

Faculty Development Program Handbook

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SECTION I: Overview of the Program

During the 1974-75 academic year, UW Oshkosh developed and instituted via faculty referendum a comprehensive Faculty Development Program. Both its comprehensive nature and unique features are related to the UW Oshkosh modular calendar. That calendar, which permits both traditional and innovative instructional patterns and strategies, also permits faculty and academic staff to schedule workloads to support their individual professional development programs. It also allows the redistribution of institutional resources to provide support for these non-teaching professional activities.

The UW Oshkosh Faculty Development Program includes a variety of programs to support a broad range of research, teaching and other professional development activities. The program's primary objectives are to:

- provide opportunities for continuing faculty and academic staff to renew their intellectual vitality and further their professional growth,
- improve the quality, diversity and accessibility of the University's academic programs,
- improve decision-making and organizational functioning within the University community, and
- better utilize the institution's internal resources to improve instruction and assist faculty and academic staff in their professional development.

The Faculty Development Program is administered by the Faculty Development Board, consisting of 10 faculty (two representing each college and two from the faculty at-large), a designee of the Provost and Vice Chancellor, a designee of the Office of Graduate Studies and the Director of Grants and Faculty Development.

The Faculty Development Board recommends proposed Faculty Development projects to the Provost and Vice Chancellor, monitors program budgets and administrative procedures, drafts changes in program policy and organizes program evaluation efforts.

Components

The program consists of ten components listed below. All components require a proposal from a faculty or academic staff member and all proposals (with the exception of Small Grants) are recommended or not recommended for funding to the Provost and Vice Chancellor by the Faculty Development Board.

1. **Teaching Component** - Supports continuing faculty and academic staff to engage in substantial teaching improvement efforts that cannot effectively be completed during an academic year contract. Teaching proposals may focus on methods or delivery of instruction, or knowledge acquisition related to one's teaching responsibilities. The Teaching Subcommittee administers this component, but proposals are evaluated by the Teaching Panel (a peer group selected by the Teaching Subcommittee through a self-nomination process). Panel members read proposals and evaluate them against criteria defined by the Teaching Subcommittee. The Board uses panelist evaluations to make award recommendations.

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2. **Research Component** - Provides support for new and continuing research projects of continuing faculty and academic staff in all disciplines. In the evaluation process, the unique capabilities and interests of individual faculty and academic staff are considered. While this component is administered through the Research Subcommittee, proposals are evaluated by the Research Panel (a peer group selected by the Research Subcommittee through a self-nomination process). Panel members read proposals and evaluate them against criteria defined by the Research Subcommittee. The Board uses panelist evaluations to make award recommendations.
3. **Faculty College Component** - Offers special seminars or workshops for UW Oshkosh faculty and academic staff in areas of professional and scholarly concern. These on-campus seminars or workshops may focus on educational issues, specific disciplines or professions, or topics of general interest to society. Proposals are evaluated by the Faculty College Subcommittee of the Faculty Development Board.
4. **Off-Campus Component** - Provides faculty members in all academic areas with auxiliary support to cover registration fees, travel, and housing expenses associated with focused, interactive professional learning experiences. The Faculty Development Board's Off-Campus Subcommittee evaluates proposals.
5. **Small Grant Component** - Provides faculty and academic staff members with small amounts of auxiliary support with a three working day approval process. The Faculty Development Board Chair and the Director of Grants and Faculty Development evaluate proposals.
6. **Faculty Sabbatical Component** - Enables recipients to become more effective teachers and scholars and to enhance their services to the University through intensive study. This privilege is granted to faculty members on the merit of their academic contributions. Faculty must have completed six or more years of full-time UW System instructional service and not have taken a sabbatical during the previous six years of full-time service. Sabbaticals may be for one or two semesters.
7. **Individually Planned Program Component** – Provides support for self-designed study programs which are part of the proposer's ongoing developmental activities. Support is provided for up to 15% CAS, or the equivalent in release time. The activities are based on the proposer's individual development needs, not based on the needs of the proposer's academic unit. The Faculty Development Board's IPP Subcommittee evaluates proposals.
8. **Institutional Needs Component** – Provides support for faculty and academic staff to perform professional activities related to specifically identified University needs. Possible need and proposed solution may be suggested by any person or group in the University for evaluation by the Faculty Development Board.
9. **Release Time for Grant Writing Component** – Provides faculty and academic staff with a maximum of one course release (7.5% CAS) per academic year for the preparation of one or more substantive extramural grant proposals.
10. **Extramural Matching Grant Component** – Provides limited supplemental funding for extramural grants in cases in which matching funds are required by the extramural agency or are clearly necessary to accomplish the project's scope of work. Faculty Development Program Extramural Matching Grants are not intended to become permanent supplements to external dollars. Nor are they to be used to expand a project's scope of work beyond what is described in the external request.

SECTION II: Administration

The Faculty Development Program is administered by the Faculty Development Board, consisting of 10 faculty (two representing each college and two from the faculty at-large, three-year terms), a designee of the Provost and Vice Chancellor (one-year term), a designee of the Office of Graduate Studies (one-year term), and the Director of Grants and Faculty Development (ex officio member). No more than four members shall be from the same College. Terms begin at the start of Summer Session 1. The chair is elected by and from the current Board members and serves a two-year term.

How to Become a Faculty Development Board Member

Each spring the Faculty Senate Committee on Committees solicits requests for serving on committees. Nominations to fill open Board positions are made by the Faculty Senate upon recommendation from the Committee on Committees. At least two nominees are provided for each open position. The Chancellor, or designee, makes the final selection.

How to Become a Review Panelist

Panelists play an important role in reviewing proposals. The Faculty Development Board annually solicits self-nominations from all faculty (including junior faculty) and academic staff to serve on the Teaching Panel and/or Research Panel and uses the following guidelines in selecting panelists:

- the need to maintain a broad representation of disciplines,
- reviewer expertise,
- past performance as a panelist, and
- the need for specific skills or knowledge within the pool of available panelists.

Panelists are asked to serve a three-year term. There is no restriction on re-application. The self-nomination form is available on the Office of Sponsored Programs and Faculty Development Program website and in Appendix C.

Faculty Development Board Subcommittee Structure

The Faculty Development Board is responsible for making timely recommendations to the Provost and Vice Chancellor on all Faculty Development Program components, sabbaticals, proposals submitted to UW System-Office of Professional and Instructional Development Council, and other events that have professional development as a primary focus. For efficiency, the Board appoints subcommittees for all components. Each subcommittee develops preliminary recommendations to the full Board. Each Board member serves on at least one subcommittee. The subcommittees are formed, by mutual consent between the Board Chair and Board members, to achieve an equal workload for all members and a balance of expertise. Each subcommittee then schedules meetings to meet the timelines established by the Board.

The Teaching and Research subcommittees of the Faculty Development Board each consist of at least five faculty members and the Director of Sponsored Programs and Faculty Development.

Applicant Eligibility

All continuing UW Oshkosh faculty and academic staff holding full- or at least half-time academic year appointments are eligible. Persons on annual (12-month) appointments, whether faculty or academic staff, are not eligible for CAS support because their contracts extend through all calendar periods. Annual appointees may submit a proposal that requests auxiliary support.

Types of Support

The Faculty Development Program supports continuing faculty and academic staff for a full range of activities normally associated with research and professional development. Funding options include Compensation for Additional Service (CAS), reassigned time, and auxiliary support.

1. **Compensation for Additional Service (CAS)** represents an **extension of contract** to include salary support for a new calendar period. CAS is restricted to 7.5% of the participant's academic year base salary for each month of full-time additional service, with a total eligibility limit of 15% within a particular University calendar year. CAS of 7.5% equals one month of full-time activity. CAS generally is awarded in increments of 7.5%. The maximum amount of CAS that can be requested at any time from the Faculty Development Program cannot exceed 15% of the proposer's salary. CAS is defined in Calendar Paper #9, October 9, 1974 and can only be earned for work conducted during Summer I (payable August 1) or Summer II (payable September 1).

All CAS payments must meet the regulations and guidelines established by the State of Wisconsin and the UW System. The Board's approval of your budget estimate is based on this assumption. The Faculty Development Program cannot accept responsibility for any CAS payments that do not conform to State/UW System guidelines.

2. **Reassigned time** is typically a one-course (three-credit, equates to 7.5% CAS) reduction of a semester's teaching load. Proposers requesting reassigned time must have the approval of the department chair and college dean and should contact the Faculty Development Office for the current reassigned-time policy.
The Faculty Development Board will interpret department/unit chair and dean/director signatures on the Faculty Development cover sheet as:
 - indicating approval of the reassigned-time request;
 - indicating an intent to hire a replacement, if needed, in the awardee's department in order to provide the requested reduced teaching schedule for the awardee.

3. **Auxiliary support**, which includes supplies, services, student help, travel, consultant support, and minor equipment, is also available. See individual component sections and appendices for more information about auxiliary support. Contact Cindy Maas in the Sponsored Programs and Faculty Development Office (ext. 1315) **BEFORE** proceeding with any auxiliary support expenditures.

All auxiliary expenditures must meet the regulations and guidelines established by the State of Wisconsin and the UW System. The Board's approval of your budget estimate is based on this assumption. The Faculty Development Program cannot accept responsibility for any auxiliary expenditures that do not conform to State/UW System guidelines.

- All paperwork associated with the project (departmental purchase orders, travel expense reports, etc.) must be initiated by the faculty member and forwarded to the Office of Sponsored Programs and Faculty Development.
- Requests for reimbursement must be submitted within a timely manner (i.e., monthly).
- **All travel paid or reimbursed to employees must be done in compliance with the University travel policies.**
- Travel guidelines and regulations are available on the UW System Administration website,

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(<http://admins-services.uwosh.edu/financial-services/travel>)

- The corporate travel card must be used for payment of travel-related expenditures.
- The travel expense report must be submitted **within 90 days** of return from the trip.
- State policy prohibits Faculty Development funds from being used to pay for refreshments (i.e., coffee, donuts, soda, etc.).
- Board policy does not permit UW faculty to receive reimbursement for meal expenses related to **any** project. However, consultants for Faculty Colleges may be reimbursed for meal expenses at University rates.
- Duplicating and copying must be done on campus.
- Printing work orders must be routed through the Office of Sponsored Programs and Faculty Development.
- If you anticipate duplicating or copying while off-campus, please contact the Office of Sponsored Programs and Faculty Development. Receipts (even from coin-op machines) must be submitted with a travel expense form.
- If your project includes money for student help, contact Cindy Maas (ext. 1315) in the Office of Sponsored Programs and Faculty Development **PRIOR** to hiring the student. The hiring process must conform with Student Employment guidelines (<https://www.uwosh.edu/hr/students/student-employment>)
- State employees are not eligible for honoraria from university funds.
- State employees from other UW campuses may be paid through an interinstitutional agreement. Arrangements must be made with the employee's campus or agency **PRIOR** to confirmation with state employees.
- Faculty Development funds cannot be used to pay classified staff.
- There are a number of methods for purchasing items. Refer to the Purchasing website (<http://admins-services.uwosh.edu/financial-services/purchasing/purchasing-guidelines>)
- Purchase of AV or computer equipment requires **PRIOR** approval. See individual Faculty Development component sections in this Faculty Development Program Handbook for more information.

Acknowledgement of Support

Support received from the Faculty Development Program must be acknowledged on all public domain works (and in announcements of such works) that result from supported projects. For example, by including a statement such as, "this [type of work] was supported by the Faculty Development Program at the University of Wisconsin Oshkosh."

Termination of Employment

The Faculty Development Program supports the development of faculty and academic staff who are continuing their service at UW Oshkosh. Recipients of Faculty Development Program support must forgo or return the previously approved support if they will not be continuing for one regular semester following the completion of the supported project. The Provost and Vice Chancellor will resolve any disagreement. This enables the Faculty Development Board to use the program's limited resources to support a **continuing** faculty or academic staff member.

Schedules for Faculty and Instructional Academic Staff

The UW Oshkosh calendar eliminates the summer session as a separate contract period and distributes

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the 34-week contractual period across the entire year of 42 weeks of organized University service, allowing normal recesses and vacations at other times as well as summer. The "traditional" teaching schedule under the UW Oshkosh calendar formally allows professional development time during the two four-week modules of the summer session. During these periods, a faculty or academic staff member may receive CAS at a rate of 7.5% of an academic year base salary per month.

The contract year begins with the summer session. Changes in the annual contractual pattern for an individual may be arranged in consultation with the appropriate dean at any time, with the provision that changes can only be made in future contract periods.

Faculty and academic staff members seeking non-traditional time options for their professional development have many scheduling options. With the approval of the chair and dean, contracted teaching and professional development periods can be rearranged within the 42-week contract period. If you think this option will enhance the viability of your planned project, please discuss options with the Director at the earliest possible time.

Final Report

All Faculty Development awards require a final report. The Faculty Development Board evaluates all final reports. Please refer to each component description for final report requirements.

Approval notifications sent to grant recipients indicate a final report due date. The evaluation process answers the following question: "To what degree has an individual project supported by the Faculty Development Program met its stated objectives?" This evaluation is limited in scope, and the criteria used are general in nature.

Final reports may be submitted any time during the year; however, summer term(s) project final reports are due February 1. Submit **one copy** of the final report to the Faculty Development Office on or before the assigned due date.

Project files are evaluated independently by three members of the Faculty Development Board. They examine official project documents submitted to the Faculty Development Office, including:

- the original project proposal,
- progress reports,
- the final report including description and evidence of tangible outcomes (a copy of a letter or an e-mail communication confirming submission of an article for publication, proof of conference presentation submissions, etc.)
- the final report abstract form.

The final report must provide evidence that **the project objectives and outcomes have been met and professional development has occurred**. The project evaluation form becomes part of the permanent project file.

As a general rule, a project file will be "closed" if a majority of the Faculty Development Board members who review the project file agree that the project objectives and outcomes have been met. A project that is not "closed" may be "deferred" for re-evaluation at a future date, or declared "past due" by the Faculty Development Board.

Deferral/Past Due

If a project is not completed at the time of scheduled evaluation, a **written request for a deferral of the final evaluation must be submitted in lieu of a final report**. The request for deferral must include: a) the reason(s) for requiring a deferral, b) summary of the progress made to date, and c) a revised completion schedule for the project. Deferral of a final report will not be granted unless this information is provided.

If necessary, final reports may be deferred for up to one year. In cases where a request for deferral of the final report is denied, the project is assigned a past-due status.

Anyone with a past-due project is not eligible to apply for or receive additional support from the Faculty Development Program until the past-due status is removed. Any unexpended auxiliary funds that were allocated for a project declared past due are returned to the Faculty Development budget. A written request for reinstatement of these auxiliary funds must be submitted to the Faculty Development Board for its review and approval. A summary report of past-due projects is distributed annually to deans/unit heads and the Provost and Vice Chancellor. In addition, academic units may impose further sanctions such as withholding professional travel allocations and/or denying CAS opportunities for summer school teaching or administration.

Request for Reconsideration

If the grant recipient disagrees with the Board's decision to classify a project file "past due," the grant recipient may request reconsideration. The following procedures are implemented:

1. Additional information is solicited regarding project activities, outcomes, etc., from the participant(s), and the participant's department/unit chair and collegedean;
2. That information, along with the original proposal, official documents, progress reports, and final reports are made available to the three Board members who reviewed the original final report;
3. If the three Board members still believe the project is not satisfactorily completed, this information is forwarded to the full Faculty Development Board;
4. If the full Faculty Development Board also believes that a project should be continued, that recommendation is sent to the Provost and Vice Chancellor for a decision. Following the evaluation, the grant recipient receives a letter explaining the outcome of the evaluation process.

When a project file is closed, unexpended funds originally budgeted to support project activities are returned to the general program account.

Related Programs

The Faculty Development Board also reviews and evaluates faculty applications for the UW System Sabbatical Program and other professional development opportunities. The constraints and provisions of these programs generally differ from those associated with the UW Oshkosh Faculty Development Program and are described elsewhere in this handbook.

The Faculty Development Board continuously evaluates and reviews program components. The Board will publish handbook revisions as Program changes are made.

SECTION III: Teaching Component

Description

The Teaching Component's primary objective is to improve proposers' teaching effectiveness. Projects are expected to:

- present substantial **new** professional challenges to proposers (e.g., pedagogical issues, or knowledge or skills acquisition),
- relate directly to current or planned UW Oshkosh courses and programs,
- produce tangible evidence of professional development (e.g., preparation of new teaching materials, teaching methods, courses, or sub-programs; conference papers and publications).

The Teaching Component is not a substitute funding source for available extramural funds (see Section II, General Information, Matching Funds and Extramural Grant Writing section). One Teaching Component goal is to provide faculty and academic staff with opportunities to gain experience and knowledge that will enable them to submit competitive proposals to extramural funding agencies. Therefore, in situations where external funding sources exist, the Teaching Subcommittee may require evidence of having submitted an extramural proposal as a contingency for obtaining future support.

Procedures

1. There is one cycle per year. The Faculty Development Board issues a request for proposals approximately two months prior to the early December submission deadline. The deadline is typically the first week in December.
2. Proposers are encouraged to discuss plans with department/unit chairs, Teaching Component grant recipients, Faculty Development Board Teaching Subcommittee, or colleagues.
3. Faculty and academic staff then submit proposals to department/unit chair(s) and/or dean(s) for signatures (represents a commitment of resources and facilities). Workload and scheduling only are to be approved at those administrative levels.
4. The Dean's Office forwards proposals to Faculty Development Board.

The proposal review process:

1. Three members of the Teaching Panel are assigned to review each proposal.
2. Teaching Subcommittee examines assignments to ensure fairness.
3. Panelists perform independent double-blind evaluation.
4. Evaluations are consolidated and proposals are rank ordered to facilitate discussion.
5. Teaching Subcommittee members review each proposal.
6. Numeric rating scores and reviewer comments are presented and discussed by the Teaching Subcommittee.
7. Teaching Subcommittee closely studies the panelists' reviews to ensure fair evaluation (the subcommittee may reject the evaluation of one or more panelists) and develops recommendations for proposals.
8. Faculty Development Board reviews recommendations and considers policy issues when making proposal recommendations to the Provost and Vice Chancellor.
9. Provost and Vice Chancellor reviews proposals and recommendations and makes a decision about each proposal.
10. Proposer receives the Provost and Vice Chancellor's decision, which may include special conditions of an award.

Eligibility

All continuing UW Oshkosh faculty and academic staff holding full- or at least half-time academic year appointments are eligible. Faculty or academic staff on annual (12-month) appointments are not eligible for CAS (Compensation for Additional Service) support. Recipients of Faculty Development Program support must forgo or return the previously approved support if they will not be continuing for one regular semester following the completion of the supported project.

Individuals, departments or several departments (or other groups addressing an issue of common concern) may submit proposals.

Proposers whose final reports have not yet been evaluated by the Faculty Development Board or whose projects have been deferred are eligible for future CAS and/or auxiliary funding. Anyone with a past-due project is not eligible to apply for or receive additional support from the Faculty Development Program until the past-due status is removed. Refer to General Information (Section II) for details. Call ext. 1315 if you have questions regarding a project's status.

Use of Human or Animal Subjects

Awards for **projects involving human subjects** are contingent upon approval from the UW Oshkosh Institutional Review Board (IRB). Contact the Office of Sponsored Programs and Faculty Development to obtain information and application forms.

For **projects using animals**, an award is contingent upon approval from the UW Oshkosh Animal Use and Care Committee (IAUCC). Contact the Office of Sponsored Programs and Faculty Development to obtain information and application forms.

IRB or IAUCC approval must be granted prior to the start of the project. The notice of the Provost and Vice Chancellor's award decision will indicate the deadline for obtaining approval for each project requiring IRB or IAUCC consideration. The status of the project will be changed to "withdrawn" if the deadline is not met.

Prereading Service

A prereading service is available. To request a prereading, electronically submit a copy of the proposal to the Faculty Development Office by the deadline indicated on the Faculty Development Program website. An experienced reviewer will critique the draft. While this does not guarantee subsequent approval, reviewer comments may help improve the final version.

Proposals

1. Submit one copy of the proposal, including a signed cover sheet, to the department/unit head and Dean for signature. The Dean's Office will forward it electronically to grants@uwosh.edu. The cover sheet is available in Appendix B online at grants.uwosh.edu.
2. Double-blind review: Because the review process is double blind (neither the proposer nor panelist knows the others identity), proposals and other materials must be written in a manner that maintains anonymity. Proposers must ensure that neither their name nor any other identifying information appears in the proposal and/or other materials. The review process will end if a proposal or other materials reveals the proposer's identity in any way. In such cases, the proposal will be returned to the proposer at the end of the cycle without a recommendation for funding. When necessary (for example, when citing one's self, in support s, etc.) the word "author" should be inserted in place of the proposer's name. Any double blind violation discovered on or after the Faculty Development Program deadline date in the review process is cause for disqualification of the proposal.

3. A proposal consists of the following elements; omission of any element will lead to disqualification:
 - a. an abstract (not to exceed 250 words) and on a separate page from the narrative,
 - b. a proposal narrative (maximum eight pages including graphs, charts or illustrations),
 - c. a bibliography (maximum 2 pages),
 - d. a budget (include CAS/reassigned time request and auxiliary support; i.e., supplies/materials, student assistance, etc.) and justification for each item (not to exceed one page), and

Proposal Narrative

- No more than eight sequentially numbered pages describing your project (single-spaced, no smaller than 12-point type, minimum 1" margins).
- The proposal should be written to be **understandable to those outside of the discipline**.
- A proposal may require additional sections, but proposals are evaluated on each of the following content items, including writing quality.

1. **Teaching Merit of the Project.** Proposers must present a persuasive case that the project will benefit students and/or the department or unit. Proposals should include:
 - a. a justification of the purpose or need of the project, as well as its importance to students and/or the respective department or unit.
 - b. a clear statement of project objectives specifying precise skills, knowledge or ability to be acquired by the proposer.
 - c. a clear description of methods, approaches, techniques or protocol for executing the project that are appropriate to the discipline.
 - d. a clear indication of how the project aligns with and supports the UW Oshkosh strategic plan.
2. **Potential for Professional development.** Proposers must clearly indicate the value for their own teaching potential and future progress and development. Proposals should include:
 - a. a clear indication that the project is a logical component of the proposer's long-term professional development plan.
 - b. a clear indication how the proposer's past teaching activity, and other qualifications, enhance the likelihood the project will be successful.
 - c. a clear indication of the specific ways in which the project will affect the proposer's activity in the classroom.
3. **Project timeline and feasibility.** Proposers must provide a timeline and sufficient evidence that the teaching project is feasible and achievable. Proposals should include:
 - a. a clear description of the activities that the proposer will undertake during the funding period, and, if relevant, the distinct roles of multiple proposers.
 - b. a clear indication of the specific ways in which the project will affect his or her activity in the classroom.
 - c. a clear indication that any necessary internal and/or external resources will be available to support the timely completion of the project.

4. **Project Outcomes.** Proposers must clearly state tangible and realistic outcomes and the type of evidence to be provided upon project completion? Proposals should include:
 - a. a description of specific teaching-related outcomes.
5. **Quality of Writing.** Proposers must write a clear, concise, consistent, and specific proposal accessible to a broad audience. Proposals should be:
 - a. written concisely and clearly in non-technical and jargon-free language for a general audience.
 - b. free of typographical errors and grammatical mistakes.

IMPORTANT: Proposers must provide a detailed timeline for project activities which accounts for the estimated amount of work completed each week for the duration of the project. The amount of time estimated for the various activities during a given week should be explained in such a way as to be assessable by reviewers outside of the discipline. Total time accounted for must be at least as much as the amount of % CAS requested (7.5% and 15% CAS are considered the equivalent of 4 weeks and 8 weeks respectively). A proposal involving more than one individual should clearly describe the activities and the timeline of each individual.

Budget Requests and Justification

CAS/Reassigned time/Auxiliary Funds. Faculty and teaching academic staff may request CAS, reassigned time (a maximum reduction in teaching load of three credits per semester), and/or auxiliary funds in support of a project. The proposal must state and justify the level of CAS and/or reassigned time for **each** individual. CAS requests should be clearly tied to activities described in the project timeline. The Teaching Component provides CAS support on the basis of a full-time one-month appointment receiving 7.5% of the academic year salary. CAS can only be earned for work conducted during Summer I (payable August 1) or Summer II (payable September 1).

Salary support at a level of up to 15% per proposer may be awarded if **a clear and convincing case is made to justify that level of CAS support.** The maximum amount of CAS that can be requested at any time across all components cannot exceed 15% of the proposer's salary.

The nature of certain projects may justify the extension of CAS and auxiliary support for more than one year. In the approval of multi-year projects, a funding commitment of CAS and auxiliary support is made for the initial year. Funding beyond the initial year is contingent upon the submission of an annual progress report to the Faculty Development Office and the approval of that report by the Teaching Subcommittee. **In cases where extended CAS support is requested, proposal writers must include a justification for this request in terms of project requirements within the proposal narrative and must also include a timeline for completing specific project activities and submitting an annual progress report.**

CAS and/or reassigned-time requests **for more than one faculty or academic staff member must clearly explain why more than one investigator is essential to the project and must delineate each participant's role and effort.**

If CAS or auxiliary support is approved at an amount less than requested because the level of support was not adequately justified, the proposer may accept or decline the award or complete the project at the approved amount. The grant recipient cannot negotiate for lesser project outcomes because the Board has approved a lesser amount.

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Reassigned time is limited to a one-course (3-credit) reduction per semester and will be granted only with the approval of the department/unit chair and dean (or their respective equivalents). Note: The Faculty Development Board equates a request for 3 credits of reassigned time to a 7.5% CAS request.

If auxiliary funds are requested, the proposal narrative must contain an “Auxiliary Funds Justification” section. The Faculty Development Board will not provide funding for items more than \$500 per item, including equipment, books, computer software or other items for which the use-life extends beyond the project period. Requests will be considered for items less than \$500 and supplies or services that are consumed in the activities of the project. Computer literature searches, indexing, page charges and maintenance of university-owned equipment will not normally be supported as an auxiliary expense.

Travel. Support for out-of-state or out-of-country travel must be justified. If projects require travel in consecutive years, justify the objectives and outcomes for each year. All travel related purchase that is not in accordance with the UW-System and UW-Oshkosh travel policy will be deemed unauthorized and **will not** be reimbursed.

Student Support. The purpose of student support is to directly support the professional development of the proposer. If requested, justify the number of student hours (hourly wages that exceed the minimum wage must also be justified) and explain how the work supports the professional development of the applicant. Student job descriptions and hourly wages are subject to approval by the Human Resources Department.

Letter of Support

If a third-party commitment of resources is needed, a letter of support should come from a person authorized to make the commitment (be sure to avoid a double-blind violation by using the word “author” in place of the proposer’s name).

Final Report

A project is assigned a report due date when approved for funding. The typical due date for a summer project is **February 1** of the following year. A final project report is due on or before this date and should include:

- an abstract of not more than 250 words on the final report abstract form provided by the Faculty Development Office (also available online),
- a description of project objectives and activities,
- evidence of tangible products produced,
- a self-analysis of the professional development achieved by each grant recipient,
- details of how the proposed project objectives were achieved, or
- an explanation of why proposed outcomes were not achieved (the project may be deferred or declared past due).

SECTION IV: Research Component

Description

The Research Component encourages high-quality teaching by providing opportunities for continuing faculty and academic staff to renew their intellectual vitality and further their professional growth through research/professional development activity that is **appropriate to the proposer's discipline**. Therefore, activities might include (all of these activities will be referred to as research because they are investigatory in nature):

- search for new knowledge,
- artistic endeavors (creative writing, graphic arts, dance, musical composition, etc.), and
- application of existing knowledge to well-defined practical goals.

The Research Component provides opportunities for faculty and staff to grow as scholars and, in turn, benefit the University's students by improving the quality of their academic experience and by providing opportunities for faculty/student collaborative research. In addition, the Research Component will help the University respond to the growing needs of the community and region for research consultation and problem solving.

Most research programs are expected to lead to **tangible outcomes**, which include, but are not limited to:

- books
- publications in refereed print journals or electronic media
- performances
- professional exhibitions
- published software

The range of Research Component proposals is expected to reflect the diverse backgrounds of the University community. Proposals that may be submitted include, but are not limited to, those that:

- continue an ongoing program of professional growth,
- indicate a significant change in the direction of professional growth, or
- seek to re-cultivate professional interests following an extended period of University-related service.

There is no limit to the number of times an individual can apply and receive support through the Research Component. However, the Research Component is not a substitute funding source for available extramural funds. One Research Component goal is to provide faculty and academic staff with opportunities to gain experience and knowledge that will enable them to submit competitive proposals to extramural funding agencies. Therefore, in situations where external funding sources exist, the Research Subcommittee may require evidence of having submitted an extramural proposal as a contingency for obtaining future support.

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Procedures

1. There is one funding cycle per year. The Faculty Development Board issues a request for proposals approximately two months prior to the December submission deadline. The deadline is typically the first week in December.
2. Proposers are encouraged to discuss plans with department/unit chairs, Research Component grant recipients, Faculty Development Board Research Subcommittee, or colleagues.
3. Faculty and academic staff then submit proposals to department/unit chair(s) and/or dean(s) for signatures (represents a commitment of resources and facilities). Workload and scheduling must also be approved.
4. The Dean's Office forwards proposals to the Faculty Development Board.

The proposal review process:

1. Four members of the Research Panel are assigned to review each proposal.
2. Research Subcommittee examines assignments to ensure fairness.
3. Panelists perform independent double-blind evaluation.
4. Evaluations are consolidated and proposals are rank ordered to facilitate discussion.
5. Research Subcommittee reviews each proposal.
6. Numeric rating scores and reviewer comments are presented and discussed by the Research Subcommittee.
7. Research Subcommittee closely studies the panelists' reviews to ensure fair evaluation (the subcommittee may reject the evaluation of one or more panelists) and develops recommendations for proposals.
8. Faculty Development Board reviews recommendations and considers policy issues when making proposal recommendations to the Provost and Vice Chancellor.
9. Provost and Vice Chancellor reviews proposals and recommendations and makes a decision about each proposal.
10. Proposer receives the Provost and Vice Chancellor's decision, which may include special conditions of an award.

Eligibility

All continuing UW Oshkosh faculty and academic staff holding full- or at least half-time academic year appointments are eligible. Faculty or academic staff on annual (12-month) appointments are not eligible for CAS (Compensation for Additional Service) support. Recipients of Faculty Development Program support must forgo or return the previously approved support if they will not be continuing for one regular semester following the completion of the supported project.

Proposers whose final reports have not yet been evaluated by the Faculty Development Board or whose projects have been deferred are eligible for future CAS and/or auxiliary funding. Anyone with a past-due project is not eligible to apply for or receive additional support from the Faculty Development Program until the past-due status is removed. Refer to General Information (Section II) for details. Call ext. 1315 with questions regarding a project's status.

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Use of Human or Animal Subjects

Awards for projects **involving human subjects** are contingent upon approval from the UW Oshkosh Institutional Review Board (IRB). Contact the Office of Sponsored Programs and Faculty Development to obtain information and application forms.

For **projects using animals**, an award is contingent upon approval from the UW Oshkosh Animal Use and Care Committee (IAUCC). Contact the Office of Sponsored Programs and Faculty Development to obtain information and application forms.

IRB or IAUCC approval must be granted prior to the start of the project. The notice of the Provost and Vice Chancellor's award decision will indicate the deadline for obtaining approval for each project requiring IRB or IAUCC consideration. The status of the project will be changed to "withdrawn" if the deadline is not met.

Prereading Service

A prereading service is available. To request a prereading, electronically submit a copy of the proposal to the Faculty Development Office by the deadline indicated on the Faculty Development Program website. An experienced reviewer will critique the draft. While this does not guarantee subsequent approval, reviewer comments may help improve the final version.

Proposals

1. Submit one copy of the proposal, including a signed cover sheet, to the department/unit head and Dean for signature. The Dean's Office will forward it electronically to grants@uwosh.edu. The cover sheet is available in Appendix B online at grants.uwosh.edu
2. Double-blind review: Because the review process is double blind (neither the proposer nor panelist knows the others identity), proposals and other materials must be written in a manner that maintains anonymity. Proposers must ensure that neither their name nor any other identifying information appears in the proposal and/or other materials. The review process will end if a proposal or other materials reveals the proposer's identity in any way. In such cases, the proposal will be returned to the proposer at the end of the cycle without a recommendation for funding. When necessary (for example when citing one's self, in support letters, etc.) the word "author" should be inserted in place of the proposer's name. Any double blind violation discovered on or after the Faculty Development Program deadline date in the review process is cause for disqualification of the proposal.
3. A proposal consists of the following elements; omission of any element will lead to disqualification:
 - c. an abstract (not to exceed 250 words) and on a separate page from the narrative,
 - d. a proposal narrative (maximum eight pages including graphs, charts or illustrations),
 - e. a bibliography (maximum 2 pages),
 - f. a budget (include CAS/reassigned time request and auxiliary support; i.e., supplies/materials, student assistance, etc.) and justification for each item (not to exceed one page).

Proposal Narrative

- No more than eight sequentially numbered pages describing your project (single-spaced, no smaller than 12-point type, with minimum 1-inch margins).
- The proposal should be written to be **understandable to those outside of the discipline**.
- A proposal may require additional sections, but proposals are evaluated on each of the following content items, including writing quality.

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1. **Scholarly/Artistic Merit of the Project.** Proposers must present a persuasive case that the project has a scholarly/artistic merit. Proposals should include:
 - a. a justification of the purpose or need of the project, as well as its importance, including contribution to new knowledge or creative/artistic work.
 - b. a brief review of literature appropriate to the discipline, or a description of existing creative/artistic work, that supports the relevance of the project.
 - c. a statement of clear project objectives, presented in terms of research questions, hypotheses, or artistic creations, that flow logically from the review of prior work.
 - d. a clear description of methods, approaches, techniques or protocol for executing the project that are appropriate to the discipline.
 - e. a clear indication of how the project aligns with and supports the UW Oshkosh strategic plan

2. **Potential for Professional Development.** Proposers must clearly indicate the value for their own research potential and future progress and development. Proposals should clearly indicate:
 - a. that the project is a logical component of the proposer's long-term professional development plan.
 - b. how the author's past research activity, and other qualifications, enhance the likelihood the project will be successful.
 - c. the specific ways in which the project will contribute to the proposer's professional development, including how the project might affect his or her activity in the classroom.

3. **Project Timeline and Feasibility.** Proposers must provide a timeline and sufficient evidence that the research project is feasible and achievable. Proposals should include:
 - a. a clear description of the activities that the author will undertake during the funding period, and, if relevant, the distinct roles of multiple proposers.
 - b. a detailed timeline that describes the expected amount of time for each activity and a clear indication that the total required time is consistent with the requested financial support.
 - c. a clear indication that any necessary internal and/or external resources will be available to support the timely completion of the project.

4. **Project Outcomes.** The proposer must clearly state tangible and realistic outcomes and the type of evidence to be provided upon project completion. Proposals should include:
 - a. a description of one or more discipline-specific outcomes.
 - b. an indication of at least one specific outcome that involves exposure to an audience external to UW Oshkosh.

5. **Quality of Writing.** The proposer must write a clear, concise, consistent, and specific proposal accessible to a broad audience. The proposal should be:
 - a. written concisely and clearly in non-technical and jargon-free language for a general audience.
 - b. free of typographical errors and grammatical mistakes.

IMPORTANT: Proposers must provide a detailed timeline for project activities which accounts for the estimated amount of work completed each week for the duration of the project. The amount of time estimated for the various activities during a given week should be explained in such a way as to be assessable by reviewers outside of the discipline. Total time accounted for must be at least as much as the amount of % CAS requested (7.5% and 15% CAS are considered the equivalent of 4 weeks and 8 weeks respectively). A proposal involving more than one individual should clearly describe the activities and the timeline of each individual.

Budget Requests and Justification

CAS/Reassigned Time/Auxiliary Funds. Faculty and teaching instructional academic staff may request CAS, reassigned time (a maximum reduction in teaching load of three credits per semester), and/or auxiliary funds in support of a project. The proposal must state and justify the level of CAS and/or reassigned time for each individual. CAS requests should be clearly tied to activities described in the project timeline. The Research Component provides CAS support on the basis of a full-time one-month appointment receiving 7.5% of the academic year salary. CAS can only be earned for work conducted during Summer I (payable August 1) or Summer II (payable September 1).

Salary support at a level of up to 15% per faculty and academic staff member may be awarded if **a clear and convincing case is made to justify the level of CAS support**. The maximum amount of CAS that can be requested at any time across all components cannot exceed 15% of the proposer's salary.

The nature of certain projects may justify the extension of CAS and auxiliary support for more than one year. In the approval of multi-year projects, a funding commitment of CAS and auxiliary support is made for the initial year. Funding beyond the initial year is contingent upon the submission of an annual progress report to the Faculty Development Office and the approval of that report by the Research Subcommittee. **In cases where extended CAS support is requested, proposal writers must include a justification for this request in terms of project requirements within the proposal narrative and must also include a timeline for completing specific project activities and submitting an annual progress report.**

CAS and/or reassigned-time requests for **more than one faculty or academic staff member must clearly explain why more than one investigator is essential to the project and must delineate each participant's role and effort.**

If CAS or auxiliary support is approved at an amount less than requested because the level of support was not adequately justified, the proposer may accept or decline the award or complete the project at the approved amount. The award recipient cannot negotiate for lesser project outcomes because the Board has approved a lesser amount.

Reassigned time is limited to a one-course (3-credit) reduction per semester and will be granted only with the approval of the department/unit chair and dean (or their respective equivalents). Note: The Faculty Development Board equates a request for 3 credits of reassigned time to a 7.5% CAS request.

Research Component proposals may be written to fund the writing of an extensive extramural grant. Refer to General Information, Matching Funds and Extramural Grant Writing, for details. Proposals may also be written requesting supplemental funds for extramurally funded projects. The same criteria as for other research proposals will be used.

If auxiliary funds are requested, the proposal narrative must contain an “Auxiliary Funds Justification” section. The Faculty Development Board will not provide funding for items more than \$500 per item, including equipment, books, computer software, or other items for which the use-life extends beyond the project period. Requests will be considered for items less than \$500 and supplies or services that are consumed in the activities of the project. Computer literature searches indexing, page charges and maintenance of university owned equipment will not normally be supported as an auxiliary expense.

Travel. Support for out-of-state or out-of-country travel must be justified. If projects require travel in consecutive years, justify the objectives and outcomes for each year. All travel related purchase that is not in accordance with the UW-System and UW-Oshkosh travel policy will be deemed unauthorized and **will not** be reimbursed.

Student Support. The purpose of student support is to directly support the professional development of the proposer. If requested, justify the number of student hours (hourly wages that exceed the minimum wage must also be justified) and explain how the work supports the professional development of the applicant. Student job descriptions and hourly wages are subject to approval by the Human Resources Department.

Letter of Support

If a third-party commitment of resources is needed, a letter of support should come from a person authorized to make the commitment (be sure to avoid a double-blind violation by using the word “author” in place of the proposer’s name).

Final Report

A project is assigned a final report date when approved for funding. The typical due date for a summer project is February 1 of the following year. A final project report is due on or before this date and should include:

- an abstract of not more than 250 words on the final report abstract form provided by the Faculty Development Office (also available online),
- a description of project objectives and activities,
- evidence of tangible products produced,
- a self-analysis of the professional development achieved by each grant recipient,
- details of how the proposed project objectives were achieved, or
- an explanation of why proposed outcomes were not achieved (the project may be deferred or declared past due).

SECTION V: Faculty College

Description

The Faculty College Component is an in-service educational program that allows UW Oshkosh faculty and academic staff members to:

- offer programs/courses or other educational experiences to their colleagues,
- arrange for experts from outside the University to make presentations, or
- engage in intensive, short-term work with UW Oshkosh faculty and academic staffmembers.

Faculty College programs may be offered at any time. Examples of courses/programs that may be offered are:

- new developments in disciplines or professions (e.g., recent research in biochemistry, the impact of special education legislation on the education field, etc.);
- retraining or upgrading, such as advanced biochemistry for biologists and multivariate analysis for those in the social sciences;
- new delivery systems, teaching techniques, and educational trends;
- administrative techniques for departmental chairpersons; and
- general education programs that broaden interests and thus contribute to intellectual vitality (e.g., the energy crisis, politics of the Near East, the modern American novel, investment strategies, health-related topics, etc.).

Procedures

Faculty College proposals may be submitted at any time to the Sponsored Programs Office, after signatures are obtained from the appropriate department chair(s) and dean(s) or equivalent.

The Faculty Development Board may recommend proposal modifications, or may send proposals to the Provost and Vice Chancellor for final approval. **No financial commitments to guest speakers should be made before such approval is given.** Programs will be scheduled to avoid conflicts, if possible.

Criteria

Criteria used in evaluating proposals include:

- extent to which the proposed program meets the interests and/or professional development needs of UW Oshkosh faculty and academic staff, and
- feasibility in terms of required auxiliary support, methodology, and the presenter's experience and professional competence.

Eligibility

All continuing UW Oshkosh faculty and academic staff holding full- or at least half-time academic year (9-month) appointments are eligible. Persons on annual appointments are not eligible for CAS support.

The Faculty Development Board determines if proposers have projects that are past due. Proposers whose final reports have not yet been evaluated by the Faculty Development Board or whose projects have been deferred are eligible for future CAS and/or auxiliary funding. Proposers whose projects are past due are not eligible. Refer to the General Information section for details about deferred and past-due projects. Please call ext. 1315 with questions regarding the status of a particular project.

Types of Support

Participation as a Faculty College planner, presenter and/or trainee is, in most cases, considered part of the time allocated for professional development under the participant's regular contract. This includes time for the program preparation and/or presentation.

The Faculty Development Board will consider CAS requests only in situations requiring an extensive time commitment. CAS requests must be justified as preparation or presentation time. **The CAS request should include a detailed work plan describing and justifying the tasks requiring additional support.** CAS can only be earned for work conducted during Summer I (payable August 1) or Summer II (payable September 1).

Normally, 7.5 percent of academic year base salary paid as CAS requires an effort at the equivalent of one month of full-time work, or the equivalent of teaching one 3 credit hour course (42 contact hours, plus preparation and follow-up). CAS requests for less time should be pro-rated accordingly. As a rule of thumb, 2.5 percent CAS is considered appropriate per each two full days of instruction (presentation plus preparation and follow-up) or the equivalent in other commitments of time and effort. The maximum amount of CAS that can be requested at any time across all components cannot exceed 15% of the proposer's salary.

Auxiliary support is available for speakers and related expenses. Proposers should contact the Faculty Development Office **prior to** offering an honorarium to a presenter. Auxiliary funds are not available for food or refreshments.

Proposals

1. Submit one copy of the proposal, including a signed cover sheet, to the department/unit head and Dean for signature. The cover sheet is available in Appendix B, from the Faculty Development Office, or online at grants.uwosh.edu.
2. Proposals consist of:
 - a. Faculty College Application Form,
 - b. Faculty College Budget Form.

Final Report

Faculty College planners who receive at least \$500 in support must submit a final report, which will be reviewed by the Faculty Development Board.

The final report should address the following points:

1. How was the money spent?
2. Who participated in the Faculty College?
3. What outcomes were achieved? (Evidence of outcomes may include participant participation surveys, tangible products created in or after the Faculty College, etc.)

SECTION VI: Off-Campus

Description

The Off-Campus Program provides auxiliary support to faculty for active participation in activities such as:

- intensive workshops and/or courses, and
- other professional development activities that enhance the institution's effectiveness.

Tuition, registration fees, travel, housing, and other reasonable expenses **directly** related to the approved professional development activity will be reimbursed.

Faculty are eligible to participate in **one Off-Campus professional development activity per fiscal year** (July 1 to June 30). Off-Campus awards include only auxiliary support and do not affect the 15 percent CAS limit of a faculty member within a given fiscal year.

The level of support is:

- auxiliary support up to \$1,500 for projects that meet the interactive criterion below, as well as the other criteria, or
- auxiliary support up to \$750 for projects that meet all criteria except the interactive criterion.

The Off-Campus Program does **not** support:

- presentation of papers or posters at professional meetings, conferences or workshops
- attendance at conferences, conventions or professional meetings that do not meet the criteria below
- participation in international study tours or cultural exchange programs.

When the approved Off-Campus activity is associated with a conference or meeting, only the costs specific to the approved activity will be reimbursed.

Procedures

Submit proposals to the Faculty Development Office any time during the calendar year **at least six weeks** prior to the planned program. Before submitting, proposals must be routed through the appropriate department chair and dean for signatures. Approximately three weeks after proposal receipt, the Faculty Development Board will forward its recommendation to the Provost and Vice Chancellor, who will announce his or her decision within approximately two weeks.

Criteria

A qualifying activity must have these attributes:

1. **Interactive:** Small-group discussions, problem solving, materials development, skill development, or "hands-on" experience are examples of "active" learning experiences. An experience that primarily involves listening to presentations will not qualify for support at the \$1,500 level.
2. **Focused:** Limited topical coverage will provide in-depth topic examination.
3. **Limited Enrollment:** Enrollment is limited either by applicant qualifications or enrollment number limits established by the off-campus agency.

4. **Faculty Development:** Activity has a clear relationship to the faculty member's area of teaching and/or research. Specific outcomes will result from participation.
5. **Instruction:** Instructor qualifications and the program level must be appropriate for the faculty member attending.
6. **Focused and In-depth.** If a proposed Off-Campus activity is less than one day of instruction (approximately six hours), the proposal must explain how a) the limited experience provides significant professional development and b) is cost-effective. Failure to satisfactorily address these two points may disqualify the proposal.
7. **Uniqueness.** Applicants must justify how Off-Campus programs are different from those previously attended and will not receive funding for programs similar to those already attended.
8. **Rationale for Travel.** Travel to distant or international settings must be justified by a convincing rationale explaining why a closer equivalent educational experience is not available.

Eligibility

Off-Campus Program eligibility criteria include:

- Teaching faculty with nine month and annual (12 month) appointments who are currently teaching, or will be teaching within the next 18 months, are eligible.
- Eligible faculty may submit Off-Campus proposals related to their teaching or research. Faculty with annual appointments may not receive Off-Campus support for experiences related to their non-teaching responsibilities.
- Activities must occur during the applicant's contract period; however, a person under contract for fall semester may receive support in the preceding summer.
- Unless there is a compelling case to justify sending more than one faculty member to the same Off-Campus program, the Board will recommend support only for the faculty member who will, on the basis of the application, most benefit.

Submission

Off-Campus proposals are considered by the Faculty Development Board throughout the year, as follows:

1. Submit one copy of the proposal, including a signed cover sheet, to the department/unit head and Dean for signature. The Dean's Office will forward it electronically to grants@uwosh.edu. The cover sheet is available in Appendix B, from the Faculty Development Office, or online at grants.uwosh.edu
The proposal must include:
 - a. An **abstract** (not to exceed one page) summarizing the proposal.
 - b. A brief **proposal narrative** (two to four single-spaced pages) that describes the Off-Campus program, develops a **complete rationale** for participation in terms of need and professional development, and describes the **specific and tangible outcomes** that the faculty member and/or institution can expect from participation. The criteria listed above must be addressed.
 - c. A **budget justification** that lists the budget items and amounts requested and the basis and/or rationale for the request. An itemized budget on the cover page is not sufficient.
 - d. **Materials used to describe the program** to participants (e.g., agenda or brochure). If the program information doesn't delineate the nature of **the interactive, focused** experience, the applicant must obtain additional information and include it with the proposal.
 - e. A **letter from a faculty colleague** who has expertise in the program's field and is familiar with the participant's professional work. The letter should evaluate the proposed program and relate the projected experience to the participant's professional growth.

Awards

Awards are paid on a reimbursement-for-expense basis. University and state travel regulations apply to awards with these exceptions: 1) the Faculty Development Board does **not** pay for meal expenses, and 2) cost for travel will be set at the lowest reasonable rate. Please refer to guidelines for auxiliary expenditures in the General Information section for additional information.

As permitted by University and state regulations, recipients may arrange to pre-pay registration fees or related costs by means of a University Direct Payment Request and/or may submit a Request For Travel Advance in order to receive a portion of the total award.

All travel-related forms, e.g., the electronic Travel Expense, the electronic Request for Travel Advance Report, and the University Direct Payment Request, must be initiated by the applicant.

Final Report

A project is assigned a report date when approved for funding. A final project report is due on or before this date and should include:

1. A discussion of how the experience did, or did not, meet the goals and expected outcomes that were originally anticipated in the proposal;
2. A description of the professional development obtained by being a participant in this experience;
3. A statement of how the knowledge gained through this experience will benefit the faculty member and/or the department or unit. Describe any completed or planned applications of the knowledge obtained.
4. An abstract of not more than 250 words on the final report abstract form provided by the Faculty Development Office (also available online).

SECTION VII: Small Grant

Description

The Small Grants Component provides faculty and academic staff up to \$750 per fiscal year (July 1- June 30) per individual to complete a recent or develop a forthcoming project (teaching, research or extramural grant). CAS support is not available through this FDP component. Funds may be requested on short notice for items such as:

- travel to collections or to funding source
- student assistants
- survey duplication
- postage
- database searches
- supplies

This component is not intended to augment departmental capital equipment budgets. Support for salary, travel to professional meetings or the purchase of materials directly related to instructional activities is not available under this component.

Procedures

Complete the Small Grants Component form (Appendix H), sign it and submit it directly to the Faculty Development Office. Applicants are encouraged to consult this Faculty Development Program Handbook and/or contact the Faculty Development Office if they have any questions.

The request will be reviewed by the Director of Office of Sponsored Programs and Faculty Development and the Faculty Development Board Chair. The applicant will be notified of the outcome within 3 working days.

Project Outcomes

Project outcomes must be identified in the application. Progress towards achieving those outcomes will form the basis of final report evaluation.

Eligibility

All faculty and academic staff who meet the above project outcomes are eligible. Applicants may submit multiple requests per fiscal year, but the total of all requests cannot exceed \$750.

Project Types Supported

The project (amount not to exceed \$750) must be related to:

- teaching or research projects approved within the past three years, including projects which have been closed or are in Deferred status. Please include project title and number on application form.
- a proposal to be submitted within the next 12 months to the Faculty Development Program. Please include tentative project title and expected submission date on application form.
- a proposal to be submitted within the next 12 months to an external agency. Please include tentative project title and expected submission date on application form.

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- any other projects deemed eligible by the Director of Office of Sponsored Programs and Faculty Development and the Faculty Development Board Chair. Please contact the Office of Sponsored Programs and Faculty Development (x-3215) with questions regarding project eligibility.

Proposal Content

Briefly describe the project activities, list the items to be purchased, and explain how the requested funds/items will be used to meet project goals and your professional development needs. Project outcomes must be identified in this section.

Final Report

A final report is required (submit on the Faculty Development Program Final Report form, two paragraph maximum). The Faculty Development Program is interested in learning how and if the Small Grant Component met your professional development needs. Please answer the following questions:

1. How was the money used?
2. How did the grant help with your professional development?

SECTION VIII: Faculty Sabbatical

The following institutional guidelines are drawn from the current UW System Sabbatical Program guidelines (ACPS-3.3) and describe program administration practices as implemented at UW Oshkosh.

Description

The Faculty Sabbatical Program enables recipients to become more effective teachers and scholars and to enhance their services to the University through intensive study. This privilege is granted to faculty members on the merit of their academic contributions.

Eligibility

A faculty member is eligible for a sabbatical award under the following terms:

1. Must have completed six or more years of full-time UW System instructional service, or its equivalent, and not have taken a sabbatical within the UW System during the previous six years of full-time service, or its equivalent.
2. Leaves of absence, regardless of funding source (including personal resources), will be excluded in determining a faculty member's years of full-time service.
3. Preference shall be given to those making significant contributions to teaching and who have not had a leave of absence, regardless of funding source, in the previous four years.
4. A sabbatical will not be awarded to a faculty member denied reappointment to a permanent position for the year following the proposed sabbatical leave.

Types

Two types of sabbatical leaves are available:

1. A faculty member may take an academic year sabbatical leave and receive 65% of his/her full compensation for that period.
2. A faculty member may take a sabbatical leave for one semester of the academic year and receive his/her full compensation for that period.

While the outcomes of a sabbatical will vary, **expectations of activities and outcomes of a one-year sabbatical will be greater than a one-semester sabbatical.**

Conditions

The following conditions govern the Faculty Sabbatical Program:

1. A sabbatical leave will be granted for enhancing teaching, course and curriculum development, or research related to the faculty member's field of expertise.
2. A faculty member may receive supplementary grants or other awards while on sabbatical leave, but such compensation, when combined with the amount of institutional compensation, shall not exceed the full compensation normally received from his/her institution for the sabbatical period.
3. Additional grants or awards **must not** interfere with the stated purposes of a faculty member's sabbatical program.
4. The sabbatical leave cannot be used to accept other paid employment during the leave period, unless stipulated **as a condition** of the leave.
5. All grants or other awards applied for or to be received during the leave must be specified in the sabbatical application.

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6. A faculty member must return to UW Oshkosh for at least one academic year of service after the termination of the sabbatical, or repay any compensation (salary, plus the University's share of fringe benefits) received from UW System during the sabbatical.
7. A faculty member must submit a written report detailing his/her accomplishments during the leave **within three months** after the project completion date.
8. While sabbaticals are granted to faculty based on academic achievements, this does not take precedence over the need to address in detail the criteria listed below.

Selection

The following guidelines govern the process for sabbatical leave:

1. The Sabbatical Subcommittee reviews proposals and recommends support (in rank order of priority) to the full Board, which then submits recommendations for support (in rank order of priority) to the Provost and Vice Chancellor. The subcommittee uses the same criteria (see below) in evaluating one semester and full-year proposals.
2. The Provost and Vice Chancellor selects sabbatical recipients on the basis of:
 - a. the Faculty Development Board's recommendations;
 - b. recommendations from the respective deans/unit heads, if requested; and
 - c. the dollars available to support sabbaticals in a given year.
3. Institutional selections for the Faculty Sabbatical Program will be communicated in writing by the Chancellor to the Vice President for Academic Affairs by November of each year. This communication will contain:
 - a. a copy of the application materials for each faculty member awarded a sabbatical leave, including a description of the proposed sabbatical program and an updated professional vita;
 - b. a certification by the Chancellor or a designee that the eligibility requirements, compensation arrangements and related conditions of the appointment, and the guidelines for sabbatical award selection, have been observed in the determination and granting of the awards; and
 - c. a description of the source of support for the sabbatical; i.e., collegial coverage, ad hoc appointment, or other.
4. Faculty members receiving sabbatical awards will be announced annually at the December Board of Regents meeting.

Procedures

1. Sabbatical proposals are due in the Dean's Office by the due date announced by the Sponsored Programs & Faculty Development Office. The announcement is made in the spring semester and the due date is typically the first week of September.
2. Submit one copy of the proposal, including a signed cover sheet, to the department/unit head and Dean for signature.
3. A complete sabbatical proposal includes:
 - a. A Faculty Development Program cover sheet
 - b. A one-page title page
 - c. A one-page abstract
 - d. A narrative that may not exceed 12 double-spaced pages (1-inch margins, 12-point font).
 - e. A letter from the department chair. System guidelines require a detailed listing or description of how the University will accommodate the faculty member's absence. A letter from the department chair must describe how the faculty member's absence will affect course offerings and must be attached to each copy of the proposal. However, a letter from the department chair that describes the quality of the proposed activities is unnecessary and should not be submitted.

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- f. A complete vita
 - g. A **brief** vita (not to exceed one printed page) must be submitted as an attachment (MS Word document) via e-mail to grants@uwosh.edu
 - h. A **brief** paragraph abstract (3-4 sentences) must be submitted as an attachment (MS Word document) via e-mail to grants@uwosh.edu
4. Sabbatical proposals must be submitted to the Office of Sponsored Programs and Faculty Development through the department chair (or equivalent) and the respective dean/unit head.

Auxiliary Support

Limited auxiliary support up to \$3,000 is available through the Faculty Sabbatical Program when such expenses are essential to achieving the sabbatical goals. Eligible categories are limited to:

- transportation
- lodging
- supplies and services that are consumed in the activities of the project
- equipment, books, computer software or other items for which the use-life extends beyond the project period as long as no single item exceeds \$500.

A request for auxiliary support should be made as part of the sabbatical proposal. Preference for auxiliary support will be given to faculty who leave campus for more than four consecutive weeks. Auxiliary support is not available for student assistants or meals.

Use of Human and Animal Subjects

Awards for **projects involving human subjects** are contingent upon approval from the UW Oshkosh Institutional Review Board (IRB). Contact the Office of Sponsored Programs and Faculty Development to obtain information and application forms.

For **projects using animals**, an award is contingent upon approval from the UW Oshkosh Animal Use and Care Committee (IAUCC). Contact the Office of Sponsored Programs and Faculty Development to obtain information and application forms.

IRB or IAUCC approval must be granted prior to the start of the project. The notice of the Provost and Vice Chancellor's decision will indicate the deadline for obtaining approval for each project requiring IRB or IAUCC consideration. The status of the project will be changed to "withdrawn" if the deadline is not met.

Criteria

Guidelines for Sabbatical Proposal Preparation

(Sabbatical narrative may not exceed 12 double-spaced pages, 1-inch margins, 12-point font.)

1. The Project
 - a. Describe your project and project activities in sufficient detail for reviewers to evaluate its merits.
 - b. Describe and support the scholarly value of the proposed project and project activities.
 - c. Explain your method/process/approach for the project.
 - d. Justify why you have selected that method/process /approach, and why you believe it is the most suitable for the project.

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- e. Describe the working environment you have chosen for your sabbatical leave. If it is a remote location, explain the suitability of the location you selected (e.g., access to resources, collaborators, etc.). If you will remain on campus, justify the decision to do so.
- 2. Relevance and Professional Development
 - a. Describe how the sabbatical activities relate to course and curriculum development or to your current teaching or research activities.
 - b. Identify and describe the professional development that will result from completing the sabbatical project. Examples of this professional development would include:
 - ◆ The significant enhancement of a particular course.
 - ◆ Significant improvement in the quality of instruction.
 - ◆ The opportunity to learn new research skills or methods.
 - ◆ The opportunity to begin a new major project.
 - ◆ The opportunity to complete a major project.

Proposals that demonstrate clear momentum in development of a major project will be evaluated higher than proposals that represent a clearing of a backlog of smaller projects.

- 3. Feasibility
 - a. Identify and describe the key elements that need to be in place to assure that the project can be conducted as planned. Provide, as relevant, copies of letters of invitation from collaborators, letters of access to libraries and archives, copies of correspondence with publishers if a book is being planned, etc. Demonstrate that the project is feasible within the timeline provided in the proposal.
- 4. Goals and Outcomes
 - a. Identify and define your concrete goals for your sabbatical leave: Clearly state what you expect to get done or what you expect to learn from the sabbatical.
 - b. Identify the tangible outcomes that will result from the sabbatical. Examples of tangible outcomes include but are not limited to course materials, articles submitted for publication, book chapters, and an external grant proposal.
- 5. Eligibility and Merit
 - a. Explain how you meet the requirements for eligibility for a sabbatical leave.
 - b. Describe your contributions to the University and your profession that should be used to evaluate the degree to which you merit a sabbatical. This section should address teaching, scholarship and service. The balance across these three areas may vary significantly from person to person.
- 6. Timeline
 - a. Provide a detailed timeline sufficient for reviewers to understand the steps you will take to achieve the goals described in the Goals and Outcomes section above.
- 7. Outcomes
 - a. Given the expected outcomes provided in the Goals and Outcomes section above, describe the tangible and intangible outcomes by which the Faculty Development Board may assess the success of the sabbatical.
- 8. Clear and Concise Writing
 - a. Reviewers **may be from outside the proposer's subject field**. Therefore, avoid technical jargon and define terms/concepts. Proofread for organization, grammar, readability, clarity of objectives, sufficiency of details, length of proposal and legibility. Reviewers are instructed to "grade low" rather than to "give the benefit-of-the-doubt" when they cannot understand crucial ideas.

Final Report

1. A faculty member receiving a sabbatical leave must submit a written report detailing his/her accomplishments during the leave **within three months** after the project completion date.
2. The Faculty Development Board will evaluate the report against the project objectives included in the approved sabbatical proposal. Since the leave was originally granted on the basis of those objectives, **project activities must be totally directed toward their accomplishment**. In rare cases where a change in project objectives or activities is required, notice of such proposed changes must be reviewed by the Faculty Development Board and approved by the Provost and Vice Chancellor **prior** to the effective date of such changes. **Failure to adhere to this guideline will result in an unsatisfactory evaluation.**
3. The final report must include a section stating how the sabbatical experience contributed to the faculty member's **professional development**.
4. The final report must include an abstract of not more than 250 words on the final report abstract form provided by the Faculty Development Office (also available online).
5. The Faculty Development Board will use its standard evaluation procedure and criteria in evaluating the final report.

SECTION IX: Individually Planned Program

Description

The Individually Planned Program seeks to provide opportunities for faculty and academic staff to pursue individualized professional development opportunities. The objective of the IPP is to enable faculty and academic staff to be able to respond effectively and in a timely fashion to significant professional challenges and opportunities associated with advances in knowledge, new technologies and their applications.

Approved proposals may receive a maximum of 15% CAS salary (or the equivalent in released-time, with 7.5% being equal to one 3 credit course - see Release Time Policy for details) and auxiliary funding to support faculty/academic staff members who are engaged in a self-planned program of professional study. Proposals will not be accepted which request less than 3.75% CAS (2 weeks) of support.

Support via the IPP component cannot be used to substitute for other FDP components, nor can it be used for projects that were denied funding from any of the existing components. For example, requests for standard research, creative or teaching projects should be submitted to the Research or Teaching Components and support for the preparation of an external grant application should be submitted to the Release Time for Grant Writing Component.

Procedures

1. There is no set application deadline – requests for funding may be submitted at any time during the year. However, potential applicants should note that a maximum of 15% CAS can be under review for FDP support at any given time.
2. Given the individualized nature of each project, proposers are strongly encouraged to discuss their plans with department/unit chairs, colleagues, Faculty Development Board members or the Director of the Office of Sponsored Programs and Faculty Development prior to submission of application.
3. Applicants will submit one electronic version of a proposal directly to the Office of Sponsored Programs and Faculty Development. The Office of Sponsored Programs and Faculty Development will obtain signatures from the applicant's respective department/unit Chair and Dean.
4. The FDP IPP Subcommittee will review proposals and forward its recommendation to the Faculty Development Board. After its deliberation, the Faculty Development Board will forward a funding recommendation to the Provost and ViceChancellor.
5. Proposers will be notified of the PVC's decision in a timely manner. The notice may include special conditions of award.

Eligibility

All continuing UW Oshkosh faculty and academic staff holding full- or at least half-time academic year appointments are eligible. Faculty or academic staff on annual (12-month) appointments are not eligible for CAS support. Recipients of Faculty Development Program support must forgo or return the previously approved support if they will not be continuing for one regular semester following the completion of the supported project.

Proposers whose final reports have not yet been evaluated by the Faculty Development Board or whose projects have been deferred are eligible for future CAS and/or auxiliary funding. Anyone with a past-due project is not eligible to apply for or receive additional support from the Faculty Development Program until the past-due status is removed.

Use of Human or Animal Subjects

Awards for projects involving human subjects are contingent upon approval from the UW Oshkosh Institutional Review Board (IRB). For projects using animals, an award is contingent upon approval from the UW Oshkosh Animal Use and Care Committee (IAUCC). Contact the Office of Sponsored Programs and Faculty Development for further information.

IRB or IAUCC approval must be granted prior to the start of the project. The notice of the Provost and Vice Chancellor's award decision will indicate the deadline for obtaining approval for each project requiring IRB or IAUCC consideration. The status of the project will be changed to "withdrawn" if the deadline is not met.

Consultation/Prereading Services

Consultation and prereading services are available and, given the individualized nature of the IPP component, are strongly advised. To request a consultation, contact the Office of Sponsored Programs and Faculty Development at ext. 1315. To request a prereading, submit one electronic copy of the proposal draft (typed, single-spaced) to the Office of Sponsored Programs and Faculty Development (grants@uwosh.edu). An experienced reviewer will critique the draft. While this does not guarantee subsequent approval, reviewer comments may help improve the final version.

Criteria

Proposals in this option are expected to vary in form and content to allow flexibility in the specific project to be pursued by the faculty/academic staff member. It is essential that the proposal clearly explain in detail the value, rigor, validity, and importance of the proposed program. At a minimum, the proposal should effectively address the following evaluation criteria:

1. Integration with professional program. The program must be an integral part of a larger program of professional study.
2. Prior work. There should be evidence that substantive prior work has already been completed, such as bibliographies, prior papers, shows or exhibits, or other evidence of concentrated planning serving to focus the proposed IPP tasks.
3. Relation of activities to professional development. The specific activities which will be undertaken during the proposed IPP must be clearly stated, and related to the professional abilities which will be enhanced or developed. These should be related to activities which have occurred prior to the IPP, and which will occur following the completion of the IPP. Explain how the IPP fits into the total professional objectives of the proposer.
4. Professional development environment. Explain, in detail, why the specific professional development environment was chosen, and, if applicable, what other environments were considered.
5. Tangible outcome(s). The proposal should explain what the expected product(s) of the IPP will be and how that product(s) will be communicated to others, both for evaluation of project completion and for potential benefit and learning from the experience of the proposer.
6. Time line. A clear time line for performing the IPP must be included.
7. Budget. Is the CAS amount requested commensurate with the scope of work described? If auxiliary funds are requested, are those funds essential to achieving the stated IPP goals?

The proposal must indicate the proposed basis upon which the Faculty Development Board should assess the relative success of the IPP project upon completion. While a final report must be submitted which allows the experience to be evaluated (see Final Report, below), it is insufficient to simply assert that the project was performed. The final report should explain and illustrate what was performed in sufficient detail so that the quality of the project outcomes (criterion #5, above) can be assessed.

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Proposals

Submit one copy of the proposal, including a signed cover sheet, to the department/unit head and Dean for signature. The Dean's Office will forward it electronically to grants@uwosh.edu. The cover sheet is available in Appendix B, online at www.grants.uwosh.edu.

1. **Cover sheet.** See the Faculty Development Program Handbook for a downloadable version of the cover sheet.
2. An **abstract** (not to exceed one page; page 1 of the proposal) summarizing the project activities, timeline, budget and tangible outcomes.
3. A **proposal narrative.** (single-spaced, not to exceed 8 pages; pages 2 through 9 of the proposal). The narrative must clearly describe the planned program of study and how it relates to the faculty/academic staff member's ongoing professional development program. Each of the seven evaluation criteria listed above must be addressed in the narrative. Detailed explanations of the proposed activities and the anticipated outcomes are essential for the Faculty Development Board to evaluate the fundability of the project.
4. **Appendices** are allowed and there is no page limit. However, appendices should include supportive material only; none of the content of the appendices can be used to directly address the evaluation criteria. All evaluation criteria must be directly and completely addressed in the proposal narrative section.

Budget Guidelines

The following are general guidelines; the Individually Planned Program application may contain other specifics.

1. **CAS/Reassigned Time and Budget Requests and Justification.** Faculty and teaching academic staff may request CAS, reassigned time, and/or auxiliary funds in support of a project. The proposal must state the level of CAS and/or reassigned time requested.
CAS support up to 15 percent may be awarded where a clear and convincing case has been made to justify that level of CAS support. CAS can only be earned for work conducted during Summer I (payable August 1) or Summer II (payable September 1).
Auxiliary funds may be requested for student assistance, equipment, books, computer software or other items for which the use-life extends beyond the project period as long as no single item exceeds \$500.

If CAS or auxiliary support is approved at an amount less than requested because the level of support was not adequately justified, the proposer may accept or decline completing the project at the approved amount. The grant recipient cannot negotiate for lesser project outcomes because the Board has approved a lesser amount.

If auxiliary funds are requested, the proposal narrative must contain an "Auxiliary Funds Justification" section. For more information, see Appendix J.

2. **Travel.** Support for out-of-state or out-of-country travel must be justified.
3. **Student Support.** If requested, justify the number of student hours (hourly wages that exceed the minimum wage must also be justified). Student job descriptions and hourly wages are subject to approval by the Student Financial Aid Office.

Final Report

A project is assigned an evaluation date when approved for funding. A final project report is due on or before this evaluation date and should include:

1. an abstract of not more than 250 words on the final report abstract form provided by the Office of Sponsored Programs and Faculty Development (also available on-line)
2. a narrative that includes:
 - a summary of project objectives, activities and how the institutional need was met,
 - a copy (where practical) of tangible product(s) produced. This might take the form, for example, of a monograph created, or photographs of a show or exhibit performed, or an extensive annotated bibliography, or similar tangible illustration of the subject and goals of the IPP activities.
 - a comparison of reported outcomes with the objectives of the approved proposal, or
 - an explanation of why proposed outcomes were not achieved (the project may be deferred or declared past due).

SECTION X: Institutional Needs

Description

The Institutional Needs Program seeks to support faculty and academic staff, working as individuals, in teams or in collaboration with students, to analyze clearly defined institutional problems and propose solutions. Institutional Needs projects must improve decision-making in the University community and align with the University mission statement and strategic plan.

Approved proposals may receive a maximum of 15% CAS salary (or the equivalent in released-time, with 7.5% being equal to one 3 credit course and auxiliary funding to support faculty/academic staff members who are engaged in a self-planned program of professional study. Proposals will not be accepted which request less than 3.75% CAS (2 weeks) of support.

Support via the Institutional Needs Program cannot be used to substitute for other FDP components. For example, requests for standard research, creative or teaching projects should be submitted to the Research or Teaching components and support for the preparation of an external grant application should be submitted to the Release Time for Grant Writing component. Projects that have been denied funding from any of the existing components are not eligible for support via the INP.

Procedures

1. There is no set application deadline – requests for funding may be submitted at any time during the year. However, potential applicants should note that a maximum of 15% CAS can be under review for FDP support at any given time.
- 2a. There are two ways to initiate an Institutional Needs Program proposal. First, the Faculty Development Board may identify an Institutional Need and issue a call for proposals once that need has been identified and evaluation criteria have been developed.
- 2b. Alternatively, individuals may contact the Office of Sponsored Programs and Faculty Development and work with that office to develop a brief preliminary statement of the institutional need to be addressed and appropriate timeline.
3. Applicants will submit one electronic version of a proposal directly to the Office of Sponsored Programs and Faculty Development. The Office of Sponsored Programs and Faculty Development will obtain signatures from the applicant's respective department/unit Chair and Dean.
4. The FDB Institutional Needs Program subcommittee will review proposals and forward its recommendation to the Faculty Development Board. After its deliberation, the Faculty Development Board will forward a funding recommendation to the Provost and Vice Chancellor.
5. Proposers will be notified of the PVC's decision in a timely manner. The notice may include special conditions of award.

Eligibility

All continuing UW Oshkosh faculty and academic staff holding full- or at least half-time academic year appointments are eligible. Faculty or academic staff on annual (12-month) appointments are not eligible for CAS support. Recipients of Faculty Development Program support must forgo or return the previously approved support if they will not be continuing for one regular semester following the completion of the supported project.

Individuals, groups, or a department or several departments (to address an issue of common concern) may submit proposals.

Proposers whose final reports have not yet been evaluated by the Faculty Development Board or whose projects have been deferred are eligible for future CAS and/or auxiliary funding. Anyone with a past-due project is not eligible to apply for or receive additional support from the Faculty Development Program until the past-due status is removed. Refer to General Information (Section II) for details. Call ext. 1315 with questions regarding a project's status.

Use of Human or Animal Subjects

Awards for projects involving human subjects are contingent upon approval from the UW Oshkosh Institutional Review Board (IRB). For projects using animals, an award is contingent upon approval from the UW Oshkosh Animal Use and Care Committee (IAUCC). Contact the Office of Sponsored Programs and Faculty Development for further information.

IRB or IAUCC approval must be granted prior to the start of the project. The notice of the Provost and Vice Chancellor's award decision will indicate the deadline for obtaining approval for each project requiring IRB or IAUCC consideration. The status of the project will be changed to "withdrawn" if the deadline is not met.

Consultation/Prereading Services

Consultation and prereading services are available and, given the individualized nature of the INP component, are strongly advised. To request a consultation, contact the Office of Sponsored Programs and Faculty Development at ext. 1315. To request a prereading, submit one electronic copy of the proposal draft (typed, single-spaced) to the Office of Sponsored Programs and Faculty Development (grants@uwosh.edu) at least three weeks prior to the preferred submission deadline. An experienced reviewer will critique the draft. While this does not guarantee subsequent approval, reviewer comments may help improve the final version.

Criteria

Proposals in this option are expected to vary in form and content to allow flexibility in the specific institutional need to be pursued by the faculty/academic staff member or team. It is essential that the proposal clearly explain in detail the value, rigor, validity, and importance of the proposed institutional need. At a minimum, the proposal should effectively address the following points:

1. Objectives. Objectives must be consistent with identified institutional needs.
2. Feasibility. Projects must be feasible in terms of required auxiliary support, methodology, timeframes, and experience and competence of participants. One person must be identified as the project lead, through whom all communication will be directed.
3. Tangible outcomes. The proposal should explain how the expected product of the Institutional Needs award will be communicated to others, both for evaluation and for potential benefit and learning from the experience of the proposer. The inclusion of students as active, learning participants in the proposed activities will be viewed favorably.
4. Implementation. The proposal must indicate how the tangible outcomes of the project will be implemented and disseminated.
5. Sustainability. If the tangible outcome requires an institutional change or new program, the proposal must address how that change/program will be sustained beyond the funding period.
6. Time line. A clear time line for performing the Institutional Needs study must be included.
7. Budget. Is the CAS amount requested commensurate with the scope of work described? If auxiliary funds are requested, are those funds essential to achieving the stated INP goals?

The proposal must indicate the proposed basis upon which the Faculty Development Board should assess the relative success of the INP project upon completion. While a final report must be submitted which allows the experience to be evaluated (see Final Report, below), it is insufficient to simply assert that the project was performed. The final report should explain and illustrate what was performed in sufficient detail so that the quality of the project outcomes (criterion #3, above) can be assessed.

Proposals

Submit one copy of the proposal, including a signed cover sheet, to the department/unit head and Dean for signature. The Dean's Office will forward it electronically to grants@uwosh.edu. The cover sheet is available in Appendix B, online at www.grants.uwosh.edu.

1. **Cover sheet.** See the Faculty Development Program Handbook for a downloadable version of the cover sheet.
2. An **abstract** (not to exceed one page; page 1 of the proposal) summarizing the project activities, timeline, budget and tangible outcomes.
3. A **proposal narrative**. (single-spaced, not to exceed 8 pages; pages 2 through 9 of the proposal). The narrative must clearly describe the institutional need being addressed and how that need will be met. Each of the seven evaluation criteria listed above must be addressed in the narrative. Detailed explanations of the proposed activities and the anticipated outcomes are essential for the Faculty Development Board to evaluate the fundability of the project.
4. **Appendices** are allowed and there is no page limit. However, appendices should include supportive material only; none of the content of the appendices can be used to directly address the evaluation criteria. All evaluation criteria must be directly and completely addressed in the proposal narrative section.

Budget Guidelines

The following are general guidelines; an Institutional Need Program Call for Proposals may contain other specifics.

1. **CAS/Reassigned Time and Budget Requests and Justification.**
Faculty and instructional academic staff may request CAS, reassigned time, and/or auxiliary funds in support of a project. The proposal must state the level of CAS and/or reassigned time for each individual. CAS can only be earned for work conducted during Summer I (payable August 1) or Summer II (payable September 1).

CAS support up to 15 percent per proposer may be awarded where a clear and convincing case has been made to justify that level of CAS support. CAS requests for several proposers must justify multiple participants, and must identify activities for each proposer.

If CAS or auxiliary support is approved at an amount less than requested because the level of support was not adequately justified, the proposer may accept or decline completing the project at the approved amount. The grant recipient cannot negotiate for lesser project outcomes because the Board has approved a lesser amount.

If auxiliary funds are requested, the proposal narrative must contain an "Auxiliary Funds Justification" section.

2. **Travel.** Support for out-of-state or out-of-country travel must be justified.

3. **Student Support.** If requested, justify the number of student hours (hourly wages that exceed the minimum wage must also be justified). Student job descriptions and hourly wages are subject to approval by the Student Financial Aid Office.

Final Report

A project is assigned an evaluation date when approved for funding. A final project report is due on or before this evaluation date and should include:

1. an abstract of not more than 250 words on the final report abstract form provided by the Faculty Development Office (also available on-line)
2. a narrative that includes:
 - a summary of project objectives, activities and how the institutional need was met,
 - an analysis of the development achieved for the University,
 - a copy (where applicable) of tangible product(s) produced,
 - a comparison of reported outcomes with the objectives of the approved proposal, or
 - an explanation of why proposed outcomes were not achieved (the project may be deferred or declared past due).

SECTION XI: Release Time for Grant Writing

Description

One of the purposes of the Faculty Development Program is to assist faculty in the pursuit of external funds. Towards that end, Faculty Development Program funds may be sought in the form of reassigned time (not CAS or auxiliary funding) for the preparation and writing of one or more substantive extramural grant proposals. The grant proposal(s) under development must be comparable to those submitted to and competitive at a federal agency for a major research or curricular development project. Release Time for Grant Writing awards are limited to a maximum of one course release (7.5% CAS) and Faculty or Academic Staff are eligible to receive only one Release Time for Grant Writing award in an academic year (approximately September 1 – June 7). Release Time for Grant Writing awards will apply towards the faculty/staff 15% CAS limit within a single fiscal year.

Procedures

Release Time for Grant Writing requests may be submitted to the Sponsored Programs & Faculty Development office any time during the calendar year. Proposers are encouraged to discuss plans and consult with department/unit chairs, the Director of Grants and Faculty Development, and other grant recipients. Before submitting, the proposal must be routed through the appropriate department(s)/unit(s) for signatures (see cover sheet). They will be co-evaluated by the Director of Grants and Faculty Development and the Faculty Development Board Chairperson.

Eligibility

All continuing UW Oshkosh faculty and teaching academic staff holding full- or half-time or greater academic year appointments are eligible. Recipients of Faculty Development Program support must forgo or return the previously approved support if they will not be continuing for one regular semester following the completion of the supported project.

Proposers whose final reports on other projects have not yet been evaluated by the Faculty Development Board or whose projects have been deferred, are eligible to apply for funding from the Release Time for Grant Writing component. Anyone with a past-due project is not eligible to apply for or receive additional support from the Faculty Development Program until the past due status is removed. Call ext. 1315 if you have questions regarding a project's status.

Criteria

The Faculty Development review of a Release Time for Grant Writing request does not evaluate the quality of the extramural proposal or activity: that is left to the outside granting authority. Rather, the Faculty Development review will evaluate the release time request in terms of:

1. The size, scope and nature of the proposed external grant application. Has the applicant made the case that the release time requested is commensurate with the time involved in preparing the external grant application?
2. The complexity and requirements of the external grant application process. Has the applicant made the case that the release time requested is commensurate with the effort involved in preparing the external grant application?
3. Timeline.

The Release Time for Grant Writing component cannot be used to support the generation of preliminary data, regardless of how important those data may be to the eventual success of the external funding request.

Proposals

A proposal consists of the following elements:

1. Submit one copy of the proposal, including a signed cover sheet, to the department/unit head and Dean for signature. The cover sheet is available in Appendix B online at grants.uwosh.edu.
2. A four-page (maximum) narrative of the project and activities. The proposal narrative must address groundwork done to date, preliminary data (if available), the nature of the proposed grant, a timeline of activities, and a justification for the funding request.
3. A listing of the targeted external funding agency(ies) with submission due dates. Note: the submission due date for the external proposal can be no sooner than seven weeks after the start of the semester for which Extramural Grant Proposal Writing release is being requested. For example, release time for the fall semester will not be awarded if the proposal application deadline is before the end of the Fall I term of that year.
4. A letter from the department/unit chair indicating support for the endeavor and confirmation the course release can be covered.

Final Report

A funded Release Time for Grant Writing project is assigned a Final Report Due date of three months after the semester of the release time. The Final Report will consist of evidence that the extramural grant supported by the Release Time for Grant Writing component was submitted to an external agency.

SECTION XII: Extramural Matching Grant

Description

One of the purposes of the Faculty Development Program is to assist faculty in the pursuit of external funds. Towards that end, Faculty Development Program funds may be sought as matching support for extramural funds when the University is the recipient/fiscal agent of the grant and when the grant will be administered through the Office of Sponsored Programs and Faculty Development.

The Faculty Development Program recognizes the extreme diversity in potential extramural sources covering all fields of intellectual endeavor eligible for support from the FDP. The following guidelines are meant to help clarify the policies that apply to the Extramural Matching Grant Component. However, potential applicants are strongly encouraged to contact the Director of Grants and Faculty Development or the Faculty Development Board Chairperson to discuss the eligibility and design of their Extramural Matching Grant request prior to submission.

The goal of the Extramural Matching Grants Component is to provide limited supplemental funding for extramural grants in cases in which matching funds are required by the extramural agency or are clearly necessary to accomplish the project's scope of work. Faculty Development Program Extramural Matching Grants are not intended to become permanent supplements to external dollars. Nor are they to be used to expand a project's scope of work beyond what is described in the external request.

The Faculty Development Program expects the external grant to bear a significant share of project-related salary and expenses. Matching grant support is meant to be supplementary only.

Budget categories in which the match may be arranged include CAS, reassigned time and auxiliary funds. Faculty or Academic Staff seeking to use Faculty Development funds must first receive department/unit chair(s) and college dean(s) approval, and then request support from the Office of Sponsored Programs and Faculty Development at least 10 days prior to the extramural agency's submission deadline.

Faculty and staff are eligible to participate in one FDP Matching Grant proposal per fiscal year (July 1 – June 30). Matching Grant awards will apply towards the faculty/staff maximum 15% CAS limit within a fiscal year.

Procedures

Matching grant proposals may be submitted to the Faculty Development office any time during the calendar year, but must be submitted at least 10 days prior to submission of the grant to be matched to the extramural agency. Proposers are encouraged to discuss plans and consult with department/unit chairs, the Director of Grants and Faculty Development, and other matching grant recipients prior to submission. Before submitting, the proposal to the FDB must be routed through the appropriate department(s)/unit(s) and college(s) for signatures (see cover sheet for appropriate signatures). Matching grant proposals will be co-evaluated by the Director of Grants and Faculty Development and the Faculty Development Board Chairperson.

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Eligibility

All continuing UW Oshkosh faculty and teaching academic staff holding full- or half-time or greater academic year appointments are eligible. Faculty or Academic Staff on annual appointments are not eligible for CAS (Compensation for Additional Service) support. Recipients of Faculty Development Program support must forgo or return the previously approved support if they will not be continuing for one regular semester following the completion of the supported project.

Proposers whose final reports on other projects have not yet been evaluated by the Faculty Development Board or whose projects have been deferred, are eligible to apply for funding from the Matching Grants Component. Anyone with a past-due project is not eligible to apply for or receive additional support from the Faculty Development Program until the past due status is removed. Call ext. 1315 if you have questions regarding a project's status.

Matching support will be withdrawn if either the grant writer or grant itself is transferred from the University.

Use of Human or Animal Subjects

Awards for projects involving human subjects are contingent upon approval from the UW Oshkosh Institutional Review Board (IRB). Contact the Office of Sponsored Programs and Faculty Development to obtain information and application forms.

For projects using animals, an award is contingent upon approval from the UW Oshkosh Animal Use and Care Committee (IAUCC). Contact the Office of Sponsored Programs and Faculty Development to obtain information and application forms.

IRB or IAUCC approval must be granted prior to the start of the project. The notice of the Provost and Vice Chancellor's award decision will indicate the deadline for obtaining approval for each project requiring IRB or IAUCC consideration. The status of the project will be changed to "withdrawn" if the deadline is not met.

Criteria

The Faculty Development review of a matching grant request does not evaluate the quality of the extramural proposal or activity: we leave that to the outside granting authority. Rather, the Faculty Development review will evaluate the matching request in terms of:

1. Dollar amount of resources requested from Faculty Development.
2. Dollar amount of resources requested from Faculty Development relative to external dollars. As a general guideline: the amount of requested match must not exceed the total amount of the extramural grant. As stated above, the standard 15% CAS limit applies as well.
3. Matching funds are required by the extramural agency or are clearly necessary to accomplish the project's scope of work. It is incumbent upon the proposer to make the case for the latter. When the project budget has sufficient funds that can be reallocated to salary, the expectation is that reallocation of external dollars will occur and the proposal will be ineligible for FDP support. In other words, FDP monies cannot be used to support salary or other expenses that are clearly included, or should be included, in the extramural request.

Applied research projects for which a third party is the primary beneficiary of the work will not be supported.

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In the case of large matching grant requests for projects where the institution is primary beneficiary of the project (as opposed to individual research projects), the Faculty Development Board requires the proposer(s) department(s)/unit(s) to share in the matching expense above normal or customary departmental support for research.

Proposals

A proposal consists of the following elements; omission of any element will lead to the return of the request without review:

A proposal consists of the following elements:

1. Submit one copy of the proposal, including a signed cover sheet, to the department/unit head and Dean for signature. The Dean's Office will forward it electronically to grants@uwosh.edu. The cover sheet is available in Appendix B online at grants.uwosh.edu
2. A copy of the abstract of the proposal that will be submitted to the outside agency.
3. A proposal narrative (maximum of 3 pages) that briefly describes:
 - the project
 - the role(s) of the faculty/staff involved in the project
 - a justification for the matching grant request. This section must directly address criterion 3, above.
5. A copy of the budget and budget justification that will be submitted to the outside agency.
6. An explanation of the Matching Grant budget being submitted to the FDB. Include CAS/reassigned time request and auxiliary support – supplies/materials, travel, student assistance, etc. Delineate the budget by Faculty Development vs. outside agency funding and, for multi-year projects, by year. CAS can only be earned for work conducted during Summer I (payable August 1) or Summer II (payable September 1).
7. For match requests that include release time, a letter from the department(s)/unit(s) chairperson defining and committing department/unit willingness and ability to accommodate the release time.

Final Report

A funded Extramural Matching Grant project is assigned a Final Report due date 30 days after the external grant's closing date. The Final Report consists of evidence from the external granting agency that the project has been successfully closed. Proposers are ineligible for future FDP support if their Extramural Matching Grant project is assigned Past Due status.

APPENDIX A: Proposal Cover Sheet Instructions

Submit one copy of the proposal, including a signed cover sheet, to the department/unit head and Dean for signature. The Dean's Office will forward it electronically to grants@uwosh.edu. The cover sheet is available in Appendix B, online at www.grants.uwosh.edu.

Complete each section of the cover sheet as follows:

1. **Project Title:** The title is a brief project description. Enter the date that the application is prepared.
2. **Component:** Check the appropriate component.
3. **Methodology:** If the proposal is submitted for the Research Component, check the appropriate research methodology.
4. **Faculty/Academic Staff Participants:** A name is required for each participant. (If more than three participants, attach a second cover sheet.) If "Department" is not relevant, use College, Division, or Institutional Support Unit. If reassigned time is being requested, indicate the level of reassigned time and the semester(s) involved (i.e., 0.25 Spring 2016). If CAS is being requested, 7.5% represents a one-month (or equivalent) request, and 15% represents two months.
5. **Auxiliary Support Budget:** Complete only if auxiliary support is part of the request. All Off-Campus and Academic Staff proposals must have this section completed. The proposal narrative should include a rationale for requested auxiliary support. See the guidelines for auxiliary expenditures in the General Information section for additional information.
6. **Project Period:** Complete this section only if CAS is part of the request (i.e., do not complete for Off-Campus and Academic Staff proposals, or if requesting only auxiliary support and/or reassigned time). Enter an X into the calendar period(s) that will be devoted to the proposed project and for which CAS is requested. Note that CAS can only be awarded for Summer I and Summer II. See the following example covering Fiscal Year 2015 (July 1, 2015 through June 30, 2016):

Summer 2015		Fall 2015	Spring 2016
I	II	I	I
	X		X

The above example reflects a request for 7.5% CAS in Summer II of 2015 (payment on September 1, 2015) and a three-credit release (0.25 load) for Spring, 2016 (no salary). The Faculty Development Board realizes that faculty members work on research and teaching projects throughout the year. This cover sheet section indicates when much of the work will be done, and thus when payment should be made. CAS projects cannot be conducted during time periods associated with an applicant's 34-week contractual

obligation, or it will be necessary to reassign an equivalent portion of the applicant's contract (weeks) to an unobligated future contract period. Please contact your associate dean or dean to make arrangements.

7. **Applicant Signature and Date:** The cover sheet must have a signature(s) from the applicant(s). Applicants should examine all relevant sections in the Faculty Development Program Handbook pertaining to the component to which they are applying. A signature is required and acknowledges that the applicant has read and understands the application procedures and evaluation policies for the component to which s/he is applying.
8. **Chair Signature and Date:** The cover sheet must have a signature from the department chair (or equivalent). A signature is required and acknowledges that the department chair has read the cover sheet and the proposal.
9. **Dean/Unit Head Signature and Date:** The cover sheet must have a signature from the dean/unit head. A signature is required and acknowledges that the dean/unit head has read the cover sheet and the proposal.

Consult individual component descriptions for additional information before preparing proposals. If you have questions, contact the Faculty Development Office at ext. 1315.

Office of Sponsored Programs and Faculty Development

Faculty Development Program

APPENDIX B: Proposal Cover Sheet Form

Project Title: (40 characters max) _____

Application Date: (mm/dd/yy) _____

Component

- Teaching
- Research
- Faculty College
- Off Campus
- Sabbatical
- Individually Planned Program
- Institutional Needs
- Release Time for GrantWriting
- Extramural Matching Grant
- Other _____

Auxiliary Support Budget (Budgeted items must be explained in proposal narrative. Please enter a zero for any budget items that do not apply to your project.)

Category	Request
Student Help	_____
Lodging (excludes meals)	_____
Consultant (Honorarium Non-UW Employee)	_____
Consultant (UW Employee, see instructions)	_____
Travel/Airfare	_____
Supplies	_____
Minor Equipment	_____
Registration Fee	_____
Car Rental	_____
Total	\$ 0.00

Project Period (Indicate the year next to each semester and place an X under the term(s) within which your project will take place. CAS is only available during Summer I and Summer II)

Summer 2015		Fall 2015	Spring 2016
I	II	I	I

Faculty Participant(s) (CAS amounts and/or reassigned time duties must be explained in proposal narrative.)

	Participant 1	Participant 2	Participant 3
Name	_____	_____	_____
Department	_____	_____	_____
CAS Requested (in %)	0.00%	0.00%	0.00%
Reassigned Time Requested	_____	_____	_____
Signature/date, Applicant ¹	_____	_____	_____
Signature/date, Dept. Chair	_____	_____	_____
Signature/date, Dean/Unit head	_____	_____	_____

¹I have read and understand the application procedures and evaluation policies for the component to which I am applying.

For Faculty Development Use

Project #: _____ CAS Awarded: _____ Aux. Awarded: _____ Reassigned Time: _____
 Project Evaluation Date: (mm/dd/yy) _____

Office of Sponsored Programs and Faculty Development
Faculty Development Program

APPENDIX C: Teaching and Research Panelist Data Sheet

This form provides information to the Faculty Development Board about the expertise of faculty wishing to serve as Teaching and/or Research Panelists. Data on this form and the **attached VITA** are used by the Faculty Development Board to select panelists and then to assign proposals to panelists. The form is used for both the Teaching and the Research Component.

APPLYING FOR: Research Teaching Both

Name: _____ **Department:** _____

Please attach a full vita to support your application. This vita should contain past research activities (both intra- and extramural grants); service as a reviewer/panelist, journal referee, or reader; teaching awards; and other evidence of teaching/research expertise or interests, including intra- and extramural professional activities.

Please check the most appropriate response to all the questions below:

I describe my knowledge or proficiency in

- | | | | | |
|---|----------------------------------|---------------------------------------|-----------------------------------|------------------------------|
| 1. literature or language as: | <input type="checkbox"/> Minimal | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Advanced | <input type="checkbox"/> n/a |
| 2. performing or fine arts as: | <input type="checkbox"/> Minimal | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Advanced | <input type="checkbox"/> n/a |
| 3. mathematics as: | <input type="checkbox"/> Minimal | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Advanced | <input type="checkbox"/> n/a |
| 4. social sciences/humanities as: | <input type="checkbox"/> Minimal | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Advanced | <input type="checkbox"/> n/a |
| 5. statistics as: | <input type="checkbox"/> Minimal | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Advanced | <input type="checkbox"/> n/a |
| 6. historical methods as: | <input type="checkbox"/> Minimal | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Advanced | <input type="checkbox"/> n/a |
| 7. natural science as: | <input type="checkbox"/> Minimal | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Advanced | <input type="checkbox"/> n/a |
| 8. computer science as: | <input type="checkbox"/> Minimal | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Advanced | <input type="checkbox"/> n/a |
| 9. pedagogical effectiveness as: | <input type="checkbox"/> Minimal | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Advanced | <input type="checkbox"/> n/a |
| 10. use of technology as: | <input type="checkbox"/> Minimal | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Advanced | <input type="checkbox"/> n/a |
| 11. experiential learning as: | <input type="checkbox"/> Minimal | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Advanced | <input type="checkbox"/> n/a |
| 12. bibliographic/abstracting as: | <input type="checkbox"/> Minimal | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Advanced | <input type="checkbox"/> n/a |
| 13. quantitative research design as: | <input type="checkbox"/> Minimal | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Advanced | <input type="checkbox"/> n/a |
| 14. qualitative research design as: | <input type="checkbox"/> Minimal | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Advanced | <input type="checkbox"/> n/a |
| 15. additional specialized or inter-disciplinary knowledge in the area(s) of: | <input type="checkbox"/> Minimal | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Advanced | <input type="checkbox"/> n/a |

16. In **Qualitative Research** I have:

- | | | | | |
|----------------------|-------------------------------|----------------------------------|---------------------------------------|-----------------------------------|
| Formal Training: | <input type="checkbox"/> None | <input type="checkbox"/> Minimal | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Advanced |
| Research Experience: | <input type="checkbox"/> None | <input type="checkbox"/> Minimal | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Advanced |

UW Oshkosh
Office of Sponsored Programs and Faculty Development
Faculty Development Program

Appendix D: Teaching Component Evaluation Form

Proposal Number: _____ Name of reviewer: _____

Rate each item under each category on the following scale. Do not leave blank.

0	1	2	3	4	5
Not addressed	Poor	Below average	Average	Above average	Excellent

Category 1: Teaching Merit of the Project **50%**

Has the proposer presented a persuasive case that the project will benefit students and/or the department or unit?

a. The proposal justifies the purpose or need of the project, as well as its importance to students and/or the respective department or unit.	
b. The proposal states clear project objectives, and specifies precise skills, knowledge or ability to be acquired by the proposer.	
c. The proposal describes clearly methods, approaches, techniques or protocol for executing the project that are appropriate to the discipline.	
d. The proposal clearly indicates how the project aligns with and supports the UW Oshkosh strategic plan.	
Subtotal	0

Category 2: Potential for Professional Development **25%**

Has the proposer clearly indicated the value for his or her own teaching potential and future progress and development?

a. The proposal clearly indicates that the project is a logical component of the proposer's long-term professional development plan.	
b. The proposal clearly indicates how the proposer's past teaching activity, and other qualifications, enhance the likelihood the project will be successful.	
c. The proposal clearly indicates the specific ways in which the project will affect his or her activity in the classroom.	
Subtotal	0

Category 3: Project Timeline and Feasibility **10%**

Has the proposer provided a timeline and sufficient evidence that the teaching project is feasible and achievable?

a. The proposal clearly describes the activities that the proposer will undertake during the funding period, and, if relevant, the distinct roles of multiple proposers.	
b. The proposal has a detailed timeline that describes the expected amount of time for each activity and clearly indicates that the total required time is consistent with the requested financial support.	
c. The proposal clearly indicates that any necessary internal and/or external resources will be available to support the timely completion of the project.	
Subtotal	0

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Category 4: Project Outcomes

10%

Has the proposer clearly stated tangible and realistic outcomes and the type of evidence to be provided upon project completion?

a. The proposal describes specific teaching-related outcomes.	
Subtotal	0

Category 5: Quality of Writing

5%

Has the proposer written a clear, concise, consistent, and specific proposal accessible to a broad audience?

a. The proposal is written concisely and clearly in non-technical and jargon-free language for a general audience.	
b. The proposal is free of typographical errors and grammatical mistakes.	
Subtotal	0

Total	0.00
--------------	-------------

Approval

Do you recommend that the FDB fund this proposal? Yes No

Please explain below.

If the proposer has requested 15% CAS, do you recommend that the FDB fund this proposal at this level?
(Ignore if the answer to the previous question is "No") Yes No

Please explain below.

UW Oshkosh

Office of Sponsored Programs and Faculty Development
Faculty Development Program

If you believe the FDB should fund the project, has the proposer justified any requested auxiliary funds?
(Ignore if the answer to Item 1 is "No")

- No auxiliary funds requested
- Travel funds justified Yes No N/A
- Student worker funds justified Yes No N/A
- Supplies funds justified Yes No N/A

Please explain below.

Technical violations:

Are there any technical violations (eg., double-blind violation, page limit) that make this proposal unfundable?

Please explain below.

YES NO

Panelists' comments (Required):

Please enter specific comments related to your ratings identifying the strengths and weaknesses of the proposed activity. A good review is useful to the proposer and helps the subcommittee to make decisions when disparate reviews are received. Please be considerate with your written comments. You are responsible for the professionalism of your feedback to the proposer. Negative feedback is to be accompanied by constructive suggestions.

UW Oshkosh
Office of Sponsored Programs and Faculty Development
Faculty Development Program

Appendix E: Research Component Evaluation Form

Proposal Number: _____ Name of reviewer: _____

Rate each item under each category on the following scale. Do not leave blank.

0	1	2	3	4	5
Not addressed	Poor	Below average	Average	Above average	Excellent

Category 1: Scholarly/Artistic Merit of the Project **50%**

Has the proposer presented a persuasive case that the project has a scholarly/artistic merit?

a. The proposal justifies the purpose or need of the project, as well as its importance, including contribution to new knowledge or creative/artistic work.	
b. The proposal provides a brief review of literature appropriate to the discipline, or describes existing creative/artistic work, that supports the relevance of the project	
c. The proposal states clear project objectives, presented in terms of research questions, hypotheses, or artistic creations, that flow logically from the review of prior work	
d. The proposal describes clearly methods, approaches, or protocol for executing the project that are appropriate to the discipline.	
e. The proposal clearly indicates how the project aligns with and supports the UW Oshkosh strategic plan.	
Subtotal	0

Category 2: Potential for Professional Development **25%**

Has the proposer clearly indicated the value for his or her own research potential and future progress and development?

a. The proposal clearly indicates that the project is a logical component of the proposer's long-term professional development plan.	
b. The proposal clearly indicates how the author's past research activity, and other qualifications, enhance the likelihood the project will be successful.	
c. The proposal clearly indicates the specific ways in which the project will contribute to the proposer's professional development, including how the project might affect his or her activity in the classroom.	
Subtotal	0

Category 3: Project Timeline and Feasibility **10%**

Has the proposer provided a timeline and sufficient evidence that the research project is feasible and achievable?

a. The proposal clearly describes the activities that the proposer will undertake during the funding period, and, if relevant, the distinct roles of multiple proposers.	
b. The proposal has a detailed timeline that describes the expected amount of time for each activity and clearly indicates that the total required time is consistent with the requested financial support.	
c. The proposal clearly indicates that any necessary internal and/or external resources will be available to support the timely completion of the project.	
Subtotal	0

UW Oshkosh

Office of Sponsored Programs and Faculty Development
Faculty Development Program

Category 4: Project Outcomes

10%

Has the proposer clearly stated tangible and realistic outcomes and the type of evidence to be provided upon project completion?

a. The proposal describes one or more discipline-specific outcomes.	
b. The proposal indicates at least one specific outcome that involves exposure to an audience external to UW Oshkosh.	
Subtotal	0

Category 5: Quality of Writing

5%

Has the proposer written a clear, concise, consistent, and specific proposal accessible to a broad audience?

a. The proposal is written concisely and clearly in non-technical and jargon-free language for a general audience.	
b. The proposal is free of typographical errors and grammatical mistakes.	
Subtotal	0

	Total	0.00
--	-------	-------------

Approval

Do you recommend that the FDB fund this proposal? Yes No

Please explain below.

If the proposer has requested 15% CAS, do you recommend that the FDB fund this proposal at this level?
(Ignore if the answer to the previous question is "No") Yes No

Please explain below.

UW Oshkosh

Office of Sponsored Programs and Faculty Development
Faculty Development Program

If you believe the FDB should fund the project, has the proposer justified any requested auxiliary funds?
(Ignore if the answer to Item 1 is "No")

- No auxiliary funds requested
- Travel funds justified Yes No N/A
- Student worker funds justified Yes No N/A
- Supplies funds justified Yes No N/A

Please explain below.

Technical violations:

Are there any technical violations (eg., double-blind violation, page limit) that make this proposal unfundable?

Please explain below.

YES NO

Panelists' comments (Required):

Please enter specific comments related to your ratings identifying the strengths and weaknesses of the proposed activity. A good review is useful to the proposer and helps the subcommittee to make decisions when disparate reviews are received. Please be considerate with your written comments. You are responsible for the professionalism of your feedback to the proposer. Negative feedback is to be accompanied by constructive suggestions.

Office of Sponsored Programs and Faculty Development

Faculty Development Program

APPENDIX F: Faculty College Application and Budget Form

Name: _____ Department: _____ Phone: _____

E-mail Address: _____

Title of Program to be Offered: _____

Preferred Dates and Times: _____ Length of Program: _____

Target Audience: _____

Estimated Number of Attendees: _____ (Minimum: _____ Maximum: _____)

Purpose and Anticipated Professional Development Outcomes and Attendees:

Overview of Program Content:

Brief Description for Faculty College Fliers/Brochure:

Attach budget if auxiliary or CAS support is requested.

Budget

Please enter an amount of zero for any budget items that do not apply to your project.

Speaker Fees: _____

Speaker Travel: _____

Other Auxiliary Expenses: _____ (Detail below)

Total Auxiliary Funds Requested: \$ 0.00

Justify Use of Off-campus Speaker:

Detail other Auxiliary Expenses:

Amount of CAS Requested: _____

Justification for CAS (explain why the activities for which CAS is requested are beyond the normal time allocated for professional development under your regular contract):

Work Plan: (outline the time and effort to be devoted to project-related tasks for which CAS is requested):

Office of Sponsored Programs and Faculty Development

Faculty Development Program

APPENDIX G: Off-Campus Evaluation Form

Proposal Number: _____ Name of Reviewer: _____

Eligibility

- All 9-month teaching faculty.
- All 12-month faculty currently teaching or teaching in next 18 months (proposals must be teaching related).

Exclusions

- Proposals for previously-attended programs won't be recommended unless uniqueness is demonstrated.
- Only one faculty member per off-campus experience (multiple proposers must provide compelling rationale).

Budget

- Justification listing budget items, amounts requested, and basis for request (cover page insufficient).

Supporting Letter

- Supporting letter must come from a faculty colleague (knowledgeable in field treated by program/familiar with proposer's professional work).
- Letter should evaluate program and relate projected experience to proposer's professional growth.

PLEASE RETURN THIS EVALUATION WITHIN 48 HOURS OR SOONER TO:
Office of Sponsored Programs and Faculty Development, Dempsey 214

INTERACTIVE: Does activity require proposer's active involvement in the learning experience? Examples: small-group discussions, problem solving, development of materials, skill development, "hands-on" experience. If this criterion is not satisfactorily met, the proposal will not be recommended for support at the \$1,500 level, but may be funded at the \$750 level if all other criteria are met.	<input type="radio"/> Yes	<input type="radio"/> No
		<input type="radio"/>
LIMITED ENROLLMENT: Is enrollment limited based on applicant's qualifications or optimum size established by the off-campus agency to facilitate the learning experience?	<input type="radio"/> Yes	<input type="radio"/> No
SPECIAL CONSIDERATIONS: Has proposer attached descriptive materials, including agenda used to describe program?	<input checked="" type="radio"/> Yes	<input checked="" type="radio"/> No
If program information is insufficient to clearly delineate an interactive, focused experience, has proposer provided evidence that the program meets this criteria?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
		<input type="radio"/>
Has proposer identified specific outcomes?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Special Considerations: If experience involves six hours or less of instruction, has proposer addressed how a limited experience will provide significant professional development and will be a cost effective expenditure of funds? Failure to satisfactorily address development and cost effectiveness of short programs will be cause for Board to not recommend support.	<input checked="" type="radio"/> Yes	<input checked="" type="radio"/> No
	<input checked="" type="radio"/> Yes	<input checked="" type="radio"/> No

Committee Member Recommendation: Approve Deny

Office of Sponsored Programs and Faculty Development

Faculty Development Program

APPENDIX H: Small Grant Component Application Form

Name(s): _____

Department(s): _____

Signature¹/date _____

¹I have read and understand the application and evaluation policies for the component to which I am applying.

Funds Requested For

(Check all that apply and provide additional information where required.)

- Preparation of a Teaching Proposal
(include tentative project title and expected submission date) _____
- Preparation of an Research Proposal
(include tentative project title and expected submission date) _____
- Preparation of an Extramural Grant
(indicate outside funding agency(ies) and expected submission date) _____
- Completed Teaching Proposal
(include project title and number) _____
- Completed Research Proposal
(include project title and number) _____
- Other
(please describe) _____

Requested Budget

(Total amount requested not to exceed \$750. Please enter an amount of zero for any budget items that do not apply to your project.)

_____ Travel
 _____ Supplies
 _____ Student Assistant
 _____ Other (explain) _____
 \$ 0.00 **Total Amount Requested**

Brief Project Description and Rationale for Funding (Please include travel dates.)

For Faculty Development Use

Approved by: (Requires two signatures)

Request Approved Amount Approved _____ Request Denied

Chair, Faculty Development Board: _____ Date: _____

Director, Office of Sponsored Programs and Faculty Development: _____ Date: _____

Date Copy Sent to Proposer: _____ Final Report Due Date: _____

Office of Sponsored Programs and Faculty Development Faculty Development Program

APPENDIX I: Sabbatical Evaluation Form

Proposer's Name: _____

The Sabbatical Subcommittee assesses proposals to determine if proposed activities and outcomes are appropriate for the length of the requested sabbatical. While the outcomes of a sabbatical will vary, expectations of activities and outcomes of a one-year sabbatical exceed those of a one-semester sabbatical. While sabbaticals are granted on the merit of past academic contributions, prior academic achievements do not take precedence over addressing the criteria listed in the Faculty Sabbatical Program description and in the chart below. Please assess the degree to which the sabbatical proposal addresses these criteria (the questions suggest considerations).

Rate the criteria using the following scale. Do not leave a blank.

1-2 Poor. Minimal potential.	3-4 Fair. Has deficiencies that should be addressed.	5-6 Good. Workable idea. Has minor deficiencies.	7-8 Very Good. Fundable in present form.	9-10 Nearly Perfect. <i>(Use sparingly.)</i>
--	---	---	---	--

Criteria	Rating
1. Details provided describing the sabbatical activities. Have the sabbatical project and project activities been described in detail? Has the scholarly value of the project been described and supported? Has the project method/process/approach been described in detail? Has the project method/process/approach been adequately justified? Is the environment of the sabbatical clearly described and appropriate? Why was a specific location or learning environment chosen? What other locations were considered but not chosen? Are off-campus activities planned for high-quality institutions/organizations?	
2. Relevance and Professional Development. Are the sabbatical activities clearly related to the faculty member's responsibilities in teaching or research? What courses has the faculty taught or will he/she be teaching? How does the sabbatical relate to these courses? Has the professional development been described in detail? How will the quality of instruction and/or research be significantly enhanced? What is the overall quality of the sabbatical activities? Has the proposal demonstrated clear momentum in the development or completion of a major project?	
3. Feasibility. Have the key elements of the sabbatical project been identified and described? Has documentation been provided to support the feasibility of the project and the expected outcomes within the proposed timeline?	
4. Goals and Outcomes. Are the proposed goals and outcomes identified? Are the proposed outcomes appropriate for the length of the sabbatical?	
5. Eligibility and Merit. Do the faculty member's teaching, scholarship, and service contributions at the University merit a sabbatical leave? Have any awards for excellence in teaching, scholarship (creative work or performance), service been received?	
6. Timeline. Has a timeline been included in the proposal? Does it provide sufficient detail?	
7. Outcomes. Are the tangible and intangible outcomes outlined such that the Faculty Development Board can assess the success of the sabbatical? Are the proposed outcomes appropriate for the length of the sabbatical?	
8. Clear and Concise Writing. Reviewers will likely be from outside the proposer's subject field. Therefore, avoid technical jargon and define terms/concepts. Proofread for organization, grammar, readability, clarity of objectives, sufficiency of details, length of proposal and legibility. Reviewers are instructed to "grade low" rather than to "give the benefit-of-the-doubt" when they cannot understand crucial ideas.	
	Yes <input type="radio"/>
	No <input type="radio"/>
Total	0

Auxiliary Amount Recommended (max = \$3,000): _____ **Evaluator Recommendation:** Approve Deny

Comments:

(continue on back if needed)

Evaluator: _____

Office of Sponsored Programs and Faculty Development

Faculty Development Program

APPENDIX J: INDIVIDUALLY PLANNED PROGRAM Evaluation Form

PLEASE RETURN THIS EVALUATION WITHIN 48 HOURS OR SOONER TO:

Office of Sponsored Programs and Faculty Development, Dempsey 214

Proposal Number: _____

Name of Evaluator: _____

Eligibility and Conditions

- All continuing UW Oshkosh faculty and academic staff holding full- or at least half-time academic year appointments
- Faculty or academic staff on annual (12-month) appointments are not eligible for CAS support.
- Given the individualized nature of each project, proposers are strongly encouraged to discuss their plans with department/unit chairs, colleagues, Faculty Development Board members or the Director of the Office of Sponsored Programs and Faculty Development prior to submission of application.
- Funded projects may be assigned special conditions of award.

Exclusions

- Anyone with a past-due project is not eligible to apply for or receive additional support from the Faculty Development Program until the past-due status is removed

Budget

- Funds may be requested for CAS, reassigned time, and/or auxiliary funds in support of a project.
- Auxiliary funds may be requested for student assistance, equipment, books, computer software or other items for which the use-life extends beyond the project period as long as no single item exceeds \$500.

Proposal Requests

Proposals in this option are expected to vary in form and content to allow flexibility in the specific project to be pursued by the faculty/academic staff member. It is essential that the proposal clearly explain in detail the value, rigor, validity, and importance of the proposed program. At a minimum, the proposal should effectively address the following evaluation criteria:

<p>1. INTEGRATION WITH PROFESSIONAL PROGRAM: Has the proposer explained how the program is an integral part of a larger, long-term program of professional study? Minor, limited or incremental projects will not be supported.</p>	<p><input type="radio"/> Yes</p>	<p><input type="radio"/> No</p>
<p>2. PRIOR WORK: Is evidence provided that substantive prior work has already been completed? Evidence may include bibliographies, prior papers, shows or exhibits, or other evidence of concentrated planning serving to focus the proposed IPP tasks.</p>	<p><input type="radio"/> Yes</p>	<p><input type="radio"/> No</p>
<p>3. RELATION OF ACTIVITIES TO PROFESSIONAL DEVELOPMENT: Have the specific activities which will be undertaken during the proposed IPP been clearly stated? Do the specific activities relate to the professional abilities which will be enhanced or developed? These should be related to activities which have occurred prior to the IPP, and which will occur following the completion of the IPP. Has the proposer explained how the IPP fits into his/her total professional objectives?</p>	<p><input type="radio"/> Yes</p>	<p><input type="radio"/> No</p>

Office of Sponsored Programs and Faculty Development

Faculty Development Program

<p>4. PROFESSIONAL DEVELOPMENT ENVIRONMENT: Has the proposer explained why the specific professional development environment was chosen? If applicable, what other environments were considered?</p>	<p><input type="radio"/> Yes</p>	<p><input type="radio"/> No</p>
<p>5. TANGIBLE OUTCOME(S): Are specific, <u>tangible</u> outcomes identified? Do those proposed outcomes relate to the professional development activities evaluated under criteria 1 and 3? How will that product(s) will be communicated to others, both for evaluation of project completion and for potential benefit and learning from the experience of the proposer</p>	<p><input type="radio"/> Yes</p>	<p><input type="radio"/> No</p>
<p>6. TIME LINE: Has a clear timeline for performing the IPP been described or included?</p>	<p><input type="radio"/> Yes</p>	<p><input type="radio"/> No</p>
<p>7. BUDGET: Is the CAS amount requested commensurate with the scope of work described? If auxiliary funds are requested, are those funds essential to achieving the stated IPP goals? If auxiliary funds are requested, does the proposal narrative contain an "Auxiliary Funds Justification" section?</p>	<p><input type="radio"/> Yes</p>	<p><input type="radio"/> No</p>

Committee Member Recommendation: Approve Deny

Committee Member Written Comments:

Office of Sponsored Programs and Faculty Development

Faculty Development Program

APPENDIX K: INSTITUTIONAL NEEDS Evaluation Form

PLEASE RETURN THIS EVALUATION WITHIN 48 HOURS OR SOONER TO:

Office of Sponsored Programs and Faculty Development, Dempsey 214

Proposal Number: _____ **Name of Evaluator:** _____

Eligibility and Conditions

- All continuing UW Oshkosh faculty and academic staff holding full- or at least half-time academic year appointments
- Faculty or academic staff on annual (12-month) appointments are not eligible for CAS support.
- Given the individualized nature of each project, proposers are strongly encouraged to discuss their plans with department/unit chairs, colleagues, Faculty Development Board members or the Director of the Office of Sponsored Programs and Faculty Development prior to submission of application.
- Funded projects may be assigned special conditions of award.

Exclusions

- Anyone with a past-due project is not eligible to apply for or receive additional support from the Faculty Development Program until the past-due status is removed

Budget

- Funds may be requested for CAS, reassigned time, and/or auxiliary funds in support of a project.
- Auxiliary funds may be requested for student assistance, equipment, books, computer software or other items for which the use-life extends beyond the project period as long as no single item exceeds \$500.

Proposal Requests

Proposals in this option are expected to vary in form and content to allow flexibility in the specific project to be pursued by the faculty/academic staff member. It is essential that the proposal clearly explain in detail the value, rigor, validity, and importance of the proposed program. At a minimum, the proposal should effectively address the following evaluation criteria:

1. OBJECTIVES: Are the objectives consistent with identified institutional needs?	<input type="radio"/> Yes	<input type="radio"/> No
2. FEASIBILITY: Is the project feasible in terms of required auxiliary support, methodology, timeframes, and experience and competence of participants? Has one person been identified as the project lead, through whom all communication will be directed?	<input type="radio"/> Yes	<input type="radio"/> No
3. TANGIBLE OUTCOMES: Does the proposal explain how the expected product of the Institutional Needs award will be communicated to others, both for evaluation and for potential benefit and learning from the experience of the proposer? The inclusion of students as active, learning participants in the proposed activities will be viewed favorably.	<input type="radio"/> Yes	<input type="radio"/> No
4. IMPLEMENTATION: Does the proposal indicate how the tangible outcomes of the project will be implemented and disseminated?	<input type="radio"/> Yes	<input type="radio"/> No

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<p>5. SUSTAINABILITY: If the tangible outcome requires an institutional change or new program, does the proposal address how that change/program will be sustained beyond the funding period?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>6. TIME LINE: Has a clear timeline for performing the IN study been described or included?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>7. BUDGET: Is the CAS amount requested commensurate with the scope of work described? If auxiliary funds are requested, are those funds essential to achieving the stated IPP goals? If auxiliary funds are requested, does the proposal narrative contain an "Auxiliary Funds Justification" section?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Committee Member Recommendation: Approve Deny

Committee Member Comments:

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APPENDIX L: Final Report Instructions

All Faculty Development Program projects require a Final Report; use this form for all project types. The information is stored in the Faculty Development Office and is accessible to all faculty. Jargon and abbreviations should be avoided. Please enter the Abstract and Outcomes on the form provided (Appendix M).

A complete Final Report will have three components: an Abstract, an Outcomes statement, and a Final Report Narrative.

Under the heading "Abstract" provide a self-contained summary of the entire project of approximately 250 words. It should be easy to interpret by someone who is not familiar with your project. Without restating the project title, begin with a topic sentence stating the project's major thesis. The abstract should include, if pertinent to the project being described, the following items:

- primary objectives and scope of the project,
- techniques or approaches used (only to the degree necessary for comprehension), and
- findings and implications stated as concisely and informatively as possible.

Under the heading "Outcomes" provide a self contained statement of the *actual* project outcomes, compared to the *proposed* project outcomes. Use sufficient detail for the Faculty Development Board to determine if proposed objectives have been met. If objectives were not met, provide an explanation. In this section, please include:

- each project outcome listed in your project proposal,
- details of how proposed outcomes were met, or
- an explanation of why the outcomes were not met.

The Final Report Narrative and should represent a comprehensive summary of the project objectives, activities and professional development experienced by the grant recipient(s). Refer to the appropriate Faculty Development Program component for details to be included in the Narrative.

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APPENDIX M: Final Report Cover Sheet and Abstract/Outcomes Form

Date: _____ Project No.: _____ Faculty Name: _____

Department: _____ College/Division: _____

Project Title:

Additional Faculty Names:

ABSTRACT:

OUTCOMES:

THIS ABSTRACT FORM MUST BE ATTACHED TO THE FRONT OF THE FINAL REPORT NARRATIVE.

(Only one copy of the final report narrative, with this cover sheet, is required.)

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APPENDIX N: Final Report Evaluation Form

Project #: _____ Date: _____

Has the grant recipient provided adequate evidence that the project objectives and project outcomes have been met? Yes No

If "No," has the grant recipient adequately explained why the project objectives and outcomes were not met? Yes No

Has the grant recipient provided an adequate explanation of professional development? Yes No

Recommended Action for Project File:

- Closed** -- Final report provides adequate evidence that project objectives and outcomes were met and professional development was achieved.
- Decision to close is postponed** -- Evaluator cannot tell from final report if outcomes have been met and/or professional development achieved. Additional information is requested to determine project status [Evaluator: please detail need for additional information in comments section, below.] *Project will automatically default to Past Due status if request for additional information is not responded to in a timely fashion.*
- Project is to remain in Past Due status** – Project is already in Past Due status and final report does not provide adequate evidence that project objectives and outcomes were met and/or professional development was achieved. Grant recipient must submit a revised final report.

Evaluator comments (continue on back if needed):

Evaluator's Signature: _____