



IUPUI

CENTER FOR TEACHING AND LEARNING

2022 Curriculum Enhancement Grant High-Impact Practice Special Focus Request for Proposals

Guidelines

The deadline for submitting proposals is Wednesday, March 30, 2022 at 11:59 p.m.

Questions regarding the CEG initiative should be directed to the Center for Teaching and Learning at thectl@iupui.edu or (317) 274-1300.

Purpose

The Curriculum Enhancement Grant (CEG) provides faculty with technical and instructional support, time, and funds to implement teaching interventions designed to improve student learning outcomes and experiences and their success at IUPUI, IUPUC, and IU Fort Wayne. In addition, the grant is offered to:

- increase the practice of the scholarship of teaching and learning,
- enhance the campus conversation about scholarly teaching which includes reflective, inclusive, and equitable evidence-based teaching practices, and
- increase faculty competitiveness for external educational or curricular improvement grants.

The CEG initiative supports [IUPUI's Strategic Plan](#), with an emphasis on *Goal 1, Promote undergraduate student learning and success*, and *Goal 9, Promote an inclusive campus climate*.

The grant supports a wide range of faculty projects involving either individual course development or broader curricula development in face-to-face, online, or hybrid formats. **This year, we have extended a special call for proposals focusing on High-Impact Practices.**

Special Extended Call for High-Impact Practice Focus Projects

The CTL has partnered with the Institute for Engaged Learning (IEL) to also support projects that focus on the integration of a [High-Impact Practice \(HIP\)](#) to the curriculum. Specifically, the Institute seeks proposals from faculty interested in creating and/or embedding Course Based Undergraduate Research Experiences (CUREs) into an existing course, as well as faculty interested in integrating ePortfolio into individual courses and across degree programs.

One of the key strategies for promoting equitable access to high-impact experiences for students is to embed these experiences into the curriculum. For this specific funding cycle, we are very interested in projects that seek to:

1. Create and embed a Course-Based Undergraduate Research Experience (CUREs) into a course within a major/minor or into a general education course. CUREs offer students an applied learning experience focused on original research and offer faculty the opportunity to conduct primary research and generate new knowledge within their field of discipline.
2. Integrate ePortfolio into an individual course or a sequence of courses across a degree program using the guidelines found in the [IUPUI ePortfolio High-Impact Practice Taxonomy](#).
3. Successful applicants will be expected to apply to have this experience included on the Record of Experiential and Applied Learning

Eligibility

- Open to all IUPUI, IUPUC, and IU Fort Wayne full-time faculty members (tenured, tenure track, and non-tenure track).
- Associate (part-time/adjunct) faculty and visiting faculty members may be included on proposals as co-principal investigators but may not serve as a principal investigator.
- No faculty member can be included in more than one proposal.
- Any faculty member who was a principal investigator on a 2021 CEG will not be eligible to apply for the 2022 CEG award. They may apply for a CEG in 2023 or later.

Funding Levels

- Projects can be funded for up to \$5,000.
- The amount requested must be matched in full by the department or school. Cash or release time is the preferred form of in-kind match.
- *Fifty percent of the funding from IEL will be made available at the start of the project. The other 50% will be provided when the project is completed, and the final report is submitted to and approved by the IEL.*

Deadline for Submission

- The deadline for proposal submission is **Wednesday, March 30, 2022, 11:59 p.m. EST**. Late submissions will be returned without review.

Application Process

- Submit the proposal and letter of support from the department or program chair online at ctl.iupui.edu/CEG.
- Specific questions for the two HIPs in this call for proposals, ePortfolio and Course Based Undergraduate Research, can be directed to the Institute for Engaged Learning (iel@iupui.edu)

Support for Awardees

- Support available from the Institute for Engaged Learning:
 - Consultation support
 - Use and application of [the IUPUI Engaged Learning Taxonomies](#), specifically the taxonomies for ePortfolio and Undergraduate Research
- Library support:
 - Assistance and support from the subject librarian in your discipline
 - Consultation with the Educational Development Librarian for higher education research resources and literature review

Awardees' Obligations

1. Investigators will work with a consultant from the CTL and/or IEL who will provide instructional design and/or technology support and monitor the progress of the project through periodic meetings and needs-assessment surveys.
2. The principal investigator (PI) for a Curriculum Enhancement Project involving human subjects must ensure that appropriate Institutional Review Board (IRB) review and approval is obtained before undertaking any project activities. Information about how to determine if a project requires IRB review and whether applicable laws that govern research will apply to the project is available at the [IU Office of Research Administration website](#).
3. Investigators will participate in programming offered by the CTL related to CEG projects, which will include at least the following:
 - a. CEG reception and information meeting for all CEG recipients, Spring 2022
 - b. Scholarly Teaching Symposium, Fall 2022
 - c. Workshops or other programming relevant to projects
 - d. Those receiving an ePortfolio CEG will be expected to participate in the ePortfolio Community of Practice
4. Investigators will complete and submit a CEG progress report no later than Friday, January 21, 2023, 11:59 p.m. Eastern Time.
5. Investigators will complete and submit the CEG final project report no later than Friday, June 9, 2023, 11:59 p.m. Eastern Time.
6. For projects related to ePortfolio and Course-Based Undergraduate Research (CUREs), investigators will work with the Institute for Engaged Learning staff to have their courses listed on the Experiential and Applied Learning Record ([the Record](#)).
7. Investigators will present their work at Fall 2023 [Scholarly Teaching Symposium](#).

8. Awardees must acknowledge receipt of CEG support in any presentation or publication of work funded by a CEG grant.

Proposal Features

THE CEG PROPOSAL WILL BE COMPLETED AND [SUBMITTED ONLINE](#).

The sections of the proposal are listed below. When writing your proposal, write in terms likely to be understood by reviewers who are not from your discipline or profession.

It is recommended that you prepare your proposal in a Word Document so you can easily copy and paste text from your proposal into the proposal submission text boxes. The exceptions to that will be that the Biographical Sketches of the PI and co-PIs and the Support Letter should be uploaded as pdf files.

Section 1. Cover Sheet

- Principal Investigator Name
- Position title
- School
- Department
- Project title
- Amount requested (funds from CTL only)
- Co-Principal Investigators (Name, Title, School, Department, Email)
- Courses or curriculum involved in the project
- Number of students in targeted course(s) or curriculum elements per academic year
- Select the appropriate High-Impact Practice focus for your CEG proposal:
 - Course-based undergraduate research.
 - ePortfolios.
 - Both course-based undergraduate research and ePortfolios.

Section 2. Abstract (250 words maximum) to be posted on the CTL website if the project is funded.

Section 3. Key Personnel

- List all key personnel, including name, title, affiliation, email, and role on project.

Section 4. Project Description (2500 words maximum) including

- Description of course or curriculum, including enrollment figures
- Problem statement (identify a problem and propose a solution)
- Rationale for the project
- Literature review

- Synthesize literature that supports the intervention (rather than simply providing a list of references) in much the same way you address existing knowledge in any project in your field
- Make a case that the CEG work is needed and will fill a gap in knowledge.
- Stress the most relevant, recent, and comprehensive literature.
- Note: Contact Sara Lowe, Associate Dean for Educational Services, University Library, with questions regarding the literature review at mlope@iupui.edu or 317-274-0349.
- Reference list may be included in the Project Description or added as an additional document.
- Measurable project goals
- Proposed intervention
 - Describe specific actions and interactions that the instructors and students in the course or courses would engage in during the implementation of your project.
 - Describe any collaborations, if applicable, the instructor will engage with other instructors in the department or the community to implement this project.
 - Describe examples of course materials or products that would be developed to implement the project.
 - State how the intervention will be implemented in an inclusive and equitable manner in the course or courses in the project.
- Intended impact on student learning outcomes, success, or other student factors
 - Include how your project will promote equitable learning outcomes for students
- Expected impact on enrollment (if applicable)
- Plan for sustainability of the curriculum enhancement beyond CEG project timeline, including references to ongoing professional development, assessment, partnerships, and growth.

Section 5. Evaluation/Assessment Plan (500 words maximum)

Address how you will measure the overall project effectiveness.

- **Project goals:** For each of the project goals identified in Section 4, specify metrics you will use to determine if the goals have been achieved.
- **Student learning outcomes:** Describe the evidence that will be used to measure impact on student learning outcomes and experiences and/or success. Include [direct and indirect assessments](#) that will serve as:
 - Formative assessment that will help you monitor the effectiveness of the project as it evolves. Examples of formative assessments include conducting mid-semester student surveys or focus groups to adjust instruction, using course evaluations to refine subsequent course offerings, and journaling instructor self-reflections to track and modify instruction.
 - Summative assessments that will help you evaluate student learning or success at the end of the project. Examples of summative assessments include final projects, exams, standardized tests.

Examples of direct assessments could include measures of student performance, extent of equity in learning outcomes for diverse students, etc. Examples of indirect assessments could include enrollment change, student perspectives on inclusive learning experiences and sense of belonging, course DFW rates, program graduation rates (for multi-course series).

You could also visually represent your assessment plan using the table shown below

Student Learning Outcome	Assessment method (using concept inventories, gathering student performance artifacts, soliciting student feedback through mid-semester surveys, course evaluations, student reflections, etc.)	Assessment metric (pre- and post-intervention scores, student performance metrics, quantitative and qualitative results from surveys, etc.)

Section 6. Dissemination Plan (250 words maximum)

- Describe how the findings and products will be disseminated within IUPUI, IUPUC, or IU Fort Wayne, and to the larger academic community.

Section 7. Project Timeline (250 words maximum)

- Use a timeline to depict the schedule for your project.
 - The timeline should include start and finish dates for your project as well as the dates or timeframe during which various project tasks will occur. Some CEG proposals have included specific goals and expected outcomes of steps throughout the timeline.
 - Indicate how the project outcomes will be sustained after the project end date.
- The 2022 CEG project time period is May 2022 to June 2023, so the project timeline should fall within that period.
- The reader of your proposal should see the broad outlines of your project and the specific tasks you will undertake as the project unfolds. Readers will look not only at the completeness of your list, but also the flow from one phase to the next that suggests the cohesion of your plan and the mastery of your overall vision. Readers are likely to be especially keen to see how work done in one step shapes the effort in later steps. Some CEG proposals have included specific goals and expected outcomes of steps throughout the timeline.

Section 8. Budget

When constructing the budget, keep in mind that 50% of the funding from CTL or IEL will be made available at the start of the project (May 2022), but the other 50% will be provided when the project is completed and the final report is submitted and approved by the CTL or IEL (June 2023). Funding provided by the school/department will be dispersed on a timeline determined by the school/department. Therefore, the budget should be aligned with the project timeline, making sure that

funds will be available at the time needed to complete the project. If unforeseen circumstances arise, the project team will be allowed to submit one request for a budget adjustment by submitting a revised budget form and budget justification, and a letter of support that indicates approval of the change by the unit providing matching funds.

The budget may include the following:

- Faculty summer stipend (if not on a 12-month contract). *Please note that either a percentage of the stipend will go towards paying fringe benefit/FICA costs or fringe would need to be paid by the department/school as part of the match.*
- Professional development funds
- Release time (indicate the semester it will occur, the percentage of time involved)
- Training
- Books
- Software (check with university departments/resources including University Information Technology Services and the Center for Teaching and Learning for software currently available free of charge)
- Equipment
- Travel necessary to learn methods or skills related to project. Travel funds for dissemination are limited to one person for one meeting per project.
- Production services
 - Graduate/undergraduate student support

Use the budget template worksheet as shown below which is provided with the CEG submission readiness check page at ctl.iupui.edu/CEG.

Budget Worksheet Template			
Category	Grant Amount	School/Dept Match	Total
Personnel			
Faculty stipend	\$	\$	\$
Release time	\$	\$	\$
Graduate student	\$	\$	\$
Undergraduate student	\$	\$	\$
Other	\$	\$	\$
Travel*			
Air, bus, rental	\$	\$	\$
Mileage	\$	\$	\$
Ground transportation	\$	\$	\$
Parking	\$	\$	\$
Lodging	\$	\$	\$
Per diem	\$	\$	\$
Registration	\$	\$	\$

Other			
Books	\$	\$	\$
Software	\$	\$	\$
Supplies	\$	\$	\$
Library needs	\$	\$	\$
Equipment	\$	\$	\$
Other	\$	\$	\$
TOTALS	\$	\$	\$

[*IU Travel Management Services rates](#) should be used

Section 9. Budget Justification

- Must address how both the departmental match and CEG funds will be spent.
- Describe the specific roles and responsibilities of each individual receiving funding on the project.
- For any personnel funds, indicate the percentage of time and time period that it will cover (e.g., \$X,XXX for .25 FTE for June and July 2022).
- Explain the nature of any training or travel and why it's necessary for the project.
- List equipment, software, books requested and why they are needed.
- Technology production costs. Explain the nature of production services needed and who will provide them. If applicable, attach an estimate for the production services.

Section 10. Biographical Sketch(es) of PI and Co-PIs.

- Limit of one page each for PI and Co-PI, including, for example, educational background, professional experience, recent relevant education-related publications or presentations, other curriculum development projects worked on in the last five years (funded or non-funded).
- Format as a PDF document to upload to the online application.

Section 11. Results of Previous CTL Funding.

- If applicable, briefly describe results of previous funding by the Center for Teaching and Learning and/or the Institute for Engaged Learning (for work in high-impact practices, like ePortfolio and Undergraduate Research).

Section 12. Support Letter.

- From department or program chair
- Includes name, title, and email address of support letter writer
- The support letter writer should not be a member of the project team

- Support letter should come from someone who is able to make the commitment to provide the funding match
- **Verifies the amount and nature of departmental funding match**
- Describes how the project fits into an overall curricular plan
- Addresses the suitability of the faculty member or team to implement the project
- Describes how the change will be sustained
- Formatted as a PDF document to upload to the online application.

Please provide the above information about what the support letter should contain to the person whom you ask to write the letter.

Priority Criteria

Priority will be given to proposals with:

- Potential for significant impact on student learning and success at IUPUI, IUPUC, or IU Fort Wayne
- A robust plan for providing a more equitable and inclusive learning experience for students
- The prospect of addressing a recognized need or opportunity in the department or at IUPUI, IUPUC, or IU Fort Wayne
- Innovative production and use of new materials, processes, and ideas; or implementation of tested methods new to IUPUI, IUPUC, or IU Fort Wayne
- Enhancements, not merely continuations, of existing programs
- Exemplary integration of the IUPUI [Profiles of Learning for Undergraduate Success](#)

Review Process and Criteria

- Proposals will be reviewed by a panel consisting of faculty and CTL faculty/staff and IEL staff (for ePortfolio and CUREs projects)
- During the review or award process questions may arise regarding budget or other aspects of the proposals. The CTL reserves the right to negotiate changes in budget requests or other project features.
- Applicants will be notified of award decisions no later than April 15, 2022
- Proposals will be evaluated using the following criteria:
 - The abstract provides a clear and detailed description of the project.
 - Project description thoroughly addresses all the section requirements.
 - The assessment and evaluation plan clearly describes how the overall effectiveness of the project will be measured with specific evidence used to measure impact of student learning.
 - The dissemination plan clearly describes how the CEG work will be shared within the IU community and beyond.
 - Project timeline is realistic, clearly aligned to project tasks, and includes time and plans for contingencies.

- Budget indicates how both the departmental match and CEG funds will be spent and includes appropriate justification of expenses. Biographical sketches of PIs and Co-PIs include relevant professional experience, background, and interests.
- If applicable, results of previous CEG funding is clearly described.
- Support letter describes how project fits into an overall curricular plan, suitability of faculty member or team to implement the project, how change will be sustained, and verification of the amount and nature of departmental funding match.