years following the receipt of the grant. They will also share the results of their efforts at an on-campus event.

Resources and information on some of the pedagogies listed above can be found at the CTLT website, www.farmingdale.edu/CTLT/.

ELIGILBILITY, FUNDING, DURATION, APPLICATION GUIDELINES, REPORTING OBLIGATIONS and OTHER INFORMATION for **CATEGORY 1**

- This competition is open to full-time and adjunct faculty, except those who won an SFCG in Spring 2018 or Spring 2019. During each annual competition, an individual or team may submit only ONE proposal for consideration in the Students First Campus Grants competition.

- With regard to applicants who are full-time faculty, in most cases, a single individual will list himself/herself as "Principal Investigator" (PI) and will submit an application. However, in the case of learning communities, a team of two faculty from different disciplines will apply jointly, listing themselves as PI and Co-PI on a single application

- Adjunct faculty who apply for Teaching Grants are required to have a full-time faculty member from their academic department listed as the "co-principal investigator" (or Co-PI). In many cases the department chair or other senior mentor might agree to be the designated C0-PI. While the adjunct PI will lead in designing and offering the engaged pedagogy course, it is the responsibility of the F/T Co-PI to be familiar with the new engaged pedagogy and to assure that the redesigned course will be offered for a minimum of three times even if the adjunct PI who originally created the course leaves FSC employment.

- Awards to individuals shall not exceed $2,500 each. However, in the case of a two-person team proposing to create a learning community (LC) or a project based learning (PBL) experience, requests for a shared award of up to $4,000 will be considered. Funds can be used for supplies and services, assessment tools, summer stipends for faculty on 10 month or adjunct contract, extra service honoraria for off-hours work by 12-month faculty and staff, stipends for student assistants, travel, other. **See Appendix A, *SFCG Budget Guidelines*, for information on allowable expenses.**

- Projects may not be fundamentally the same as previously funded projects, regardless of who is listed as the PI of record on an application.

- All non-perishable materials of a substantial nature purchased with grant funds shall become the property of Farmingdale State College. Any publication or presentation resulting from this project shall acknowledge the support of FSC and the Students First Campus Grants program. All intellectual property rights developed on the basis of this grants program shall be governed by the policies of SUNY and FSC with respect to ownership, exploitation, and related income.

- Beyond the award of $2,500 (maximum for an individual or up to $4,000 for an LC or PBL team), each recipient of a Students First Teaching Award will be eligible to concurrently apply to the Project Director for up to $500 extra to be used in support of course or learning community activities such as field trips, films, guest speakers, and instructional software. This extra funding is limited and must be applied for separately from the main award. After receiving notification that your SFCG award will be funded, you may elect to send a separate email to the Project Director specifically outlining your request for this additional support.

- Proposals will have a 14-month duration (maximum), commencing as early as April 2020 and concluding by June 1, 2020. Awardees MUST complete all award spending by June 1, 2021.

- All awards are granted contingent upon the PI attending a mandatory information session with the grant administrator to review policies on expenditure of funds, allowable expenses, etc. Sessions will be scheduled shortly after awards are announced. Failure to attend one of these sessions will result in removal of the award.

- All recipients of Students First Campus Grants are required to assess their projects and submit a final report due June 1, 2020. Furthermore, Students First Campus Grantees will be asked to share the results of their efforts at an on-campus event.

Grant applications will be submitted online through Axiom Mentor. The online application form will be made available by December 10, 2019.

All applications will require a Department Chairperson's signature, via Axiom Mentor.

Please note that the review committee will not consider any application that does not include all required signatures and approvals.

CATEGORY 1
Grants designed to IMPROVE TEACHING INSIDE THE CLASSROOM

APPLICATION GUIDELINES:

The online application in Axiom Mentor will contain fillable boxes and allow attachments.

Proposals will be judged and scored on the following criteria.

1. Description of the instructor's previous experience teaching the target course at FSC or elsewhere (including how often it has been offered at FSC, current pedagogy, recent evaluation or assessment results, discussion of its limitations in terms of student learning). **5 pts.**
2. Description of the proposed pedagogy (citing literature or other references as appropriate); the instructor's previous experience (if any) with the new pedagogy; and the instructor's rationale as to why the pedagogy promises to improve student learning. **15 pts.**
3. Description of the target student population, and why the population is appropriate. Also, the ideal number, as well as maximum number, of students to be enrolled in your course or learning community. Please be sure to consult with your Chair (and perhaps, Dean) on this important matter, and be sure that they approve of the proposed maximum number. **10 pts.**
4. Statement of the project's objectives and anticipated outcomes or results. In particular, how will the course enhance or impact student engagement and learning? **15 pts**.
5. Work plan and timetable for course development and enhancement over the 14 month (max) funding period. **10 pts.**
6. Proposed schedule (semester and year) for offering the enhanced course or learning community. Note: a grant recipient must offer the revised course at least once during the 2020-21 fall-spring academic year. The applicant is also committed to offering this engaged-pedagogy at least two more times during the subsequent five years. **10 pts.**
7. Plan for assessment of the pedagogy and evaluation of student learning gains. Identify and describe at least two assessment strategies or techniques that you will use. **10 pts.**
8. Description of dissemination plan for sharing results of this experience with an audience outside of FSC. **5 pts.**
9. A detailed budget breakdown, with quotes attached if necessary. **10 pts.**
10. Description of the overall potential of your project to improve student retention and academic success. **10 pts.**

    Total possible score: 100 points.

NOTE: if an applicant thinks that he/she might want to access the supplemental fund of $500 to be used for course activities such as field trips, films, guest speakers, and interactive instructional software, that intention should be stated in the proposal and likely activities or enhancements should be identified and explained in the narrative. A separate application for these supplemental funds will be required. Supplementary materials of modest length (2-3 pages) such as flow charts, bibliography, etc. may be appended to the proposal narrative.

Note also that if the research project will involve participation by human subjects, it must undergo IRB review prior to the implementation of project assessment. Be sure to read about IRB guidelines located at the conclusion of this packet.

CATEGORY 2
Grants designed to IMPROVE STUDENT LEARNING AND RETENTION THROUGH CO-CURRICULUAR ACTIVITIES OUTSIDE OF THE CLASSROOM

PROGRAM OVERVIEW:

These grants will support co-curricular activities that enrich learning and engage students in the campus community. Such activities might include:
- a speakers or film series
- a topical non-credit seminar series for students
- a visit by a professional engineer or entrepreneur
- an on-campus conference or poster session featuring student research presentations
- a career exploration program or site visit in partnership with a specific major or curriculum,
- creation of protocols for internship application or identification of sites of internship placement linked to certain majors or careers
- graduate school exploration in specific academic fields
- a learning activity organized by an academic honor society or departmental club
- a special program that features an exploration of majors and careers in a certain field (e.g., STEM, Business, Professional Communication)
- creation of, or enhanced support for, a student club or organization linked to careers (e.g, environmental engineering, health professions, graphic design)

Funded activities may originate from student affairs, the academic division, or a related support area. Partnerships between divisions are encouraged. What is important to note is that all funded activities must be "co-curricular." That is, each activity should be clearly related or linked to a student's academic studies in a way that academic learning is enriched through activities that take place outside of the classroom. For example, a simple trip to a NY Knicks game at Madison Square Garden would not be considered "co-curricular." However, a trip to the Garden for students in a Sport Management class that entails meeting with NBA executives or with Knicks public relations officials while also taking in a game would likely be considered an appropriate way to enhance learning in the sport management field.

ELIGILBILITY, FUNDING, DURATION, APPLICATION GUIDELINES, REPORTING OBLIGATIONS and OTHER INFORMATION for **CATEGORY 2**

- This competition is open to full-time faculty, full-time student affairs staff, and other full-time staff in supporting divisions, except those who won an SFCG in Spring 2018 or Spring 2019. During each annual competition, an individual or group/office/department may submit only ONE SFCG proposal for consideration.

- In most cases, a single individual will list himself/herself as "Principal Investigator" (PI) and will submit an application. However, if a cross-divisional (e.g., academics and student affairs) team submits a joint application, then it would be wise to identify two Co-PI's, with one representing each division. If an office and other division (e.g., Career Services; Admissions, AAIC) submits a proposal, then a PI (plus perhaps a Co-PI) should be

identified together with other contributors or collaborators from the division who are part of the planning and implementation group.

- Awards shall not exceed $2,500 each. Funds can be used for supplies and services, assessment tools, summer stipends for staff and faculty on 10-month contract, extra service honoraria for off-hours work by 12-month faculty and professional staff, stipends for student assistants, summer stipends for students engaged in research with a faculty mentor, travel, and honoraria for speakers or other guests. **See Appendix A,** ***SFCG Budget Guidelines,*** **for information on allowable expenses.**

- All non-perishable materials of a substantial nature purchased with grant funds shall become the property of Farmingdale State College. Any publication or presentation resulting from this project shall acknowledge the support of FSC and the Students First Campus Grant program. All intellectual property rights developed on the basis of this grants program shall be governed by the policies of SUNY and FSC with respect to ownership, exploitation, and related income.

- Proposals will have a 14-month duration (maximum), commencing as early as April, 2020 and concluding by June 1, 2021. Awardees MUST complete all award spending by June 1, 2021.

- All awards are granted contingent upon the PI attending a mandatory information session with the grant administrator to review policies on expenditure of funds, allowable expenses, etc. Sessions will be scheduled shortly after awards are announced. Failure to attend one of these sessions will result in removal of the award.

- All recipients of Students First Campus Grants are required to assess their projects and submit a final report due June 1, 2021. Furthermore, Students First Campus Grantees will be asked to share the results of their efforts at an on-campus faculty-staff development conference.

- Projects may not be fundamentally the same as previously funded projects, regardless of who is listed as the PI of record on an application.

Grant applications will be submitted online through Axiom Mentor. The online application form will be made available by December 10, 2019.

All applications will require a Department Chairperson's signature, via Axiom Mentor.

Please note that the review committee will not consider any application that does not include all required signatures and approvals.

CATEGORY 2
Grants designed to IMPROVE STUDENT LEARNING AND RETENTION THROUGH CO-CURRICULUAR ACTIVITIES OUTSIDE OF THE CLASSROOM

APPLICATION GUIDELINES:

The online application in Axiom Mentor will contain fillable boxes and allow attachments.

Proposals will be judged and scored on the following criteria.

1. Description of the proposed activity and its relation to the academic mission of the college. Proposals should consist of a project description written in a manner understandable by those in different disciplines. Applicants must first identify the proposed co-curricular activity. They must also explain how it is related to, and intended to supplement and enhance, student learning in an academic area (e.g., general education field, course, major, minor, certificate program) or related career field. **15 pts.**
2. Description of the target student population and the number of students likely to partake of the proposed activity or program. If a student-faculty research endeavor is proposed, the number of participating students (and their names and backgrounds/credentials if possible) should be identified. Note also that if the research project will involve participation by human subjects, it must undergo IRB review prior to the implementation of project assessment. Be sure to read about IRB guidelines located at the conclusion of this packet. **10 pts.**
3. A statement of objectives and anticipated outcomes, indicating how the proposed co-curricular activity will enrich student learning. **15 pts.**
4. A plan for assessment of the activity and evaluation of student learning gains. Identify at least two assessment strategies or techniques that you will use. **10 pts.**
5. A description of the PI's or co-PI's previous experience, training, or relevant expertise (if any) with the general type of activity being proposed. **5 pts.**
6. A timetable for completion of the project over the 14 month (max.) period of funding. **10 pts.**
7. Description of dissemination plan for sharing results of this experience with an audience outside of FSC. **5 pts.**
8. Prospects for institutionalizing and sustaining the activity after the year of funding. **10 pts.**
9. A detailed budget breakdown, with quotes attached if necessary. **10 pts.**
10. Description of the overall potential of your project to improve student retention and academic success. **10 pts.**

Total possible score: 100 points.

CATEGORY 3
Grants designed to FACILITATE THE ASSESSMENT OF PEDAGOGIES AND PROGRAMS

PROGRAM OVERVIEW:

These grants are intended to encourage and support the type of assessment that will enable FSC to make informed data-driven or evidence-based decisions aimed at improving student learning, student activities, and student services. To that end, submissions are welcomed from both staff and full-time faculty who endeavor to design (or improve) assessment protocols that will result in on-going collection and longitudinal analysis of quantitative and/or qualitative evidence of student "outcomes" (performance and results) in clearly-identified areas of activity.

This category of Students First Campus Grants will support various types of assessment, including:

- Assessment within individual courses
- Assessment of types of courses (e.g., learning communities, travel courses, internships)
- Assessment of a pedagogy or teaching tool (e.g., e-portfolios, clickers)
- Assessment of academic programs (e.g., Visual Communications major)
- Assessment of a student affairs activity (e.g., summer orientation, volunteer fair)
- Assessment of a student affairs office and its programs (e.g., career planning, health and wellness center)
- Assessment of a service (e.g., tutoring services, mental health services, services to international students)

Resources on assessment can be found at: http://www.farmingdale.edu/facultyresources/

It should be recognized by those who undertake such projects that the ultimate goal of assessment is not to prove results. Rather, assessment ought to aspire to ongoing improvement of experiences, services, support, and learning such that FSC students are prepared for meaningful lives and successful careers in a rapidly changing world. Proposals that lead to an assessment protocol that is sustainable beyond the grant period are encouraged.

CATEGORY 3
Grants designed to FACILITATE ASSESSMENT OF PEDAGOGIES AND PROGRAMS

ELIGILBILITY, FUNDING, DURATION, APPLICATION GUIDELINES, REPORTING
OBLIGATIONS and OTHER INFORMATION for **CATEGORY 3**

- This competition is open to student affairs professionals, full-time faculty, and full-time professional staff who support student affairs or academic divisions, except those who won an SFCG in Spring 2018 or Spring 2019. It is expected that, normally, applications will be submitted by a team of two or more individuals. Teams that join faculty and staff together in undertaking assessment projects are encouraged. Furthermore, the applicants are welcome to invite students to contribute to the design and/or assessment of the project. During each annual competition, an individual or group/office/department may submit only ONE SFCG proposal for consideration.

- A single individual is eligible to apply, listing himself/herself as "Principal Investigator" (PI). However, if a cross-divisional (academics and student affairs) team submits a joint application, then it would be wise to identify two Co-PI's, with one representing each division. If an office and other division (e.g. Career Planning; Dental Hygiene Department) submit a proposal, then a PI or Co-PI's should be identified together with other contributors or collaborators.

- Awards shall not exceed $2,500 each. Funds can be used for supplies and services, assessment tools, summer stipends for staff and faculty who are on 10 month contracts, extra service honoraria for off-hours work by 12-month faculty and student affairs staff, stipends for student assistants, travel, other. All non-perishable materials of a substantial nature purchased with grant funds shall become the property of Farmingdale State College. Any publication or presentation resulting from this project shall acknowledge the support of FSC and the Students First Campus Grants program. All intellectual property rights developed on the basis of this grants program shall be governed by the policies of SUNY and FSC with respect to ownership, exploitation, and related income. If assessment protocols are to include human subjects, IRB approvals should be obtained. Be sure to read the IRB guidelines found at the conclusion of this packet.

- Proposals will have a 14-month duration (maximum), commencing as early as April 2020 and concluding by June 1, 2021. Awardees MUST complete all award spending by June 1, 2021.

- All recipients of Students First Campus Assessment Grants are required to submit a final report due June 1, 2021. Furthermore, Students First Campus Grantees will be asked to share the results of their efforts at an on-campus faculty-staff development conference.

- Projects may not be fundamentally the same as previously funded projects, regardless of who is listed as the PI of record on an application.

Grant applications will be submitted online through Axiom Mentor. The online application form will be made available by December 10, 2019.

All applications will require a Department Chairperson's signature, via Axiom.

Please note that the review committee will not consider any application that does not include all required signatures and approvals.

CATEGORY 3
Grants designed to FACILITATE ASSESSMENT OF PEDAGOGIES AND PROGRAMS

APPLICATION GUIDELINES:

The online application in Axiom Mentor will contain fillable boxes and allow attachments.

Proposals will be judged and scored on the following criteria.

1) A brief statement of objectives and anticipated outcomes written in a manner understandable by those in different disciplines. All applicants must first identify the programmatic focus or subject of the project. They should also identify the fundamental question(s) being posed and addressed in the assessment project. **15 pts.**
2) The target student population and number of students likely to participate in the assessment project. **5 pts.**
3) Presentation of a well-articulated assessment protocol that is data-driven or evidence-based. **10 pts.**
4) A description of the assessment techniques (quantitative &/or qualitative) that will be employed and how they are aligned with the project objectives. **10 pts.**
5) Rationale: A fuller statement of how the applicant expects the proposed project will serve to improve student experiences and "outcomes." Note: If this area/program has been assessed previously, explain how the proposed assessment protocol represents an improvement over the previous effort. **15 pts**.
6) A timetable for execution and completion of the project over the 14 month (max.) period of funding. **10 pts.**
7) An indication of how the assessment protocol will or might be refined, implemented and sustained in subsequent years (beyond the year of funding) so as to assure ongoing evaluation and improvement. **10 pts.**
8) Dissemination: How the applicant might share the results of the assessment project with other colleagues within FSC (and perhaps with a larger audience outside of the College). **5 pts.**
9) A detailed budget breakdown, with quotes attached if necessary. **10 pts**
10) Description of the overall potential of your project to improve student retention and academic success. **10 pts.**

Total possible score: 100 points.

INFORMATION
FOR ALL GRANT CATEGORIES

ASSESSMENT:

Assessment is vital to all that Farmingdale State College does, including the Students First Campus Grant activities. But you also – as an applicant for a Students First Campus Grant– will be expected to develop an assessment protocol that will provide you with feedback and evidence that will enable you to improve and perfect your work with students – in the classroom, in co-curricular activities, or through programmatic assessment. Hence, the proposal guidelines in each grant category specify that you must include an assessment plan.

You can find resources on assessment at:
http://www.farmingdale.edu/facultyresources/assessment_student_learning.shtml.
You are also welcome to consult directly with *Dr. Michael Goodstone, Associate Provost goodstms@farmingdale.edu*, *tel: 631420-2337* for individual guidance on assessment matters.

INSTITUTIONAL REVIEW BOARD (IRB)

Any funded Students First Campus Grant project that involves collection of data from human subjects may require review and approval by the Farmingdale State College Institutional Review Board (IRB **prior to** implementation of your assessment and data collection protocol. It is possible that you will propose to assess your project by using opinion surveys, educational tests, focus groups, and other data collection methods. The key defining factor of whether your project and data collection efforts constitute research with human subjects that requires IRB review is whether the purpose of collecting data **is to answer a universal question that would apply outside the walls of Farmingdale State College**. In other words, if the data are collected solely for our own internal "program evaluation" (such as internal course evaluation or college policy assessment), it is not considered "generalizable knowledge" and such program evaluation does not require IRB review. On the other hand, if the data have any relevance to answer research questions outside of our institution, it is considered research with human subjects and would require IRB review. **In practical terms, if the data could lead to publication/presentation in any venue outside of Farmingdale State College (conference presentation, scientific journal, educational journal, etc., then obviously the data are answering some aspect of generalizable knowledge and the project would therefore require IRB review.**

If you are awarded a Students First Campus Grant, you might want to consult with the IRB members before you undertake your assessment plans. Please note that the IRB is not able to provide retroactive approvals so if there is any possibility that the project may lead to information that would be presentable/publishable in the future, **the project must receive IRB approval before initiating data collection.** Pease consult the IRB webpage for additional information:

http://www.farmingdale.edu/administration/provost/institutional-review-board/

APPENDIX A

Students First Grants Budget Guidelines

Students First Grants (SFG) are funded by the 4pi grant awarded to the College through the SUNY Expanded Investment and Performance Fund. Therefore the grant is funded with New York State funds and all expenditures are subject to all policies, regulations and protocols established by the State. Regardless of the use or purpose of the expenditures, grant funds *cannot* be used for the following:

- alcoholic beverages
- personal use of any kind
- *awards or prizes for either students or employees*
- *student stipends or payment of any kind, for work, research, attendance at an event, or participation in an activity that is an integral component of any course or courses in which the student is currently enrolled*

Please note the last two bullets. When planning your SFG activities and preparing SFG budgets, prizes and/or awards for students cannot be funded with 4pi funds and must not be a part of your budget. With respect to student stipends, grants funds cannot be used to provide monetary compensation for coursework or other activity, the completion of which will be factored into the student's grade.

Allowable Expenditures

- Materials, supplies and equipment related to and necessary for the project
- Faculty and staff stipends
- Student stipends for work or research that is not an integral component of any course or courses in which the student is currently enrolled
- Faculty and student travel related to the project
- Faculty and student meals and lodgings while in travel status
- Conference fees and registration
- Student travel for field trips
- Admission to museums, exhibits, theaters, workshops, seminars, etc.
- Honoraria for speakers, presenters, facilitators of workshops, consultants, etc. who are not and have not been an employee of the College, SUNY, CUNY, or of New York State
- Travel, meals and lodgings for speakers, presenters, workshop facilitators, etc.

Should there be a need for further information or clarification regarding allowable expenditures please contact gelleska@farmingdale.edu.