# Engaged Learning in the liberal arts (ELLA)



### **Application for Funding**

**College of Humanities and Social Sciences (CHSS), Utah Valley University**

ELLA speaker/conference grants support bringing speakers to campus who possess unique skill sets to share with our students in a variety of formats. The idea is to foster wider exposure to content, issues arising in fields, and professional skills than it is available through other means. Whereas funding is limited, some guidelines are essential to highlight. First, proposals that maximize student exposure to speakers will receive preference in funding. As such, proposals that include speakers speaking to large groups of students as well as spending time with smaller groups or working one-on-one with students are encouraged. Proposals may include large events such as conferences as well. Proposals that share costs with other institutions (commonly referred to as blocking) will be viewed with a higher priority.

For more information, please see the adjudication document attached to this application.

Submit completed applications in hard copy or by PDF to:

**Jolene Arnoff**

**Dean’s Office**

**College of Humanities and Social Sciences**

**LA 209**

**arnoffjo@uvu.edu**

**(801) 863-8743**

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| --- |
| General Information |
| **Name**: |  |
| **Department**: |  |
| **Phone**: |  |
| **E-Mail**:  |  |

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|  |
| Speaker |
| **Date of Application:** |  |
| **Speaker:** |  |
| **Others Involved in the Project (expand this section as necessary):** |
| Name: |  | Student/ Faculty/ Staff: |  | E-Mail:  |  |
| Name: |  | Student/ Faculty/ Staff: |  | E-Mail: |  |
| Name: |  | Student/ Faculty/ Staff: |  | E-Mail: |  |
|  |
| outline of speaker agenda |
| Not to exceed 500 words. In the space below, please briefly outline the specifics of the speaker’s visit or purpose of conference. Include a short bio for proposed speaker or program outline for conferences. The committee is looking for well-written abstracts that have a clear itinerary of activities the speaker/conference will engage in and that articulate clearly and concisely the goals and scope of the proposed visit. |
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| Speaker ASSESSMENT AND RELEVANCE TO student learning IN CHSS |
| 1. **ELLA funding not only encourages projects in engaged learning, but also encourages speakers that will enhance specific course content and impact faculty knowledge and expertise as well.**

**How will the proposed speaker/conference contribute to the goals of engaged learning? How will they enhance the content of your class, field, department and/or CHSS in general? What opportunities will faculty have to interact with the speaker/conference?** |
|  |
| 1. **How do you intend to assess and measure the results of the speaker’s time on campus or overall conference? (At the conclusion of the grant year recipients will be asked to submit a one page summary describing the results of the project.)**
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|  |
| budget information |
| In the space below, or on a separate sheet if necessary, please include a detailed, itemized budget that breaks down the monetary request (e.g., travel, equipment, hotel, fees, printing) and explains clearly how the money will be used. Complete budget information (cost and revenue) for each participant should be listed, including how funding from other sources will supplement ELLA grant money. Please address any efforts to share the costs of this speaker/conference with another institution.  |
| Amount Requested:  |
| Has previous ELLA funding been requested? If yes, when? |
| Itemized Budget:  |

|  |
| --- |
| **DEPARTMENT CHAIR ENDORSEMENT: An application will not be considered without the chair’s endorsement.** **Please indicate your endorsement of the project and make your comments evaluative as well as descriptive.** |
| Comments: |
| Signature:  | Date:  |

**Adjudication Document**

**ELLA Speaker/Conference Grant**

The following adjudication document is designed to provide a preliminary estimation of the impact a given speaker/conference will have on student learning and engagement. This ranking is simply a guide for the committee. Final decisions will be made by the committee with regards to the score of this document. However, this document is a guide only.

Engagement:

How many students will be involved?

|  |  |  |
| --- | --- | --- |
| High (50+) 3 points | Medium (25-49) 2 points | Few (under 25) 1 point |
|  |  |  |

How many events will the speaker(s) participate in?

|  |  |  |
| --- | --- | --- |
| Multiple (3+) 3 points | Multiple (2) 2 points | Single 1 point |
|  |  |  |

How big will the student groups be (the smallest number, if multiple events)?

|  |  |  |
| --- | --- | --- |
| Small (under 30) 3 points | Medium (31-49) 2 points | Large (50+) 1 point |
|  |  |  |

How much faculty interaction will be involved?

|  |  |  |
| --- | --- | --- |
| A great deal 3 points | Some 2 points |  No real interaction 1 point |
|  |  |  |

Cost:

Was blocking attempted?

|  |  |  |
| --- | --- | --- |
| Successful 3 points | Unsuccessful 2 points | Not attempted 1 point |
|  |  |  |

How costly is the speaker’s fees or overall conference?

|  |  |  |
| --- | --- | --- |
| Low 3 points | Average 2 points | High 1 point |
|  |  |  |

How reasonable are travel costs?

|  |  |  |
| --- | --- | --- |
| Very 3 points | On par 2 points | High 1 point |
|  |  |  |