Texas A&M University at Qatar seeks proposals for transformative educational experiences for our students. These experiences, often also described as high-impact educational practices, are intended to shape significantly a student's education by fostering such attributes as critical and creative thinking, communication skills, and intercultural engagement. Such experiences include, but are not limited to classroom teaching innovation, international experiences, intercultural engagement, service-learning, student-faculty research, and collaborative projects.

Attached is the Association of American Colleges and Universities' *High-Impact Educational Practices: What They Are, Who has Access to Them and Why They Matter*, which Texas A&M University uses as a guide for purposes of definition, explanation, and justification.

Proposals are due via submission to ctl@qatar.tamu.edu by **November 1, 2019**. Successful projects will receive funding from 1 January - 31 December, 2020. Projects are encouraged to begin as soon as possible; extensions are not available.

A list of previous successful TEE grant submissions can be found here.

Focus Areas

All high-impact, transformative projects are welcome. In particular, the CTL will prioritize several project areas for 2020 funding cycle.

1.   Project-based learning
Proposals for the incorporation of rigorous, well-organized project(s) in a course.
See this resource for an overview of PBL.
See email from CTL sent to all staff and faculty on 4/15 for Dr. Jeffrey Froyd's materials shared during his on-campus workshops. Collaborations with industrial partners in designing PBL activities are highly encouraged.
2.   First-year experience
Proposals for the improvement of the experience of students in their first or second semester at A&M. These can be curricular or co-curricular in nature.
3.   Multiversity
Proposals for collaborations with partner universities *in Education City.* For example, the establishment of a learning community for faculty in the same discipline across Education City to meet throughout the year and discuss topics of interest in order to innovate and generate solutions to common problems in similar courses.

Proposal Guidelines

The following sections must be included in the proposal which should be **no more than 2 pages**.
1.   Project Design
A description of the problem, purpose, methods, anticipated impact, timeline – including summer activities if requesting summer support, and budget (include a brief explanation of budget items and any matching funds).

2.   Narrative
A description of how the proposed project is a high-impact, transformative experience for students and how it links to our campus goals. If the project falls within one of the particular focus areas for the 2020 TEE funding cycle, please specify as much.

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3.		Implementation and Assessment

Describe when and how the project will be implemented in the classroom/curriculum/co-curricular sphere. Include a plan for how and at what stages/when the impact of the project on student learning will be assessed.

4.		Dissemination

Include a plan for how the findings of your work will be shared e.g. via conferences, journal publications, on campus seminars, book chapters, etc.

Participation and Summer Support

Faculty and staff may be part of more than one proposal. However, in total, no more than one month of summer support per faculty member may be awarded.

Funding

Economical projects are encouraged. Proposals, excluding the cost of summer salary and undergraduate researchers, must not exceed $15,000. Funds can be used for support materials, operations costs, and travel, including student travel. The travel and operational funds must be used in the 2020 calendar year, and the faculty summer salary must be utilized in June, July, or August 2020.

Renewals

TEE projects may only be renewed once.

Undergraduate Researchers

Proposals may involve one or more undergraduate researchers. Undergraduate researchers are a vital feedback source, especially for TEE projects – projects that aim to enhance student learning. It is important that they be involved from the very beginning of the project, if not from the proposal stage. They will be compensated for their work through two, $2000 payments ($4000 total). Their payments will be processed upon the receipt of a satisfactory mid-year and final report.

Post-Funding Requirements

1.		Successful projects will be asked to present their work-in-progress during the Fall of 2020 – via a teaching week event, a standalone lunch-hour event, a poster session or similar.

2.		In any presentations and publications arising from the project, include the acknowledgment statement: "This work was supported by the 2020 Transformative Educational Experiences Grant, funded by the Center for Teaching and Learning at Texas A&M University at Qatar."

3.		Submit a brief mid-year progress report* (one page/up to 500 words), by 15 June 2020, on the status of the project, assessment that has been conducted, the role of the undergraduate researcher, and an explanation for how funds have been spent thus far.

4.		Submit a report* (up to 1000 words), by 10 December 2020, of research findings, the role of the undergraduate researcher, recommendations for practice and future research, how funding was used, and how the results have been disseminated on campus and in professional venues.

*Undergraduate researchers, if hired, are encouraged to complete both reports as they provide an excellent mentoring opportunity.

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Review Process and Criteria
A panel comprised of students, faculty, and staff will review and score the proposals. Proposals will be evaluated on the basis of the attached rubric.

Evaluation Criteria	Poor 1 point Does not adequately address criteria	Fair 2 points Addresses criteria with substantial weakness	Good 3 points Adequately addresses criteria	Very Good 4 points Strongly addresses criteria	Not Applicable
1. Impact Does the project constitute a high impact educational experience?					
2. Timeline Is the timeline clear and the methodology proposed to undertake the project sound?					
3. Assessment Does the proposal include a clear plan for examining and measuring the impact of the project on student learning?					
4. Budget Is the budget reasonable?					
5. Dissemination plan Is the plan clearly outlined and realistic?					
6. Undergraduate Researcher Does the undergraduate researcher(s) have a robust role in the project? (I.e., they are involved at a level higher than simply completing simple administrative tasks.)					