Teaching Grants Program

The University Teaching Committee (UTC) reviews teaching proposals three times a year. Successful applications present a well-formulated plan that clearly describes a way to improve teaching, either in an individual course or over a wider area of the curriculum. Proposals with a broad, long-term influence on undergraduate students are especially welcome.

Eligibility. Tenure-line and Career-line faculty can propose individual and group grants. Preference is given to applicants whose primary affiliation is at the University of Utah.

Proposal types.

**Individual Teaching Grants** are proposed by a single faculty member and provide up to $3,500 for allowable items.

**Group Teaching Grants** are proposed by a group of faculty that may span departments or colleges. The goal is usually the creation of new courses or the substantial improvement of courses already taught by the group. One member of the group serves as principal investigator. Proposals will be accepted in the amount of $7,000 or less.

Proposal format. Applications are now submitted electronically using the appropriate form that you can download from the UTC web site: [http://academic-affairs.utah.edu/awards-nominations/university-teaching-committee/university-teaching-grants/](http://academic-affairs.utah.edu/awards-nominations/university-teaching-committee/university-teaching-grants/). The proposals consist of seven sections:

A. General Information
B. Summary (150 words or less)
C. Narrative (1,000 words maximum, double-spaced). Address the following points:
   1. Need and rationale
   2. Objectives
   3. Plan and timeline
   4. Expected outcomes and long-term educational impact
D. Courses Taught
E. Budget (should be detailed and provide information about sources for rates/quotes)
F. Curriculum vitae (3 pages maximum)
G. Letter of support from PI’s department chair

Proposal submission.

Step 1: Download the appropriate Word document (Individual or Group) and use it to prepare sections A-G.

Your chair must provide you with an electronic version of a letter of support to insert in section G. The letter can be unsigned, signed with a graphic facsimile, scanned from a signed paper version, or given digital signatures in section B during conversion with Adobe Acrobat if that software is available to you.
Step 2: After completing the appropriate application form, complete the following steps:

1. Save the form in the following format: last, first name_TG Application, (Group-if applicable).doc(x)
2. Return to Step 2 on the Teaching Committee website (http://academic-affairs.utah.edu/awards-nominations/university-teaching-committee/university-teaching-grants/) and complete submission fields.
3. After submitting your nomination, you will receive notice that it was received by the Teaching Committee within one business day.

**Final report.** Faculty who receive a Teaching Grant must submit a Final Report to the Teaching Committee at the completion of the project. Use the Final Report form available on our website to explain how the funds were spent and the goals met, or, explain why goals were not met and what was accomplished. New Teaching proposals will not be accepted from any participant until this report is submitted.

**Guidelines.** You should prepare a detailed, compelling plan in the proper format. It is important to explain the expected benefits of the project both to you and your students as well as to other faculty and the University when the impact is broader. Some specific pointers are provided below. It would also be useful to examine the two examples and the abstracts of recently funded proposals on our website. The University Teaching Committee pays special attention to the long-term benefits or sustainability of proposed projects.

**Frequent proposal types.** Many recent applications describe one of the following four actions. This list is illustrative, but not exhaustive, and we certainly welcome new ideas.

1. Acquire materials that will substantially improve a course’s effectiveness.
2. Create new teaching components, like laboratory exercises or self-study software programs.
3. Bring a noted expert to campus — a performer, researcher, or scholar — to conduct master classes, seminars, or workshops, and/or to consult on curriculum improvement. Such visits are usually designed to involve both students and faculty.
4. Visit a site off-campus — to attend a short course, or visit a library, museum, or other university — that will provide expertise helpful for revising an existing course or designing a new one.

**Things we don’t fund.**

The Teaching Committee seeks to fund innovative new teaching concepts and processes but not to underwrite ongoing projects or lectures/guest artist/master teaching series presented on a cyclical basis and, as such, has become increasingly cautious of applications of this genre.

1. **Faculty or staff salary.** Teaching and course development are part of the job description; committee funds are not used to supplement salary or pay replacements. However, stipends to support students who help in developing part of a course are allowed, as are fees paid to consultants, when the need is well justified.
2. **Professional development.** We do not provide support for travel, lodging, meals, or registration fees to attend professional meetings or to collaborate with colleagues on
your research or scholarship. Registration fees for a teaching workshop at a professional meeting are considered only when sufficient rationale is provided.

3. **Ongoing commitments.** Our funding is intended to be one-time only; you will need to find other funding sources to maintain a project. If you propose a project that will require future support in order to ensure the long-term impact on teaching at the University, you should indicate how you plan to fund the project after the teaching grant term has ended.

4. **Proposals that don’t follow the format.** We will no longer review applications that are too long, have a single-spaced narrative section, omit items, etc.

**Special considerations.** Some items receive close scrutiny by the committee, often because they are expensive or because alternative funding sources exist.

1. **Books and recorded material.** Check with the Marriott Library &/or other libraries that serve your college: if they don’t have the books, CDs, or videos you need, they will usually be happy to buy them using their budgets and place them on reserve for your course. These are then properly catalogued and available to the larger community. In some cases a course requires items to be housed in its department and committee funds may be used to purchase these, but discuss this with the library and clearly explain the situation in the proposal. In any case, we do not fund personal libraries.

   **Library contacts:** [http://lib.utah.edu/info/departments.php](http://lib.utah.edu/info/departments.php)

2. **Computers, commercial software, and some classroom equipment.** The Student Computing Advisory Committee (SCAC) provides funding to purchase computers and software for student labs and colleges. Academic units apply once a year. You should check with your representative to the SCAC to determine if your needs could be included in the next funding request.

   Instructional Media Services (IMS) supplies much of the campus with audiovisual classroom equipment, including data projectors. They now solicit proposals for equipment directly from faculty once a year.

   The SCAC or TLT should be approached first. If these groups cannot help with a purchase, explain the circumstances in your proposal to us.

   **SCAC:** [www.it.utah.edu/leadership/committees/scac/index.html](http://www.it.utah.edu/leadership/committees/scac/index.html).

   **Teaching & Learning Technology:** [http://tlt.utah.edu](http://tlt.utah.edu).

3. **Travel.** Travel, lodging, and meals are expensive and the committee asks the following questions about requests for such funding: Is the trip really necessary? Can the same benefits be obtained locally or via the Internet? If travel is indicated, is your destination really the most appropriate for your goals? It is wise to address these questions in your proposal. Always check with the Travel Accounting Department about rates: [http://fbs.admin.utah.edu/index.php/travel](http://fbs.admin.utah.edu/index.php/travel). Also, indicate the sources for rates in your budget.

4. **Departmental Support.** You should talk with your chair before preparing a proposal. The chair’s letter of support is a critical element of all proposals. It should clearly
state how your project will fit in with the department’s plans and that necessary support will be available to maintain the project if it is approved by the UTC. This is why the committee asks for support letter to be included in the proposal. Departmental support for the creation of a new course or substantial alteration of, or addition to, an existing one must be addressed in the required letter from your chair.