



2014 Curriculum Enhancement Grants (CEG)

Request for Proposals

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

2014 Curriculum Enhancement Grants Request for Proposals IUPUI Center for Teaching and Learning (CTL)

Guidelines

I. Purpose

The purpose of the Curriculum Enhancement Grant (CEG) is to provide faculty with support, time, and resources to implement projects designed to improve student learning and success at IUPUI and IUPU Columbus. In addition, it is expected that the grants will increase faculty competitiveness for external educational or curricular improvement grants and increase the number of faculty involved in pursuing the scholarship of teaching and learning.

II. Tracks

CEG funds will be used to support projects in three tracks: General Track, Special Focus in Support of IU Online Track, and the Intergroup Dialogue Initiative Track.

General Track

The general track will support a wide range of faculty projects designed to improve student learning and success. These include projects for face-to-face courses as well as online courses not supported by the IU Online initiative.

Example projects include but are not restricted to those that would:

- Enhance the effectiveness of courses through adapting pedagogies of engagement (e.g., just-in-time teaching, problem-based learning, peer-led team learning, peer tutoring).
- Enhance the effectiveness of courses through the use of technology.
- Incorporate experiential learning.
- Develop innovative curricular materials or laboratory experiences.
- Develop hybrid or fully online courses or sequence of hybrid or fully online courses.
- Develop a new course or sequence of courses.
- Focus on either undergraduate or graduate curriculum.

Special Focus in Support of IU Online Track

The purpose of the Special Focus Curriculum Enhancement Grant (CEG) in support of IU Online is to provide faculty with support, time, and resources to develop online courses or programs designed to improve student learning and success at IUPUI and IUPU Columbus. **A particular priority is for proposals emphasizing graduate and professional level offerings.**

Example projects include but are not restricted to those that would:

- Develop a new course or sequence of courses for online delivery.
- Enhance the effectiveness of online courses through adapting pedagogies of engagement (e.g., just-in-time teaching, problem-based learning, peer-led team learning, peer tutoring).
- Develop a course(s) that would complete an online program.

Questions regarding the Special Focus in Support of IU Online Track should be directed to Stephen Hundley at shundley@iupui.edu.

Intergroup Dialogue Initiative Track

The purpose of the Intergroup Dialogue (IGD) Initiative Track is to support faculty to develop courses or programs designed to provide students experiential learning opportunities that incorporate the IGD dialogue model into curriculum. Intergroup dialogues are sustained, facilitated, face-to-face interactions between individuals from two or more social identity groups. They focus on issues related to social justice, social group membership, identity, and the positionality (privilege and oppression) of the groups represented.

A particular priority is for proposals emphasizing undergraduate, graduate and professional level offerings that incorporate the following four-stage dialogue model developed by the University of Michigan Program on Intergroup Relations (www.igr.umich.edu): (1) forming and building relationships; (2) exploring differences and commonalities of experience; (3) exploring and discussing hot topics; and (4) action planning and alliance building. Research has shown that sustained intergroup dialogue processes like these, which support both cognitive and personal, experiential learning, fosters greater commitment among students to issues of diversity and social justice upon graduation compared to more traditional diversity education programs.¹ Faculty who teach courses or are part of programs where the emphasis is on diversity, social justice, interpersonal communication, conflict studies, international studies, organizational leadership, and civil discourse may find the inclusion of IGD methods particularly interesting and rewarding.

Example projects include but are not restricted to those that would:

- Develop a new course or sequence of courses that blend the IGD model with traditional course content.
- Enhance the effectiveness and learning outcomes of existing content courses through incorporating IGD pedagogies and practices.
- Develop a course or courses that would fulfill requirements for a certificate or minor.

¹ Nagda, B.A., Gurin, P., Sorensen, N., & Zúñiga, X. 2009. Evaluating Intergroup Dialogue: Engaging Diversity for Personal and Social Responsibility. *Diversity & Democracy* 12 (1), 4-6.
(<http://www.diversityweb.org/DiversityDemocracy/vol12no1/vol12no1.pdf>)

- Provide the following progressive cycle of three credit-bearing IGD experiences: (1) an initial semester-long sustained IGD dialogue experience as part of traditional course content; (2) a course specifically focused on developing students to serve as peer co-facilitators for a future IGD class section; and (3) a course in which students serve as peer co-facilitators for such a course.

For further information about IGD, contact Daniel B. Griffith, Director, IUPUI Office for Intergroup Dialogue and Civil Community, at (317) 278-4230 or dgriffit@iupui.edu; or go to: www.igd.iupui.edu.

III. Eligibility

- Open to all IUPUI and IUPU Columbus full-time faculty (tenured, tenure track, and non-tenure track).
- Associate (part-time/adjunct) faculty may be included on proposals but may not serve as the principal investigator.

IV. Funding Levels

- Individual faculty members can apply for up to \$5,000.
- Faculty teams of two working on two or more courses can apply for a maximum of \$10,000 and teams of three or more working on three or more courses can apply for a maximum of \$15,000 per proposal depending on scope (e.g., faculty team working on multi-course sequence).
- No faculty member should be included in more than one proposal.
- The amount requested must be matched in full by the department. Cash or release time is the preferred form of in-kind match.
- Fifty percent of the funding from CTL will be made available at the start of the project. The other 50% will be provided when the project is completed and final report is submitted to the CTL and approved by the CTL.
- Any faculty member who has received a prior CEG may not apply for another CEG until the first CEG project is complete and the final report has been accepted by the CTL.

V. Deadline for Submission

- The deadline for submission is Friday, January 17, 2014, 5 p.m. EST. Late submissions will be returned **without** review.

VI. Application Process

- Submit the proposal and letter of support from the department or program chair online at ctl.iupui.edu/CEG.
- Questions regarding the CEG application process should be directed to thectl@iupui.edu or 274-1300.

VII. Support for Awardees

- Support available from the Center for Teaching and Learning (CTL)
 - instructional technology consultation
 - instructional design consultation
 - evaluation and/or assessment consultation
- Library support
 - assistance and support from the subject librarian in your discipline
 - consultation with the education librarian for educational resources

VIII. Awardees' Obligations

- Complete and submit final project report in a timely manner agreed upon with the CTL but no later than June 12, 2015, 5 p.m. EST.
- Agree to work with a facilitator from the CTL who will serve as a consultant and will monitor the progress of the project so it is completed within the timeline proposed.
- Participate in programming offered by CTL related to CEG project, which will include the following.
 - CEG information meeting for all CEG recipients, Spring 2014
 - CEG recipient meetings in Fall 2014, and Spring 2015
 - CEG symposium, Fall 2014
 - Workshops or other programming relevant to project
- Make an oral or poster presentation in the CEG symposium in Fall 2015 sponsored by the CTL for the CEG grant recipients.
- The person responsible for overseeing the Curriculum Enhancement Project (principal investigator or PI) involving human subjects must ensure appropriate 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 Web site at: http://researchadmin.iu.edu/HumanSubjects/IUPUI/hs_home.html
If you require IRB approval for your project, your Human Subjects Assurance Number will be required before funding is released.
- Awardees must acknowledge receipt of CEG support in any presentation or publication of work funded by a CEG grant.

IX. Proposal Features

THE CEG PROPOSAL WILL BE COMPLETED AND SUBMITTED ONLINE at

ctl.iupui.edu/CEG. The sections of the proposal are listed below. When writing your proposal, write in lay terms for reviewers who are not from your discipline.

- **Section 1. Cover Sheet**
 - Rank and/or Title
 - School

- Department
- Project title
- Track
 - General Track
 - Special Focus in Support of IU Online Track
 - Intergroup Dialogue Initiative Track.
- Amount requested (funds from CTL only)
- Co-Principal Investigators (Name, Title, School, Department, Email)
- Courses involved in the project
- Number of students in involved course per academic year
- **Section 2. Abstract** (250 word maximum) to be posted on the CTL website if the project is funded.
- **Section 3. Key Personnel** (250 word maximum)
 - List all key personnel, including name, affiliation, and role on project.
- **Section 4. Project Description** (2500 word maximum) including
 - Description of course, including enrollment figures
 - Problem statement
 - Rationale and literature review
 - Synthesize literature that supports the intervention approach rather than simply providing a list of references.
 - Make a case that the research is needed and will fill a gap in knowledge.
 - Stress the most relevant, recent, important, and comprehensive literature.
 - Project goals
 - Proposed intervention
 - Predicted learning outcomes
 - Number of students impacted
 - Expected impact on enrollment (if applicable)
 - IUPUI Principles of Undergraduate Learning (PULs) to be addressed (if applicable)
- **Section 5. Evaluation/Assessment Plan** (500 word maximum)
 - Address how the overall project effectiveness will be measured
 - Strategy for monitoring the effectiveness of the project as it evolves (formative evaluation/assessment)
 - Evidence that will be used to measure impact on student learning and/or success, e.g., measures of student performance, enrollment change, course DFW rates, program graduation rates (for multi-course series)
- **Section 6. Dissemination Plan** (250 word maximum)
 - Describe how the findings and products will be disseminated within IUPUI and/or IUPU Columbus and if appropriate to the larger academic community.

- **Section 7. Project Timeline** (250 word maximum)
 - Use a timeline to depict the planned 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.

- **Section 8. Budget**

When constructing the budget, keep in mind that 50% of the funding from CTL will be made available at the start of the project, but the other 50% will not be provided until the project is completed and final report is submitted and approved by the CTL. 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.

Budget may include the following:

- Faculty stipend (if not on a 12-month contract)
- 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 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 (<http://www.indiana.edu/%7Etravel/>)

- **Section 9. Budget Justification**

- Must address how both the departmental match and CEG funds will be spent.
- Describe the specific functions 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 2014).
- Explain nature of any training or travel and why it's necessary to the project.
- List equipment, software, books requested and why they are needed.

- 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 Principal Investigator and Co-Principal Investigators.
 - Should include, 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).
 - Will need to upload PDF document with biographical sketches to online application.
- **Section 11. Results of Previous CTL Funding.** If applicable, briefly describe results of previous funding by the Center for Teaching and Learning.
- **Section 12. Support Letter.**
 - From department or program chair
 - Describes how the project fits into an overall curricular plan
 - Addresses the suitability of faculty member or team to implement the project
 - Describes how the change will be sustained
 - Verifies the amount and nature of departmental funding match
 - Will need to upload PDF document of support letter to online application.

X. Priority Criteria

Priority will be given to proposals with:

- Potential for significant impact on student learning and success at IUPUI/IUPU Columbus
- The prospect of addressing a recognized need or opportunity in the department or at IUPUI/IUPU Columbus
- Innovative production and use of new materials, processes, and ideas; or implementation of tested methods new to IUPUI/IUPU Columbus
- Enhancements, not merely continuations, of existing programs
- Teams
 - interdisciplinary
 - departmental
- Multi-course sequences (i.e. Eng 101, 102, 103)

XI. Review Process

- Proposals will be reviewed by a panel consisting of faculty and CTL staff.
- 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 the end of March 2014.