

Williams Proposal Criteria

Excellent proposals are unlikely to be strong in all categories, but will be strong in many. If your proposal is fair or inadequate in a few categories, please do not be deterred from applying.

Application prompt	Strong response (5)	Fair response (3)	Inadequate response (1)
Department & Title	n/a	n/a	n/a
How long have you been at the University	7 or more years	3-6 years	1-2 years
Briefly describe the project you are proposing:	Clear vision of the project and enough detail to help the Council have confidence it will be successfully completed.	Either the vision or the details are not well enough described for the Council to feel confident in successful completion of the proposed project.	Both the vision and details are poorly described. The Council is unclear of what the project would actually entail.
Why is the project worth trying? What issues or gaps would this project resolve? What opportunities would it explore?	The proposal thoroughly describes the need or gap that the project could fill, or the exciting opportunities that could be produced for UG students. The project is inspiring.	Although the project may be inspiring, it is unclear what gap is being filled, or new opportunities for UG students would be produced.	The project is lacking inspiration and clarity regarding the gaps to be filled or opportunities created.
How could this project improve the educational experience of undergraduates?	The focus of this proposal is excellent educational experiences for UG students, including High Impact Practices (aacu.org/leap/hips) that are linked to student retention and engagement and characterized by students' investment of time and effort, their interaction with peers and faculty on matters of relevance and substance, their collaborative work across differences of identity and viewpoint, their reflection on and integration of learning, and their responses to frequent feedback.	Undergraduate students would directly benefit from the proposed project, but specific High Impact Practices are not included in the proposal.	Undergraduate students would only indirectly benefit from the proposed project.
How does this proposal create a more inclusive teaching and learning culture on campus?	The proposal describes an excellent plan for improving the inclusive teaching and learning environments and curricula on campus.	The proposal provides some information regarding how the proposal creates a more inclusive teaching and learning culture on campus.	It is not clear how this proposal creates inclusive teaching and learning environments and curricula.
How many students would be directly affected?	It is very clear how a large number of students would benefit either directly or indirectly from the proposed project.	The number of students who would benefit directly or indirectly is small OR localized.	N/A
Does the project have implications for teaching and learning that extend beyond a single course or discipline? Are there aspects of this project that encourage students to make connections to areas of thought and experience beyond the context of a single course?	There is a strong interdisciplinary, cross-course or cross-unit component to the project, or the experience stretches beyond a single context or single course.	The project is not interdisciplinary, cross-course or cross unit, or the experience is framed within one context or single course.	N/A

<p>What would you consider a "success" for this project? How might you be able to demonstrate that your project had succeeded?</p>	<p>The proposal clearly articulates how success will be measured and demonstrated.</p>	<p>The proposal is vague regarding the measurement and demonstration of success.</p>	<p>There are no metrics for success included.</p>
<p>What amount of financial support from the Williams Council would make this project possible, and for what purposes would the funding be used (e.g. travel, equipment, staff support etc.)? It should be clear that the funding requested goes beyond summer stipends for course preparation.</p>	<p>The amount of funding requested seems on par with the impact that the proposal would have on undergraduate student learning experiences. The funding requested is clearly beyond what departments should typically provide for course maintenance or development.</p>	<p>N/A</p>	<p>The amount of funding requested far exceeds the perceived impact on undergraduate student experiences. OR The funding requested falls within what the Council believes departments should support for course maintenance or development.</p>
<p>Are there other sources of support, financial or otherwise, that you would need or like to secure?</p>	<p>There are additional sources of funding that could be leveraged to ensure the project's success. OR No additional funding beyond the Williams funding is necessary to ensure the project's success.</p>	<p>N/A</p>	<p>The Williams funding is not sufficient to ensure success of the project, but no additional funding sources have been identified.</p>
<p>If this project proves successful, how could you foresee its continuation after the period of the Williams Council funding?</p>	<p>There is a clear vision for how the funding provided this year would be the catalyst for long-term improvements in UG student learning experiences.</p>	<p>It is possible that the benefits could extend beyond the period of funding, but it is unclear.</p>	<p>It appears that the funding for this project will be used for one discrete time period (term/year) with no description of how the project could continue into the future without additional Williams funding.</p>