

Application for Unit 18 Non-Senate Faculty Professional Development Grant

The components of your grant application must be pdf, docx, or doc files that include your name and follow this naming convention: FirstinitialLastnameSmallgrantApp, FirstinitialLastnameBudget, etc. (e.g., MJonesSmallgrantApp.pdf, MJonesReceipts.pdf, MJonesBudget.pdf, etc.). The signature page may be scanned and emailed separately.

Email your application directly to the NSF PDF Chair, Derede Arthur, at dlarthur@ucsc.edu.

If you have questions about your application, please contact the PDF Chair and/or review the “NSF Professional Development Grant Guidelines and Information” available online at the [Non-Senate Faculty Professional Development Fund \(NSF PDF\) webpage](#). Please note that applications which are incomplete or do not meet the guidelines will be returned without consideration.

Date of Application:

Name of Applicant:

Grant Title:

e.g., “Mary Smith’s 2019 Canadian Biometrics Conference Travel Grant”

Dollar Amount Requested: \$

Please state the fund amount being requested, even if the project budget may be higher for other reasons.

Additional Funding Sources:

(Please list other sources [e.g., your college, outside agencies, etc.] of funding that you have or plan to apply for to fund this professional development endeavor.)

Department/Program/College:

Email address:

Campus address:

Daytime phone:

Status of your NSF Appointment:

Pre-six

Continuing (“post-six”)

Quarter(s) of NSF appointments in the academic year that applies to your funding request:

e.g., Requests for 2019-20 (7/1/19 – 6/30/20): “winter and spring 2020 lecturer.” Requests for 2020-21 (7/1/20 – 6/30/21): “fall 2020 lecturer.”

Dates on which funds have been or will be spent:

1. Budget

Include a tabulated budget of your expenses. Refer to the [Non-Senate Faculty Professional Development Grant guidelines](#) for information on how to configure your budget.

If this is a retroactive request, please attach copies of all appropriate receipts; retain original receipts as they will be used for University reimbursement.

2. Description of Professional Development Activity (*see example on last page*)

Please provide a brief description of your project (200 words maximum):

3. Statement of Pedagogical Relevance (*see example on last page*)

Briefly explain how this project relates to your teaching, curricula, and/or other Unit 18 NSF duties (300 words maximum):

4. Required Signatures

This application must be signed by the NSF applicant and the applicant's department/program chair or college provost. The following types of signatures are acceptable: a jpeg or ink signature on this document which will be submitted as a pdf via email. The supervisor's signature may be substituted with a one-line email from the chair or provost (to the NSF council chair) that contains the applicant's name and confirms that the NSF is in good standing and that the NSF's Statement of Pedagogical relevance is supported.

Statement of Understanding

I have reviewed and understand the conditions and restrictions included in the NSF Professional Development Fund Grant Rules and Guidelines document. If awarded a grant, I understand and agree to follow all of the requirements and conditions of NSF PDF funding.

Applicant Signature: _____

Printed name: _____

Date: _____

Senate Faculty Supervisor

The signature of the chair or provost indicates that the applicant is in good standing, and that the statement of pedagogical relevance (2. above) is supported.

Grant Title: _____

Department Chair or College Provost

Chair

Provost

Signature: _____

Printed name: _____

Title: _____

Date: _____

This signature page may be scanned and emailed with the application or emailed separately.

Applicant's Checklist

1. _____ I have read the [Non-Senate Faculty Professional Development Grant guidelines](#).
2. _____ I have read the [Frequently-Asked Questions and Answers \(FAQ\)](#) document.
3. _____ The application includes a complete description of the project.
4. _____ The application includes a complete and detailed explanation of how the project relates to the applicant's teaching/curricula, specifying courses taught with course titles.
5. _____ The application includes a detailed expense budget in accordance with NSF PDF guidelines
6. _____ To support this budget, the application includes as a separate pdf (or pdfs) copies of receipts or, if no money has yet been spent, screenshots of anticipated expenses. Please label your pdf(s) with your first initial last name and a contents descriptor (like JLangAir or SsuarezReceipts).
7. _____ The application includes all required signatures.
8. _____ The application is dated and the file labelled with your first initial last name and a contents descriptor (JlangApp).

Note that the funds requested are to be used within 12 months of being awarded, or have already been used in the current academic year. To qualify for funding in any particular academic year, project applications must be received no later than June 1. Project applications received after June 1 will be considered for funding in the next academic year.

EXAMPLES

Description of Professional Development Activity

I attended the 2024 Association of Writers and Writing Programs (AWP) Conference in Kansas City, Feb. 8-10 to enrich my writing pedagogy and also to perform/discuss my own trans-genre writing and its relation to teaching. The AWP is an annual conference offering a huge selection of panels and workshops for writers and Writing instructors in the fields of Creative Writing, Composition, Journalism, and hybrid writing courses.

I teach a revolving cache of genres in my Writing courses, including reviews, magazine articles, scholarly articles, letters to the editor, literacy narratives, photo essays, fact sheets, profiles, manifestos, lyric essays, etc. I teach ways of combining genres--"trans-genre" writing--to help writers achieve their purpose. The AWP has broadened its offerings of genre-focused panels, embracing hybridity, not only in the world of publishing, but in pedagogy. Each year that I attend, I return equipped with a bounty of inspiring pedagogical tips and ideas.

For example, inspiring panels included....

Statement of Pedagogical Relevance

My primary Writing 2 course is "Writing Across the Genres: Art and Activism." The panel events above enrich my Writing instruction as it pertains to genre (lyric essays, mixed genre essays, podcasts, creative non-fiction) and content (climate change and social justice).

Also, I've recently started teaching asynchronous online Writing 1 and 2, so I found the panel on creating engaged asynchronous Writing classrooms -- particularly its suggestions for creative forms of collaboration with peers -- to be fantastically helpful. Similarly, since I am now a podcaster for The Hive Poetry Collective and slowly integrating the podcast genre into my teaching, the workshop on "Podcasting Nuts and Bolts" provided practical resources to share with students, especially tips for ways to make their podcasts "listenable" rather than merely recordings of their final paper.

Finally, because I am looking for ways to navigate student emotional health crises, the panel on writing through eco-grief addressed the extra-academic pressures -- climate change, unaffordable housing and higher education, A.I.'s effect on future jobs -- that affect student performance and mental health. The panel taught how to create communities of writing that counteract loneliness and fear: writing as a way to move from grief and denial into action.