

Impact Report: Faculty as Partners Mini-Grants spring 2012 – spring 2015 awards

Overview

In 2011-2012, the Center for Partnerships to Improve Education (CPIE) awarded its first Faculty as Partners (FaP) mini-grants in an effort to support faculty productivity. In the four years since then, that number has grown to sixteen. The FaP program consists of three types of spring semester small grants for faculty in the School of Education, Health, and Human Performance (EHHP):

- *Service Learning Challenge* – provides up to \$500 for service-learning activities designed for any EHHP course offered in the spring semester. Service-Learning Challenge awards can be used for: (a) a new community-based research project; (b) evaluation of a community-based research project or service-learning initiative; or (c) a new service-learning initiative or enhancement of an existing one. Open to all roster EHHP faculty.
- *Faculty Research Support* – provides up to \$1500 for new and existing community-based research initiatives occurring in the spring semester. Faculty Research Support awards can fund pilot studies or small-scale research activities to increase competitiveness for significant external funding. Open to tenured and tenure-track EHHP faculty only.
- *Course Release Option* – in cooperation with the Department of Teacher Education and the Department of Health and Human Performance, provides a one-course teaching release during the spring semester and up to \$1000 to engage in community-based research and/or unpaid professional service. Course Release Opportunity awards can support new and existing faculty-community partnerships and should involve significant faculty engagement in the community. Open to tenured and tenure-track EHHP faculty only.

The Faculty as Partners mini-grants are awarded competitively through a peer-review process. Applications are made available in the April preceding the grant award date. Submissions are typically due in September and the review period occurs within 2-3 weeks of the deadline. Decisions are announced in early October and the funds made available from January through April. All FaP recipients are expected to submit a final report that includes a detail of expenditures, a discussion of the progress made toward each of the goals or specific aims stated in the proposal, and short term post-funding plans (e.g. continued research, proposal for external funds, presentation, publication, etc.). Additionally awardees are asked to share their research with campus colleagues during the following academic year.

Since 2011-2012, CPIE has awarded sixteen FaP mini-grants, representing thirteen faculty members. It is important to note that because the mini-grants support active projects, opportunities to publish, present, or apply for significant external funding typically arise after the grant funded work has ended. For that reason, the **current impact report includes only feedback on the thirteen mini-grants awarded spring 2012 through spring 2015**. With the exception of one faculty member who had previously received FaP support, none of the three spring 2016 FaP awardees were asked to complete the impact survey.

Year	Service Learning Challenge	Faculty Research Support	Course Release Option
2011-2012	0	1	2
2012-2013	1	1	1
2013-2014	1	4	0
2014-2015	0	2	0
TOTALS	2	8	3

Impact

From spring 2012 through spring 2015, CPIE awarded thirteen Faculty as Partners (FaP) mini-grants totaling \$16,000 to eleven faculty members. Eight (73%) of the faculty members were housed in the Department of Teacher Education and two (37%) were in the Department of Health and Human Performance. Of these three, one is no longer employed at the College of Charleston. Each of the eleven FaP awardees were invited to participate in an impact survey in spring 2016. The online survey consisted of eleven required items to: collect personal information (1), quantify publications, presentations, honors, and grant proposals and awards resulting from the CPIE-funded work (6), and describe the impact and value of the FaP mini-grant (4). The survey also included an optional field to include additional comments. A personalized message was sent to each of the eleven faculty members to remind them of the specific type of CPIE support they had received and to invite them to complete the survey by the stated deadline. Nine faculty members completed the survey, for an 82% response rate.

Since spring 2012, the thirteen initiatives supported by Faculty as Partners mini-grants have resulted in an impressive 20 manuscripts, 35 conference presentations, 13 awards, invitations, and special recognitions, 13 grant applications, and over \$286,000 in awarded grant funds.

Publications

Ten manuscripts have been published or are currently in press. Of these ten, eight are articles in the following peer-reviewed academic journals:

Childhood Education	School Arts
Journal of Adolescent & Adult Literacy	South Carolina Historical Magazine
Journal of Teaching in Physical Education	Strategies: A Journal for Sport and Physical Educators
Phi Delta Kappan	The Urban Review

One manuscript is a set of lesson plans included in a local museum's educational materials. One book, co-authored by a FaP recipient, is currently in press at the Massachusetts Institute of Technology.

Three article manuscripts have been accepted for publication in *Young Children*, *Dimensions of Early Childhood*, and *On the Horizon*. One book chapter has been accepted for a volume to be published by the Liverpool University Press. The chapter was authored by a FaP recipient and a now former College of Charleston student who assisted the faculty member on the FaP project. Another six manuscripts are either under review (3) or in progress (3).

Conference Presentations

FaP mini-grants have resulted in 35 accepted conference presentations for a number of professional associations and gatherings, including:

American Anthropological Association	Research on Yoga in Schools
American Educational Research Association	SC Annual Ed-Tech Conference
American Educational Studies Association	SC Art Alliance Association
American History Association	SC Art Education Association
American Sociological Association	Scratch Conference
Association for Research on Nonprofit Organizations and Volunteer Action	Society of Health and Physical Educators
History of Education Society	Southeastern Regional Art Conference
International Conference on the Future of Education	Southern History Association

International Union of Anthropological and
Ethnological Sciences

Learning In and Out of School: Education Across the
Globe

National Art Education Association

Southern History of Education Society

Teaching Personal & Social Responsibility Alliance

Awards, Invitations, and Special Recognitions

FaP awardees have received nine invitations to share their research with national and international audiences. One faculty member was asked to serve as an external evaluator for a grant-funded project. Another recipient received top prize in a business pitch competition for social enterprises. One FaP grantee was featured in two campus marketing pieces.

External Funding

Faculty as Partners mini-grants are intended to support activities with the potential to leverage significant external funding. FaP awardees applied for 13 grants, five of which have been funded for over \$266,000 from the National Science Foundation, National Academy of Education (Spencer postdoctoral fellowship), South Carolina Humanities Council, and the Bosch Community Fund. An additional \$20,000 was awarded from the aforementioned business pitch competition. Four grant applications are pending decisions, with one (\$10,000) now in the funding agency's final round of consideration. A decision is expected in summer 2016.

Two items on the survey required faculty to select one response choice to describe the perceived impact of CPIE support on their breadth and depth of connection to others in their field of study. One item allowed faculty to select all of the response choices that apply to their perception of CPIE's impact on their scholarly productivity. The final question required FaP recipients to select one choice that describes the overall value of CPIE to their scholarly productivity.

When asked, "What impact has CPIE had on the breadth of your connection to others in your field of study?" eight of nine (89%) faculty responded *significantly expanded* (n=5) or *expanded* (n=3). One faculty member selected *maintained* and none selected *no impact*. In response to, "What impact has CPIE had on the depth of your connection to others in your field of study?" six of nine (67%) chose *significantly deepened* (n=3) or *deepened* (n=3), and three selected *maintained*. No respondents chose *no impact*. When asked, "What impact has CPIE support had on your scholarly productivity," FaP recipients selected *jump started* five times, *sustained* four times, and *amplified* three times. It is important to note that they were permitted to choose more than one response. On the final question—"Of what value has CPIE been to your scholarly productivity"—seven of the nine (78%) faculty responded *highly valuable* (n=5) or *somewhat valuable* (n=2). Two selected *not certain* and none chose *barely valuable* or *not valuable*.

Optional comment boxes accompanied each of the last four survey items, and an additional comments box was provided at the end. The feedback provided addressed the respondent's perceptions as they relate to professional opportunities and personal characteristics. Selected comments are included below.

On professional opportunities:

"CPIE allowed me to fund my first research at CofC which has advanced my research trajectory."

"This research allowed me to integrate [philosophies] that were new to me."

"It opened doors to others doing research [on the same topic as me]."

"The program is offering an opportunity for new research."

"I have been able to connect with local schools and community-organizations, which has in turn expanded my network of researchers across the state as well as the southern region."

"Given the small award amount, I was limited in my ability to sustain or amplify my research, however I was able to collect a lot of data during my CPIE-supported award that will eventually lead to more productivity."

"The support provided foundational support to launch a research agenda."

"My work was completely new and I was uncertain if it would be sustainable. This helped jump start the work."

"It has been of great value, in part because my interests emphasize the importance of partnerships and aligns well with the specific aims of CPIE."

"CPIE has offered a platform for reaching out to others in the private and public sector."

"I tend to write and publish without having CPIE vetting such submissions but of course, would be quite open to such review and further partnership."

"I am incredibly grateful for the support from CPIE. This support has been used to launch an ambitious research project and a separate community outreach agenda that has yielded productive results."

On personal characteristics:

"The funding has given me the chance to start...CPIE gave me the confidence to apply elsewhere."

"Coming in straight off a very harsh dissertation, my confidence was shaken. CPIE was that life raft I needed to stay afloat that second year. I made my connections with a school that I call home now."

"...the support from the CPIE team was kind and understanding and helpful, which is very refreshing in academia."

Limitations and Suggestions for the Future

It is clear that the Faculty as Partners mini-grants program is a beneficial initiative. It will be useful for CPIE to conduct the impact survey every 3-5 years to capture the scholarly activities that have resulted or derived from the original mini-grant. For sustainability purposes, CPIE should seek external funding to support the program. Due to the current budget situation, the Course Release Opportunity will not be offered for 2016-2017. Funds to support the \$1000 research budget plus \$2500 adjunct cost per faculty member will be needed to revive that type of mini-grant.

<end>

**Impact Data - Faculty as Partners mini-grants
Spring 2012 - Spring Fall 2015**

Faculty #	Mini-grant type	published	accepted	under review	paper in progress	presentations	awards	invitations	honors	other recognition	grant apps	grants awarded	
1	research support	1	1	1	0	6	0	1	0	0	2	\$2,000.00	10,000 grant app in final round. W
2	course release	2	0	0	0	5	0	1	0	0	0	\$0.00	
3	service learning	0	0	0	0	0	0	0	0	1	0	\$0.00	
4	research support	0	0	2	1	3	0	2	0	0	3	pending	
5	course release	1	0	0	0	0	0	0	0	0	0	\$0.00	
6	service learning & 2 research support	2	0	0	0	7	1	0	0	0	0	\$20,000.00	
7	faculty research & Faculty Fellow	2	2	0	0	4	0	0	0	0	3	\$179,467.00	
8	course release	1	0	0	0	0	0	0	0	0	0	\$0.00	
9	2 faculty research support	1	1	0	2	10	0	6	0	0	5	\$85,000.00	
10	no response												
11	no response												
	TOTALS	10	4	3	3	35	1	10	0	1	13	\$286,467.00	

/ill know in June