

**CONCORDIA INTRAMURAL TEACHING GRANT (CITG)
2019-2020 ACADEMIC YEAR
APPLICATION INSTRUCTIONS & POLICIES**

A. PURPOSE and PARAMETERS

The purpose of the Concordia Intramural Teaching Grant (CITG) competition is to improve learning at Concordia University by supporting innovative teaching at both the Mequon and Ann Arbor campuses. Full-time faculty members may submit applications for an innovative teaching project connected to a face-to-face or blended course they are scheduled to teach in the 2019-2020 academic year. The innovation must be a new development not already in the course or already planned as an innovation for the entire department/school. Applicants must have full academic control of the course.

Funding supports the development, demonstration and evaluation of innovation in a particular course which is over and above normal teaching expectations. Examples might include a service learning project, developing a problem-based learning approach in a course, strategies to support measurement of student learning for a Scholarship of Teaching and Learning (SoTL) project, or a project that demonstrates the value of high-impact practices or the Concordia Principles for Good Practice in Teaching and Learning.

What types of costs are appropriate to request in the CITG grant?

- Up to (one) \$500 faculty stipend/payment for the development of the innovation for the person designated as the course instructor in Banner. If the course is team taught, the \$500 stipend can be divided among the instructors of record.
- Capital expense for materials not normally funded by the department (i.e. purchase of a model for use in teaching chemistry) [This is a separate category from the faculty stipend and is not limited to \$500.]
- Faculty development expense for learning opportunities/workshops designed to improve the faculty member's ability to innovate in the classroom, including travel expenses, that are not reimbursed by other faculty development funds and that are incurred and paid in the grant year
- Instructional costs related to the development and implementation of high impact practices (writing-intensive courses, collaborative assignments and projects, undergraduate research, experiential learning in diversity/global learning, service learning, community-based learning) or Concordia Principles for Good Practice in Teaching and Learning not supported by the department.
- Costs for software or hardware which *have been approved* by the CELT within three months prior to the grant submission.
- Costs for additional faculty pay (at the adjunct rate) to team-teach a course

What does the CITG not cover?

- Amounts awarded or funded by the Concordia Intramural Research Grant (CIRG) or any other grant.
- Projects for which the faculty member is already being paid by a department or any other entity, or which are part of a department-wide innovation.
- Hardware or software not previously approved.
- Projects which are part of advanced study requirements or terminal degree attainment.
- Projects considered to be within the normal expectations of teaching a given course.

B. GENERAL GUIDELINES FOR GRANTS

Applications must be submitted no later than **June 1, 2019**.

Hardcopy or fax of the signature page AND an *electronic* version of your proposal must be submitted to

Elizabeth Evans, Director
Center for Excellence in Learning and Teaching, Room R008
Concordia University Wisconsin
12800 North Lake Shore Drive
Mequon, WI 53097
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Fax: 262 243 2983
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1. Grant applications will be reviewed and evaluated by the Advisory Council and the Director of the Center for Excellence in Learning and Teaching (CELT). Proposals that are incomplete or do not follow the guidelines will not be reviewed.
2. Applications must be tied to a particular face-to-face or blended course (the "designated course") taught by the applicant scheduled in the 2019-2020 academic year. If the course is not held for any reason, the grant will be rescinded.
3. Applicants must be full-time faculty members in the year of application, during the year in which the designated course will be taught, and planning to be full-time during the academic year following the grant. Sabbatical or advanced study leave cannot be taken during the semester in which the course is taught.

4. Grantees and their projects will be featured on the CELT public website to recognize innovative teaching.
5. Priority is given to applicants who have not received a CITG grant in the past.
6. Only one proposal per faculty member may be funded during each grant cycle.
7. Develop a budget divided into line items, and provide justification for and explanation of all expense and stipend requests in the application. Evaluation of this justification is part of the selection criteria.
8. Proposals must include an evaluation component which describes how learning of students in the designated course will be documented and evaluated.
9. The sections of the grant application, the text of each which should be between 300 and 1000 words, include
 - a. description of the course, the proposed teaching innovation, and a timeline for the project
 - b. support for innovation (through connections to literature, the mission and GLOs of the university, or principles of effective teaching and learning)
 - c. information on communications about software with CELT in advance (if applicable)
 - d. explain the planned research if connected to the scholarship of teaching and learning
 - e. Itemized budget
 - f. Justification for all budget items
10. The applicant must have authority for curriculum changes to the designated course.
11. CELT or other academic personnel may request to observe the course in progress and see the innovation in action.
12. Post-award documents and demonstration of student learning/benefit includes three aspects:
 - a. The syllabus must be submitted at the beginning of the course with explanation of how the innovation is being implemented and demonstrated in the course.
 - b. Demonstration of the impact that the project had on student learning must be submitted by February 1 of the academic year following the grant year.
 - c. In the spring semester of the year following the grant year, grantees will make a CELT faculty development presentation providing information to colleagues about

the innovation, its impact on student learning and what the faculty member learned during the process.

13. All awarded funds must be requested through the CELT Director and paid during the academic year of the grant. Payment will only be made for those grant expenses which have been specially described and approved in the grant, and only up to the amount approved for that budget category. Funds which are not expended prior to July 1, 2020 will be lost.
14. Approved CITG expenses should be submitted to the CELT Director for payment. If other departments pay for expenses which have been approved under the grant, a copy of the paperwork including the receipts or invoices paid and a request for transfer of funds to reimburse the departmental accounts should be sent to the CELT Director.
15. Grantees receiving development funds for conferences, workshops or other development experiences may be asked to share what they learned with other faculty prior to the year following the grant.
16. This grant does not apply to any project proposed or underway at the department level which is required of every member of that department or to any course for which the faculty member is already receiving a development stipend. This grant does not apply to any project which fulfills requirements for advanced study.
17. This grant does not apply to any project for the 2019-2020 year which has already been funded or will be funded by a CIRG or any other grant.

C. CRITERIA FOR EVALUATION OF PROPOSALS

Proposals are evaluated all using these criteria:

1. Organization and thoroughness
2. Support/evidence for the pedagogical strength of the innovation
3. Connection to principles of effective teaching and learning, such as high impact practices and Concordia's Nine Principles for Good Practice in Teaching and Learning, or other frameworks

4. Include more detailed information about any connection to the Global Learning Outcomes or the university mission
5. Budget itemization and justification which includes expenses in categories with an explanation of all expense and stipend payment requested, including how such expense will benefit the course, students, the faculty member, and the university
6. Description of how the project is over and above the usual teaching expectations
7. Description of the demonstration and evaluation of student learning which will be submitted in the post-grant documents and demonstration
8. Potential contribution of the innovation to Concordia University for use in future courses for future students (Is the benefit to students reproducible, or is the proposal for one-time benefit only?).
9. Benefit to the applicant for professional development of teaching effectiveness

Priority will be given to any applicant not receiving a CITG grant within the past five years.

D. TIME LINE OF GRANT PROPOSAL, EVALUATION and DOCUMENTATION

All correspondence and submissions described in the timeline should be sent to Elizabeth.evans@cuw.edu

1. Application deadline is June 1, 2019.
2. Grantees will be notified by July 10, 2019.
3. The grant year is July 1, 2019 – June 30, 2020. This is the period during which the designated course must be taught by the individual applying for the grant and request for payment of expenses and/or stipend must be submitted and paid.
4. Post-grant documentation and demonstration is due
 - a. At the beginning of the semester in which the designated course is taught - (submit syllabus which includes project),
 - b. No later than February 1 of the academic year following the grant year - (submit demonstration of student learning in the designated course),
 - c. Spring semester of the academic year following the grant year (be available to make presentations to other faculty on the project).

