

CELT Summer Instructional Development Grant Program

Purpose

The purposes of the Summer Instructional Development Grant program are to (1) promote faculty professional development and (2) provide faculty with support to considerably enhance existing courses through redesigned, creative, and/or innovative teaching and learning approaches that significantly improve student learning and success at Purdue University Fort Wayne. Proposals may be submitted by individuals, teams, departments, or programs. Example projects include, but are not limited to:

- Innovative uses of technology, including Brightspace
- Implementation of high-impact practices (e.g. problem-based learning, service learning, flipped classroom) or emerging pedagogies
- Significant redesign of course materials or learning experiences
- Interdisciplinary approaches to course delivery and instruction
- Classroom research to measure the effectiveness of specific teaching approaches

Eligibility

The grant program is open to full-time faculty in tenured, tenure-track, clinical, and lecturer positions at PFW. Visiting faculty are not eligible. The proposed project must involve significant enhancements to an existing course; those involving the development of new courses are not eligible.

Grant Amount

Selected proposals will be funded at a maximum of \$4,000. Acceptable costs include those associated with project development, implementation, evaluation, and/or dissemination (e.g., conference registration fees). Funds will be dispersed as professional development funds. Grants awarded to teams, departments, or programs will be shared.

Proposal Deadline

A signed digital copy of the proposal must be submitted to Rachel.Ramsey@pfw.edu by January 14th.

Review Process

Grant decisions will be based on a review process involving members of the CELT Advisory Board. Following an initial review, the committee may request that applicants submit additional information or respond to questions before making final decisions. Decisions will be announced before Spring Break.

Preparing the Proposal

1. Seek advice and feedback from [CELT staff](#), [CELT Advisory Board](#) members, and other sources, including PFW service providers, vendors, relevant literature, and [previous grant recipients](#).
2. Use Appendix A: *CELT SID Grant Project Evaluation Methods – A Quick Guide* for help with incorporating research and assessment in the project proposal.
3. Complete Appendix B: *Project Evaluation Form*. This document must be completed by the applicant's Chair or Dean.
4. Use Appendix C: *Project Timetable* to prepare a manageable and detailed outline of your proposal timeline.

Required Features of the Proposal

Proposals should include the following features as major headings and address each item described below. Incomplete proposals will not be accepted. Proposals must be written in 12-point font with 1-inch margins and should not exceed 5 single-spaced pages (not including budget, timeline, or appendices).

Required Feature	Description
Project Overview	<p>Describe the existing course: Identify the course name and number, its placement within the program/curriculum, student population, and whether the course addresses any undergraduate degree requirements or Baccalaureate Framework goals. Include a copy of the course syllabus.</p> <p>Describe the nature of the proposed project: Explicitly identify the project objectives. Outline the changes/enhancements that will be made to achieve these objectives.</p> <p>Explain the pedagogical foundation of the project: Describe how the project is pedagogically sound and rooted in evidence-based teaching/learning design. Include references to literature and disciplinary/pedagogical theories, models, or approaches that support your project idea.</p>
Project Rationale	<p>Explain why the project is needed: Describe the reason for the project, including objective evidence to support your position (e.g., student performance, retention). Explain how the project will address the existing question, need, or issue, including specific student outcomes that are expected.</p> <p>Identify the scope of potential impact: Identify the number of students who will likely benefit from the project, and any course and/or program outcomes that will be influenced by the changes. Also describe the impact of the project on the applicant's professional development, along with any other benefits for self, other faculty, the program, or campus.</p>
Project Evaluation	<p>Explain how you will evaluate project success: For each project objective (specified in the Project Overview), describe how the objective will be measured. Identify the evidence you will collect/use to determine whether the objectives were achieved, such as student performance, enrollment, persistence, DFW rates, etc. Identify when/how data will be collected.</p>
Project Timeline	<p>Provide a realistic time frame for your project and its milestones. Use the template provided in Appendix C. Identify the key steps or major activities that must be accomplished to achieve project goals, and include feasible start dates and completion dates for all activities.</p>
Project Budget	<p>Explain how grant funds will be used: Include a detailed budget to identify how grant funds will be used. Provide a rationale for each budget item and address any ongoing needs for project sustainability (e.g. subscriptions, maintenance). List any past or current funds from other sources that have been used to support the project.</p>
Qualifications	<p>Demonstrate relevant expertise: Include a short form (1-2 page) CV for each applicant (as an appendix).</p>
Proposal Support Form	<p>Validate support for the project: Appendix B must be completed by the applicant's Chair or Dean, whomever is most appropriate based on the project goals. Proposals submitted by teams should include a Proposal Support Form from each program the project will benefit. Proposals submitted on behalf of a departmental project should include a completed Form from the Dean.</p>

Proposal Criteria

All proposals must address the purpose of the Grant Program: “considerably enhance existing courses through redesigned, creative, and/or innovative teaching and learning approaches that significantly improve student learning and success.” Proposals will be evaluated using the following criteria:

Completeness: The submitted proposal includes all required features:

- Project Narrative (overview, rationale, and evaluation)
- Timeline
- Budget
- Short-form Curriculum Vita
- Proposal Support Form
- Course Syllabus (appendix)
- Additional Supporting Materials (appendices as needed)

Project Clarity: The details of the project are clearly identified and explained, including:

- The relevant course(s)
- The student population
- The project objectives (clearly defined, achievable, and measurable)
- The proposed changes

Scholarly Approach

- The project reflects a scholarly approach to teaching by utilizing relevant pedagogical theories, principles, models, and concepts from educational and/or disciplinary research.
- The project involves appropriate and evidence-based teaching/learning design and techniques.

Project Rationale

- Convincing evidence is provided to justify the project.
- The intended impact on student learning and/or course/program outcomes is clearly explained.

Significance of the Project

- The project considerably enhances an existing course through redesigned, creative, or innovative teaching/learning approaches.
- The potential positive impact on student outcomes is clearly established and significant.
- The impact of the project on the applicant’s professional development is apparent, and has potential to support other positive outcomes (e.g., program outcomes, campus outcomes)

Plan of Work

- The timeline is feasible and complete.
- The project design is sufficiently detailed.
- The assessment tools are identified and appropriate.

Support

- The Proposal Support Form (Appendix B) is complete and confirms the Chair/Dean’s support for the project and its value to the course/program/campus.

Sustainability

- If necessary, demonstrates a commitment from the department/college to support implementation and a plan to sustain the project beyond implementation.

Feasibility

- Applicant demonstrates sufficient expertise and/or experience to carry out the project.
- Budget and other available resources are sufficient for implementing the project successfully.
- Project is achievable within the specified timeline.

Applicant Agreement

In signing this application, each applicant agrees to:

1. Participate in a Spring Instructional Development Institute prior to beginning the project.
2. Obtain approval or exemption of your research protocols from the Institutional Research Board. (If you do not already have CITI certification and/or Principal Investigator status please contact Abe Schwab, Associate Professor of Philosophy).
3. Attend a mid-semester progress report meeting with CELT Board members in the Fall semester and submit a brief written report prior to the meeting.
4. Share project outcomes publicly on the CELT website in a visible format, such as a written report or virtual poster.
5. Present the results of the project to the PFW community.
6. Teach the course at least twice in the next three years.
7. Include the following acknowledgement in any publication resulting from the work funded by this grant:

“This work was supported by a Purdue University Fort Wayne Summer Instructional Development Grant.”

8. Because this grant is intended to support you directly and foster professional and academic development at PFW, it requires a continuing commitment to PFW. The award of this grant carries the expectation that you will continue teaching at PFW for at least one year. If you fail to comply with this condition, you will reimburse the University for all compensation paid under the grant.
9. Seek approval from the CELT Advisory Board prior to initiating significant changes in the project as proposed.

Applicant(s)

Date

Applicant(s)

Date

Application Cover Sheet

Applicant(s):

Project Title:

Professional Information

Academic rank:

College/School and Department:

Year of initial appointment:

Year of tenure-track appointment, if applicable:

Grant History

Preference will be given to those applicants who have not received previous CELT grant funding.

Previous PFW, IU, or Purdue summer or other instructional development grants awarded. (Please include year received and project title.)

Previous external support received in the past five years. (Indicate year received and whether it is current, pending, or expired.)

Application Checklist

Submit a digital copy of each of the following:

- Application cover sheet
- Project narrative (5 page maximum)
 - Overview
 - Rationale
 - Evaluation
- Budget
- Timeline
- Copy of the course syllabus
- Signed Agreement Form
- Signed Proposal Evaluation Form (Chair/Dean)
- One short form CV for each applicant

Applicants should save the complete application as a single PDF file.

The proposal Evaluation Form (Appendix B) may be sent separately.

Appendix A

CELT Summer Instructional Development Grant Project Evaluation Methods – Quick Guide

Start Early

Create the evaluation plan early in your project development. Early planning will help you know ahead of time what type of data is needed, so you can develop materials and strategies accordingly.

Use Multiple Methods

Use several methods so you can verify your findings and provide a rich perspective on your data. Select methods that are appropriate for what you want to discover. Build those methods into the learning activities and assessments in your course.

Method	Examples	What it's good for
Self-report	<ul style="list-style-type: none"> ● Think alouds ● Journals and logs ● Questionnaires/surveys ● Minute paper, other classroom assessment techniques 	<ul style="list-style-type: none"> ● Gathering student viewpoints, perception of understanding ● Documenting process (eg., of building knowledge, changing attitude)
Observation	<ul style="list-style-type: none"> ● In-person observation (by peers, stakeholders) Video tape ● One-way mirror ● Counting clicks, tracing paths 	<ul style="list-style-type: none"> ● Documenting process ● Incorporating context ● Gathering empirical data
Document or artifact review	<ul style="list-style-type: none"> ● Projects (student-produced) ● Portfolios (student-produced) ● Worksheets (completed by students) ● Worksheets (critiqued by peers and students) ● All other course artifacts, including your grading of projects and your explanation for the grading, for example. 	<ul style="list-style-type: none"> ● Documenting process ● Evidence that helps explain testing outcomes
Interviews or focus groups	<ul style="list-style-type: none"> ● Mid-project conference with student ● Exit interview ● Group critique of a learning activity or material, conducted by outside party 	<ul style="list-style-type: none"> ● Allows confirming/disproving explanation of observed phenomena ● Allows probing, dialogue, gathering rich data
Presentation to peers	<ul style="list-style-type: none"> ● "Faculty Showcase" ● Progress Report presentation ● Conference presentation 	<ul style="list-style-type: none"> ● Allows critical questioning ● Opportunity for reflection ● Identifying other criteria by which the project might be judged
Measures of achievement	<ul style="list-style-type: none"> ● Normed tests of knowledge and aptitude ● Class tests and quizzes ● Other assessments such as papers, projects, portfolios, and so on 	<ul style="list-style-type: none"> ● Provides benchmark that may be reasonably reliable and valid for comparison with a post-test after the course ● Contextualized measures of learning in the course under investigation

Define the Purpose of the Innovation

Clearly identify the problems or opportunities that you believe the project addresses.

Example: Students have pre/misconceptions about motion, particularly acceleration and speed, that are difficult to correct. Mere presentation of mathematical “fact” does little to rectify these notions.

Example: Students believe that physics is boring, too difficult, and not worth the trouble to master.

State Your Research Question

State clearly (write out) the question that you think the project will answer. Use a literature review, your own experience, case students, etc. to support your claims.

Example: How can active learning techniques, like think-pair-share, help rectify the effects of preconceived notions on learning basic concepts in physics?

Example: Will asking students to produce a type of artifact that they are familiar with from the media engage students to an extent that will motivate them to put effort into mastering course content?

Measure Project Outcomes

How will you know the project achieved its goals? Identify the desired behaviors or attitudes, that you seek. Connect these behaviors and attitudes to measurable objectives.

Example: When presented with concrete examples of laws and principles, students will be able to correctly identify the law or principle involved. (Knowledge)

Example: When presented with a biomechanical simulation/animation, students will be able to identify it as incorrect and explain why. (Knowledge)

Example: Students will achieve a 20% increase in their scores on the nationally normed tests over the physics of motion. (Knowledge, Achievement)

Example: Students will spend time working independently in the lab and respond to JiTT problems regularly before class. (Engagement, Effort)

Apply for IRB Approval

Evaluating your project is, in effect, a classroom research project. The results of your project will be published in your final report, which will be posted on the CELT website. In order to publish or present outside of PFW, you must [request approval or exemption of your research protocols](#) from the Institutional Review Board (IRB).

For questions, contact the IRB either by phone at (765) 494-5942 or by email at irb-questions@purdue.edu. For additional information about IRB, contact Abe Schwab, Associate Professor of Philosophy at schwaba@pfw.edu or (260) 481-6971.

NOTE: You must complete [online CITI training](#) in the laws and policies surrounding the use of humans in research before submitting your request to IRB. If you are a continuing lecturer, you must also apply for Principal Investigator (PI) status. Tenured and tenure-track faculty already have PI status.

Appendix B

Proposal Evaluation Form

This form should be completed by the applicant's Chair or Dean. Please provide a signed digital copy as part of the application packet. Note that the award of this grant carries the expectation that the awardee will continue teaching at PFW for at least one year. **Visiting instructors are ineligible.**

Title of project:

Name of applicant:

1. Briefly describe the ways in which the proposed project supports the mission and goals of your department, division, program, or school.
2. What do you consider to be the most significant features of this proposal, and why?
3. Given the stated purposes of the PFW Summer Instructional Development Grant Program, why do you think CELT should fund this project?
4. Please state the semesters in which this course will be taught over the next three academic years. Identify the anticipated enrollment for each semester, along with any other faculty (besides the applicant) who will teach this course. Explain how the implications of this project will be communicated to these additional faculty (if applicable).
5. Other comments:

X

(Chair/Dean Signature)

Title:

Date:

Appendix C

Project Timeline

Project Activity/Milestone	Tasks	Start Date	End Date
Activity A	Task 1	MM/DD/YYYY	MM/DD/YYYY
	Task 2	MM/DD/YYYY	MM/DD/YYYY
	Task 3	MM/DD/YYYY	MM/DD/YYYY
Activity B	Task 1	MM/DD/YYYY	MM/DD/YYYY
	Task 2	MM/DD/YYYY	MM/DD/YYYY