Before you start, read the [grant details](https://cte.virginia.edu/programs-grants/thrive-grants) carefully. Then, complete each of the following sections as appropriate for full consideration.

* [**Grant Details**](#Grant)
* [**Applicant Details**](#Applicant)
* [**Course Details**](#Course)
* [**Project Description**](#Project)
* [**Characterization, Estimated Impact, and Risks**](#Characterization)
* [**Assessment Plan**](#Assessment)
* [**Budget Information**](#Budget)

Once you’ve completed your application, please save it as a PDF using the following naming convention: yyyy\_mm-lastname\_of\_primary\_ applicant-proposal (e.g., 2022\_08-jones-proposal). Email completed applications to thrive@virginia.edu.

**GRANT DETAILS** (required for all grant levels)

1. **What is the level of grant you are applying for?** (select one)

[ ] Experiments (funding up to $2,000)

[ ] Small Pilots (funding up to $10,000)

[ ] Large Pilots (funding up to $20,000)

1. **What is the total requested funding?** (round to the nearest $100) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**APPLICANT DETAILS** (required for all grant levels)

*Provide details for each applicant involved in the project; add or delete lines as appropriate.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **First and Last Name** | **Title** (when students are involved, indicate academic year) | **Home Department** | **UVA Email Address** (e.g., abc3de@virginia.edu) | **Past Thrive grant recipient?** (list all semesters/years) |
| Project PI\* |  |  |  |  |  |
| Co-PI #1 |  |  |  |  |  |
| Co-PI #2 |  |  |  |  |  |
| Co-PI #3 |  |  |  |  |  |
| Co-PI #4 |  |  |  |  |  |
| Co-PI #5 |  |  |  |  |  |
| Co-PI #6 |  |  |  |  |  |

\* The PI (Principal Investigator) is the primary contact and is ultimately responsible for all aspects of funded projects, including fiduciary obligations and required assessment and reporting.

*Provide the name and email address of the Project PI’s departmental financial administrator.*

**COURSE DETAILS** (required for all grant levels)

*Describe each course impacted by the pedagogical innovation; add or delete lines as appropriate.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Course Mnemonic and Number** | **Course Name** | **Anticipated Undergraduate Enrollment During Grant Period** | **Instructional Modality** (e.g., in-person, hybrid, online) |
| Course #1 |  |  |  |  |
| Course #2 |  |  |  |  |
| Course #3 |  |  |  |  |
| Course #4 |  |  |  |  |
| Course #5 |  |  |  |  |
| Course #6 |  |  |  |  |

**PROJECT DESCRIPTION** (required for all grant levels)

*In 500 words or less, describe the pedagogical innovation, making clear how the proposed project is an adaptation of a commonly employed teaching practice or activity for the project team or a distinctly new, creative one.*

**CHARACTERIZATION, ESTIMATED IMPACT, AND RISKS** (required for all grant levels)

*Proposed projects must have a clear potential to increase educational equity, student retention or persistence, sense of belonging, learning or engagement, or instructor engagement or efficiency. Using the following chart, select an impact option for each of the seven listed intended outcomes. For each outcome you anticipate to increase (or decrease), briefly describe why.\**

|  |  |  |
| --- | --- | --- |
| **Intended Outcome** | **Anticipated Impact** | **For each characteristic you anticipate increasing or decreasing, briefly describe why.**  |
| Educational Equity | select one |  |
| Student Retention or Persistence | select one |  |
| Student Sense of Belonging | select one |  |
| Student Learning | select one |  |
| Student Engagement | select one |  |
| Instructor Engagement | select one |  |
| Instructor Efficiency | select one |  |

\*While positive increases are generally anticipated, the idiosyncrasies of an innovation may lead to decreases.

1. **Which best describes the primary focus of the proposed innovation?** select one
2. **Which best describes the secondary focus of the proposed innovation?** (leave blank if none)select one
3. **What known barriers or perceived risks may affect the success of the proposed innovation?** *Things you might consider, among others, include your general knowledge of or comfort with the innovation; classroom type or set-up; number of students; TA, grading, or technology support; impact to performance evaluation; department culture or commitment to innovation; student resistance.*

**ASSESSMENT PLAN** (required for Small Pilots and Large Pilots only)

*Describe how you will determine the impact and efficacy of the proposed innovation. The level of detail and sophistication of the assessment plan should scale with the scope of the projec*t. *You might describe, for example, what data you plan to collect, who will collect it, when you will collect it, who will analyze the data, etc. CTE faculty are available to consult about project ideas and assessment plans.*

**BUDGET INFORMATION**

**Budget Summary** (required for all grant levels)

*Briefly describe in 1-2 paragraphs how the funding will help support and advance your project.*

**Detailed Budget and Justification** (required for Small Pilots and Large Pilots only)

*Provide as much detail as possible about the budget; reasonable estimates are fine; add or delete lines as appropriate. When wages are requested, the justification should make clear who is receiving wages, the rate, and how the time spent will advance the innovation project. Include appropriate*[*academic fringe rates*](https://uvafinance.virginia.edu/resources/academic-fringe-rates)*when developing the summer salary budget line(s).*

|  |  |  |
| --- | --- | --- |
| **Budget Item** | **Anticipated Cost** | **Justification** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **TOTAL** | $ |  |

*Briefly explain how you plan to financially support your innovation beyond the Thrive grant funding.*