

2026-2027 UMD Teaching Innovation Grants

Proposal Worksheet

This worksheet is provided to assist you with preparation of your grant application. We encourage you to use it to brainstorm and record your application answers. It is not required to complete the application process and will not be accepted as an official application. All official grant applications must be completed and submitted online through the [official google form](#).

The 2026–2027 Teaching Innovation Grants empower faculty to reimagine learning through a formal cycle of data-driven inquiry and course improvement. Teaching innovation, defined by the newness of any application to your specific teaching context (Rogers, 2003), is not a fixed destination but an ongoing process, continually propelled by systematic inquiry. Through these grants, faculty receive the funding and technical support to investigate and enhance instruction in meaningful, iterative ways to improve student success.

- Each award will include \$6,500 to cover faculty stipend and required fringe benefits.
- **Deadline for Proposals has been extended to Friday, May 15, 2026, 11:59pm**

Grant Goals

This grant supports course-based projects that advance teaching and learning through a guided cycle of inquiry and improvement. By leveraging GenAI tools, in-depth data analyses, and staff expertise to support analysis and course improvement, faculty will generate measurable impact across key pedagogical dimensions. This grant program strives to deepen faculty engagement in data-driven pedagogical-content enhancements to support instructional innovation and student success. Student-facing results may include interventions such as improved course alignment, intentional scaffolding, and refined assessment design, along with the development of transferable practices that can be shared across courses, programs, and the broader institutional community.

Eligibility

All instructors of record at the University of Maryland, College Park are eligible (tenured, tenure-track, and professional track faculty; librarians; postdocs; and instructional staff may apply). An individual may only receive one award.

Elements of the Application

Principal Investigator Information

This is the Principal Investigator which means the individual that will be the main point of contact for this proposal submission, receive email notifications, award letters and also will be responsible for submitting additional information and reports as needed or required by the program.

- Full Name (Last, First)
 - 9-digit UID Number
 - Primary Appointment Title
 - Department
 - College/Division
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Course Details

Please tell us about the primary course you will be focusing on for this grant, in the sections below:

- Course Code & Section (eg., BMGT204):
- Course Title:

Are you planning on coordinating your improvements with another instructor teaching? If so, please provide their name.

What has been the average enrollment per semester in this course over the past 3 years? (See reports.umd.edu for more information. Make sure you are logged into the VPN to be able to access the site.)

What were the last three semesters' rate of students earning a D, F, or withdrawing from the course impacted in the proposal? (see reports.umd.edu for more information)

- Low (under 5% of students earn D, F, or W)
 - Medium (6-10% of students earn D, F, or W)
 - High (over 10% of students earn D, F, or W)
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Project Proposal

Please answer the following questions about your proposed efforts.

Q1. Please identify a central question you have regarding a student-centered challenge (or opportunity) in a course you are the instructor of record for.

(For more information on how to create a question please visit our [Course Inquiry Starter Kit](#). Additional example questions listed below for inspiration)

- Do my students have the prerequisite knowledge I assume they have, and how does that affect their success?
- Are my learning objectives aligned with my assessments, and do my rubrics actually measure what I am asking for?
- Are my instructions for my major assignments clear?

- *Who is succeeding in my course and why?*

Q2. Identify which source(s) of data you might use to analyze the challenge or opportunity.

Indicate which tool(s) or data source(s) below that you anticipate using for your initial challenge/opportunity analysis. Select all that apply.

- ☐ *I have my own plan for how to conduct this data analysis. (Independent work)*
- ☐ *I will use exercises from TLTC's Course Inquiry Starter Kit. (Independent work)*
- ☐ *I have arranged to access Educational Effectiveness tools and expertise. (Collaborative effort)*
- ☐ *I have arranged to gain access to deeper Educational Effectiveness data. (Collaborative effort)*
- ☐ *Other:*

Q3. Please tell us more about the choice(s) you selected above regarding your plan for data analysis.

- *Have you already connected with a member of the TLTC, Educational Effectiveness or DIT team members to discuss your plan?*
- *What data analyses would you like to conduct with our support?*

(Additional data or data-consultations cannot be guaranteed without prior agreement)

Q4. Estimate a Project Timeline.

Please include:

- *When you hope to conduct your initial analysis;*
- *When you intend to make related course improvements;*
- *When you will be teaching the course.*

(Grant-related courses must be taught during Fall 2026, Winter or Spring 2027.)

Q5. Indicate a plan for how you might evaluate any new course improvements.

- *What source(s) of information might you gather to determine the impact of any changes you have implemented?*
- *What analytic activity might engage in after the grant period is over?*

Q6. Indicate a plan for how you will disseminate what you have learned.

- *How do you hope to share what you have learned with departmental colleagues, disciplinary peers, administrators, other instructors on campus, or another audience?*

Q7. How do you anticipate spending the award funds?

(For example: Stipend for myself, educational tool licenses for students, etc.)

Terms & Conditions

(You will be asked to acknowledge the following statements before submitting your application):

Below is a list of Grant-awardee (PI) requirements. Please review them carefully prior to completing your submission. By moving forward with your submission the PI acknowledges that they agree to the following requirements:

- Attend a virtual orientation session in Summer 2026
- Distribute and encourage mid-course student survey (Fall 26, Winter 27, Spring 27)
- Complete mid-course instructor survey
- Complete end-of-grant report, reflecting on your process, in Summer 2027
- Accept Maryland Today and/or other media inquiries to promote grants
- Disseminate project processes, innovations, materials, or results by Summer 2027 through at least one formal channel, such as departmental briefings, committee presentations, college-wide seminars, or collaborative campus workshops facilitated with the TLTC.