Transformative Teaching and Learning Faculty Initiative

Provide all students with transformative learning experiences to grow as creative, ethical, globally aware, technologically sophisticated leaders who can define and solve problems to improve the human condition. (GT Institute Strategic Plan; Amplify Impact)

As Georgia Tech embarks on transformative teaching and learning, faculty are invited to learn more about the initiative and to participate in developing and testing innovative teaching practices. In summer/fall 2023 TTL faculty initiatives launched the TTL Innovation Incubator faculty grant pilot that funded 11 projects to redesign fall 2023 courses to include experiential learning in the classroom. The present call for proposals will recruit the second cohort to this program, with the **2024 cycle focused on integrating undergraduate research in the classroom**.

The **2024 TTL Innovation Incubator** will kick-off with a half-day workshop to explore and ideate classroom-based transformative teaching based on the demonstrated success of undergraduate research as a high-impact practice. Next, faculty are invited to apply for the TTL Innovation Incubator grant to receive programmatic and financial support to plan, implement and evaluate a course-based undergraduate research project.

GTREET: Transformative Teaching and Learning
Friday, January 19, 10:00 p.m. – 2:0 p.m.
Klaus Atrium and 1116 East & West
Each participant will leave the workshop with an idea for a transformative learning innovation focused on integrating undergraduate research in the classroom
Learn more and register for GTREET

TTL Innovation Incubator Faculty Grants| Request for Proposals Open January 22 through March 1
The Institute Strategic Plan calls us to "Promote innovation in teaching and learning practices by providing faculty support to innovate and scale transformative teaching practices and creating conditions for all students to engage in meaningful experiential learning." In 2022, the TTL Strategic Initiative committee, comprised of faculty representing each college and undergraduate students, developed an initial direction and implementation plan for this objective that calls for enhancing incubator space to enable pedagogical innovation.

While there are many possible frameworks by which to create conditions that lead to transformative learning, the TTL faculty initiative prioritizes teaching innovations focused on high impact practices and the 8 Key Elements of High-Impact Practices that have emerged from the academic literature on student success.

While Georgia Tech has long offered opportunities for undergraduate students to engage in scholarly research, much of this occurs outside the classroom, which can result in disconnection from course-based learning experiences as well as unequal access to opportunities. As such, this round of Innovation Incubator grants will expand opportunities for course-based undergraduate research projects. Course-based undergraduate research, or CURE, is "a course in which students address a research question or problem that is of interest to the broader community with an outcome that is unknown both to the students and to the instructor" (Bhattacharyya et al. 2020).

Proposal and Implementation Timeline:
- Proposals submitted by March 1, 2024
- Award decisions announced by March 15, 2024
- Cohort of selected faculty meet in Summer and/or Fall 2024 for project design
- Courses are delivered in Fall 2024 or Spring 2025

Faculty who receive funding will agree to:
1. Participate in individual coaching and small group planning sessions with CTL in Summer and/or Fall 2024 to be scheduled around participant availability.
2. Participate in periodic group meetings during their implementation semester to share experiences.
3. Design and implement an assessment strategy to capture project results.
4. Participate in a culminating event, schedule to be determined, to share the project approach and results.
5. Submit a final report providing designed/redesigned course materials to be shared as resources for other instructors, as well as reflection on the design process and project expenses.

Proposal Requirements

Proposals should include a description of the project and a detailed budget of up to $12,000.

The proposal submission form will ask you to provide the following information. Faculty proposers are encouraged to develop the answers to these questions prior to beginning the form:
1. Please provide a detailed description of the proposed course-based undergraduate research project, including tentative student learning outcomes.
2. How will this project transform student learning or the student experience? Describe the connection between the goals of this project and the Transformative Teaching and Learning initiative. (150-250 words)
3. Please describe your previous experience, if any, with course-based undergraduate research and how the proposed CURE project is related, if at all, to your own research interests.
4. Describe your tentative project assessment plan. (i.e. what evidence of transformative student learning could emerge from this project?)

5. How many students would be impacted by the proposal annually?
6. Provide an itemized budget of how the funds (up to $12,000) will be spent in FY24 (by June 2024) vs FY25 (by June 2025). Note: Because a portion of the overall awards funds must be spent by June 2024, please provide an itemized budget for specific projected expenses in FY24 and separate specific projected expenses for FY25.
7. What additional support might this proposal need from CTL, UROP, administration, faculty peers, or students to make this initiative successful? Include TAs needed to support the course/lab.
8. Names of faculty involved, school, and the name and contact information for the financial contact in that department.

Submission:
- Proposals are due by 5 p.m., Friday, March 1, 2024 using the [proposal form.](#)

The Small Print:
- Priority will be given to proposers who participate in GTREET and/or a follow-up consultation.
- Course buy-outs are acceptable for summer or fall 2024 to provide faculty time for course redesign but *not for spring 2025,* by which time the teaching project is expected to be implemented.