

## CCCCD STUDY GRANT

### Purpose and Scope

While many colleges provide faculty with opportunities and rewards for intellectual enhancement, college faculty who are heavily involved with teaching and college service activities have few opportunities for intensive study that will deepen the intellectual understanding they bring to the classroom. To address this need, CCCCCD Study Grants offer support for faculty to undertake independent study in their own or related disciplines.

Primarily designed to provide intellectual enrichment for faculty with demanding teaching and college service responsibilities, these Study Grants will provide \$2500 for study during fall, spring or summer sessions. Proposals submitted this fall may be for the spring, summer or fall semester, 2004. Ten study grants will be available each year. Please note that the Study Grant is not a course release. Faculty must teach their required load. A study grant award may not be combined with a sabbatical, or any form of leave, or banked courses.

Study Grants emphasize rigorous independent work on significant "texts" (broadly construed to include works of art), issues and topics. This could also include a lab bench research experience or related activities. In addition to deepening knowledge of one's field, projects may aim to enlarge understanding of a particular topic or issue by studying collateral disciplinary points of view.

The study plan, which is at the heart of the application, should demonstrate a clearly defined inquiry with specific aims and a well-designed reading list of primary and secondary works.

Projects shaped only by the need to prepare courses or otherwise respond to curricular or institutional demands fall outside the aims of this program. Nor will these grants support projects that investigate teaching methods. Other sources are designed to address these needs. Although projects will often directly affect teaching, the primary aim should be the applicant's intellectual enhancement.

Following the conclusion of the grant period, recipients will, within the following semester, (1) submit a report of their study, including its potential effect on their teaching and other professional activities and (2) conduct a colloquium for interested faculty, staff and students highlighting the information gained during the study.

### **Eligibility**

- (1) All faculty who have received a multi-year contract.
- (2) Faculty who receive a Study Grant may not re-apply the following three years.

### **Criteria for Selection**

- (1) the significance of the topic within the applicant's discipline, including the significance of the texts, events, persons or materials to be studied;
- (2) the project's potential to enhance the applicant's professional and intellectual life;
- (3) the conception, definition, organization and description of the proposed study;
- (4) the likelihood that the applicant will successfully complete the proposed plan of study in the allotted time frame.

### **Proposed Study Plan**

The study plan is at the heart of the application. It should be clearly focused and organized. It should be narrative in form and should not exceed four single-spaced pages, including a one-page reading list.

Of primary importance is the intellectual enhancement of the applicant. The narrative must include enough detail about the ideas, objectives and methods of the project to enable reviewers to assess the quality, feasibility and potential of the project. A simple statement of intent or need is insufficient evidence that a project merits support.

The study plan should:

- (1) Provide a rationale for the plan, explaining why the applicant chose this line of study, how it relates to the applicant's background and interests, and exactly how the completion of the project will increase the applicant's knowledge and foster growth as a teacher and scholar. Clearly differentiate what the applicant already knows about the topic from what the applicant proposes to learn.
- (2) Explain clearly the areas and questions to be explored, their significance, and the planned approach or line of inquiry, discuss the significance of the texts to be read and justify the selection of these particular texts. If the project is primarily lab research, explain clearly the significance of this particular area of research.
- (3) Propose a challenging yet realistic work plan and a one-page reading list of carefully selected primary and secondary sources.
- (4) Describe how the results of this study will affect the applicant's teaching; also indicate how the results might be brought to audiences other than students (e.g. other faculty, professional organizations and the general public).

### **The Application Process**

The review process will be conducted by faculty members of the college. The task force consists of at least two members from each division, including the previous year's grant recipients.

Proposals will be assessed in a "blind review" process based on the criteria provided above. When submitting your proposal, **please identify yourself only on a cover page.**

Please submit your proposal to Lynn Jones, Chair of the Study Grant Taskforce. You may submit a hard copy or an email attachment. You may request a grant for the spring, summer or fall semester. **As always study grant awards are contingent upon approval of the budget by the Board of Trustees.**

The deadline for proposals is November 15.