

Grants of Research for Engaged Educators and Novices (GREEN)

Introduction

The purpose of the Grants of Research for Engaged Educators and Novices (GREEN) is to assist faculty, particularly junior faculty, on their track to tenure. GREEN incorporates research and the High-Impact Practices (HIP) to improve academic, student and community engagement. GREEN allows faculty (engaged educators) and students (novices) to collaborate and work on impactful projects and research. Faculty applying for tenure are expected to demonstrate competence in three areas: teaching, scholarly and/or creative work, and service. GREEN supports engaging curriculum and junior faculty's competence in teaching by developing superior and innovative teaching techniques, course curriculum through the implementation of rigorous and effective techniques to promote learning, and promotes continuous improvement as a teacher. All junior faculty applying for tenure are expected to be engaged in academic discourse (scholarly & creative work and service) beyond the classroom to contribute to their respective field(s) of study. GREEN provides opportunities for junior faculty to develop competence in these two areas.

GREEN projects can last up to a year and are funded by the Department of Education, Title III grant. GREEN is aimed at assisting junior faculty on their track to tenure by heading projects for personal, department, student, and community development. Approved projects can be funded up to \$30,000. This funding will be available for year 2019-2020. We are looking for innovative, highly academically engaging programs that have, or can demonstrate, a documented effect on junior faculty, students, university, and community. Although all proposals will be accepted and considered, funding will be targeted toward unique strategic objectives. Department specifications outline the criteria for tenure-track and GREEN helps junior faculty in attaining tenure. Submitted proposals should not be one-time academic engagement activities or excursions, but sustainable and long-term projects aimed at achieving a significant effect across multiple sections, programs, or student populations. All proposals will require a robust assessment plan to include reporting names and student ID numbers of every student who is participating to track student success. Proposals must include at least one faculty member and two students involved over the course of the project. The announcement with instructions on how to apply are available on the Office of Engaged Curriculum Website at <https://www.uvu.edu/engaged-curriculum/>

Purpose and scope

This document was developed to assist applicants in the preparation and submission of applications to the GREEN committee. It is intended as the primary document for use in the preparation of applications via DocuSign. Where appropriate, relevant sections of the Title III Grant instructions and UVU policies have been incorporated by reference.

Intended audience

GREEN applicants include faculty from all departments, but the junior faculty is specifically encouraged to apply to assist them on their track to tenure. Only faculty can submit applications for GREEN, but students should arrange to serve as research assistants to faculty members. Candidate projects should include one or more of the high-impact practices (See Annex I) that focus on the students' engagement. The applicants must be working in course development that is related directly to enhancing their department, professional development, and student engagement. Projects should be centered in the applicant's field of study. Junior faculty can consult with senior faculty relating to project design and execution.

Instructions for submission

All documents and instructions are downloadable on the website <https://www.uvu.edu/engaged-curriculum/>

Verify submission is complete

A copy of the proposal must be submitted to the Dean AND Department chair, and prior discussion between them and the applicant must be held. Applicants must upload budget summary, detailed budget (justification). These documents are required for the application to be reviewed by the committee.

Monitoring and Evaluation

- The application must include a detailed description of the evaluation method for project implementation and success.
- The PI of the GREEN project must provide a periodic report of the progress of this project submitted by the project manager.
- The management of the Title III will have access to students' information through IRI to investigate the effect of this project on their retention and graduation.
- All GREEN recipients are expected to participate in developing in-class engagement surveys, by allowing the students to participate in the in-class engagement surveys over the time of the project.
- Approved projects are expected to submit periodic progress reports (for template see Annex II), and end of project report, including a financial report

Budget

GREEN applicants must submit a detailed budget showing the manner in which funds for any proposed project would be spent by the applicant. The budget summary must include a detailed description for justification of faculty payments, regarding additional tasks they would do outside of their regular scope of work. Faculty salaries can be requested by the applicants and approved through HR policies. If students involved in projects receive wages, they must be enrolled at UVU.

A separate index will be created for each GREEN project, and the approved funds will be transferred from the Title III index to the GREEN project index. The PI of the GREEN project, financial manager, Title III Director and UVU accountant will have access to the index. Unspent funds will be returned to the Title III index.

Faculty and Staff Payment

Faculty participating in the GREEN project can be paid through different methods as described in university policy and federal guidelines, policy Number 363, page 3. Title III Director and GREEN PI will determine final method before project start date.

3.7 Faculty overload payments: *Payments to regular, salaried, benefits-eligible faculty on a temporary semester basis for faculty assignments beyond their regular, salaried teaching/workload requirement.*

3.10 Faculty summer teaching payments: *Payments to regular, salaried, benefits-eligible or adjunct faculty with temporary summer semester assignments for specific faculty duties, primarily instruction, course development, and/or concurrent enrollment.*

3.13 Lump sum: *Payments made in a single, one-time payment.*

3.17 Project-based assignment payments for exempt, salaried, benefits-eligible employees: *Payments to an exempt, salaried, benefits-eligible employee for a temporary, clearly defined, short-term projects outside the normal scope of the employee's primary duties as documented in the University's official job description.*

3.18 Project-based assignment payments for non-exempt, salaried, benefits-eligible employees: *Payments to non-exempt, salaried, benefits-eligible employees for a temporary, clearly defined, short-term projects outside the normal scope and work hours of the employee's primary duties. Payments must be made at the time and a half in compliance with the requirements of the FLSA.*

Consultation

- External consultants must sign a contract.

Procedure:

All faculty teaching or faculty with overload assignment (who are being paid out of the Title III) must complete a Personnel Action Form (PAF), and all other employees must complete a Semester Appointment Form (SAF). The PAF or SAF must be created and managed by the faculty/employee department or financial manager, and signed by the Title III PI as the second level, and will be submitted to human resources for processing.

Utah Valley University policies "Supplemental and Adjunct/Overload Pay Methods" policy, number 363 states:

5.3 The following employee types will be paid a stipend by checking the stipend or lump sum box on a SAF:

1) *Adjunct and overload faculty: A stipend should be used to pay adjunct and overload faculty for temporary, additional faculty duties, primarily instruction. The "Special Pay" portion of the SAF is limited to faculty duties such as course development and concurrent enrollment supervision.*

5.4 The following employee types will be paid using a lump sum by checking the lump sum box on a PAF:

4) *Project-based assignments, exempt, salaried: A lump sum should be used to pay exempt, salaried employees who are assigned to clearly defined, short-term projects outside the normal scope of the employee's primary duties as*

documented in the University's official job description. These payments may be paid as a single lump sum or in multiple lump sums at specific intervals during the project.

5.5 The following employee types shall be paid using the time input to record the hours worked by checking the hourly box and recording the wage rate on a PAF:

1) Project-based assignments: Time input should be used for non-exempt, salaried, benefits eligible employees who are assigned a clearly defined, short-term project outside the normal scope and work hours of the employee's primary duties as documented in the University's official job description. These payments must be calculated and paid in compliance with the requirements of the FLSA (hourly rate/overtime rate on a per hour basis).

To be paid incremental payments, before the beginning project, faculty or staff must sign an agreement with the Title III director, and the PI of the GREEN. The agreement includes a description of the additional assignment that faculty will be working, in addition to their regular teaching commitments.

The faculty is expected to fill out the effort certification form (See Annex III for template) for each semester they participate in this project.

Annex I

High-Impact Practices

Below is an excerpt from *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, by George D. Kuh (AAC&U, 2008). Visit AAC&U's resources page on high-impact practices for updated information and campus case studies.

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community. These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address US diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Annex III
Utah Valley University
Effort Certification Report

To comply with federal guidelines, this form must be completed and returned to the Office of Sponsored Programs Accounting within 30 days of the distribution of the effort certification report request at the end of each reporting period by every faculty member or professional staff working on an externally funded project.

Name: _____ **Department:** _____ **Reporting Period:** _____

Provide a breakdown of your activities for the reporting period. The total effort must equal 100%

Name of Research Project or Other Activity	Funding Agency	Banner Index	Type of Effort (Direct Cost or Cost Share)	Percentage of Effort (0% to 100%)
Sponsored Activities: (Includes externally funded activities under all grants and contracts for the Reporting Period.)				
				0%
				0%
				0%
				0%
Curricular and All Other Institutional Activities: Examples: Instruction (teaching and teaching-related activities), administrative activities (e.g., department chair, faculty committee member), other activities (e.g., public services)				
				0%
				0%
				0%
				0%
TOTAL (of all sponsored and curricular/other activities)				100%

I certify that, to the best of my knowledge, the above distribution of effort represents a reasonable estimate of all work performed by me during the period covered by this report.

Signature of Employee: _____ **Date:** [Click here to enter a date.](#)

In cases where the employee listed above cannot certify their own Effort Certification Report, an individual having direct knowledge of the employee's effort worked for the period can certify below. This person can be the principal investigator or the employee's direct supervisor.

Alternative Certification: _____ **Date:** [Click here to enter a date.](#)

Printed Name & Title: _____ **Date:** [Click here to enter a date.](#)

Please return completed report to the Sponsored Program Accountant, MS109
