

IEF Application Preview

Please preview the questions to help you reflect on and complete the [IEF application](#). On the next few pages, you will find exemplar applications we have received in the past and fully funded.

Instructor Information

- Name
- Yale Net ID
- Yale Email
- Course Number & Title (e.g. PHYS 530: Theory and Practice of Scientific Teaching)
- School or Department

Proposed Project

We invite you to share a few sentences in response to each of the following six prompts:

1. Describe briefly the proposed project you intend to use the funds for.
2. Describe how the proposed project aligns with your course objectives or learning goals for students.
3. Describe how the proposed project will engage all students in active and reflective learning. See our [Active Learning page](#) for guidance.
4. Describe how you will determine the impact of the proposed project on student learning, including what evidence you will observe or collect (e.g. will they fill out a survey, write a reflection, is this project part of an assignment for a grade, etc.)
5. Describe how the proposed project will be equitable for all students in your course (e.g. engaging with learners' lived experiences, integrating diverse voices into the discipline, establishing expectations, etc.). See our [Inclusive Teaching Strategies page](#) for guidance.
6. Describe how the proposed project will be accessible for all students, including those with documented or undocumented disabilities (e.g. researching accessible transportation for field trips, enabling captions for guest speaker sessions, sending out an anonymous survey for students to disclose accommodations, etc.) See our [Accessible Teaching page](#) for guidance.

Funding Request

7. What is the requested funding amount? (Up to \$500, please note \$250 is the maximum honorarium for a guest speaker)
8. Please provide an itemized budget that justifies the requested funding amount. Note: \$250 is the recommended honorarium for each guest speaker, but if you are asking for more, please provide a rationale.
9. Will this project be supported by other funding sources? If so, please name the additional funding sources.

Additional Information

- Is there anything else you would like to share with us? We also welcome feedback on our application.

Example Applications for the IEF

Review some example applications from the 2022-2023 school year that received full funding including a [culinary & performing arts experience](#), [a guest speaker](#), and [a field trip](#).

Example #1: Culinary & Performing Arts Experience

Instructor Information

Name:
Sample Applicant

Yale Net ID:
sa123

Yale Email:
sample.applicant1@yale.edu

Course Number & Title:
EAST 026: Culture and Everyday Life in Central Asia

School or Department:
East Asian Languages and Literatures

Proposed Project

We invite you to share a few sentences in response to each of the following six prompts:

1) Describe briefly the proposed project you intend to use the funds for.

I am requesting funds to invite two speakers to come to my course so students can get hands-on culinary and performing arts experiences of Central Asian culture. The speakers are two multi-talented Uyghur cultural activists, musical performers, and professional chefs. Both are local to the New Haven area (they own a restaurant in Orange), having moved here from Washington, DC with the goal of connecting to the Yale community.

2) Describe how the proposed project aligns with your course objectives or learning goals for students.

The proposed project will contribute to the following learning goals:

- Critically analyze scholarly, journalistic, and other popular approaches to Central Asian history and culture. This event will provide students an opportunity to consider why and how the two restaurant owners present themselves in the way they do, given their histories in the Uyghur community in China and the Uyghur diaspora abroad. It will raise key questions about diaspora self-representation in the context of the Orientalization and geopoliticization that dominate the discussions of Uyghur culture in Western journalism and scholarship.

- Appreciate Central Asian cultures, their connection to the rest of the world, and major challenges facing Central Asian cultures today. This event will help build appreciation for Central Asian cultures by giving them hands-on, personal experience with cultural practices that may be unfamiliar to a large part of the student body.

3) Describe how the proposed project will engage all students in active and reflective learning. See our [Active Learning page](#) for guidance.

Students will be reading about Central Asian food and musical culture and their significance in previous class sessions. This project is an opportunity to get hands-on insights of Central Asian food culture. Before our event, students will read about participant observation and prepare questions to ask the owners about the significance of their food culture and musical performance practice, especially in the context of the ongoing repression of Uyghur Muslim culture in East Turkestan/ Xinjiang, China. Afterward, students will write a short (2-page) reflection paper about the event, drawing on their reading on participant observation.

4) Describe how you will determine the impact of the proposed project on student learning, including what evidence you will observe or collect (e.g. will they fill out a survey, write a reflection, is this project part of an assignment for a grade, etc.)

Students will incorporate the answers to their questions from the conversation they have with the café owners and their student observations during the musical performance and noodle-making exercise into a short reflection paper. All students will be invited (among other options) to turn this response paper into a final paper project.

In the reflection papers, I will be looking for evidence that students have understood the geopolitical context of these two people's performance and food culture; that they have negotiated the common pitfalls of Orientalization/exoticization, which we discuss earlier in the term; and that they have practiced observant participation as described in our earlier reading.

5) Describe how the proposed project will be equitable for all students in your course (e.g. engaging with learners' lived experiences, integrating diverse voices into the discipline, establishing expectations of engagement, etc.) See our [Inclusive Teaching page](#) for guidance.

Students will get to hear from two diverse speakers who can better speak to Uyghur culture and the New Haven communities they support. Students will also get to connect and personalize their experiences by coming up with their own questions for the speakers and having agency on what to reflect on for their short paper in addition to whether they wish to include the experience in their final paper project.

6) Describe how the proposed project will be accessible for all students, including those with documented or undocumented disabilities (e.g. researching accessible transportation for field trips, enabling captions for guest speaker sessions, sending out an anonymous survey for students to disclose accommodations, etc.) See our [Accessible Teaching page](#) for guidance.

The event will be held in the Humanities Quadrangle, which is fully ADA accessible. If there are any students with visual disabilities, I am prepared to provide narration for the visual components of the event. For the food portion of the event, I will survey students about dietary restrictions and make sure all restrictions are fully accommodated.

Funding Request

7) What is the requested funding amount? (Up to \$500, please note \$250 is the maximum honorarium for a guest speaker.)

\$500

8) Please provide an itemized budget that justifies the requested funding amount. Note: \$250 is the recommended honorarium for each guest speaker, but if you are asking for more, please provide a rationale.

The funding will be offered as a lump sum to the owners of the cafe and grill. The amount will cover their time, as well as their musical and culinary expertise. It will also cover the food itself, which will be offered as small tasting samples to the students in the class.

9) Will this project be supported by other funding sources? If so, please name the additional funding sources.

No.

Additional Information

10) Is there anything else you would like to share with us? We also welcome feedback on our application.

I look forward to hearing from you!

Example #2: Guest Speaker Honorarium

Instructor Information

Name:

Sample Applicant

Net ID:

sa456

Email:

sample.applicant2@yale.edu

Course Number & Title:

ENGL 120: Reading and Writing the Modern Essay

School or Department

English

Proposed Project

We invite you to share a few sentences in response to each of the following six prompts:

1) Describe briefly the proposed project you intend to use the funds for.

For the final unit of the semester—writing satire—I would like to bring to class a professional satirist and working comedian, C Doyle. Doyle visited my English 120 class last year during our satire unit, and the students absolutely loved her presentation; moreover, their essays were much funnier, sharper, and more incisive because of her expertise. (Nearly every one of them included Doyle on their list of cited influences at the end of the essay.)

2) Describe how the proposed project aligns with your course objectives or learning goals for students.

Doyle's expertise will enrich students' understanding of what constitutes contemporary satire and what makes a joke "land" for a general audience. Though I am a working writer, editor, and pedagogue, I don't personally have a wealth of experience writing and publishing satire. Hosting a guest speaker with expertise not only on writing satire but also on the intersection of comedy and publishing will no doubt be tremendously edifying for students, particularly at the end of the semester.

3) Describe how the proposed project will engage all students in active and reflective learning. See our [Active Learning page](#) for guidance.

As in last year's presentation, Doyle will explain her own writing process in a conversational, often humorous manner and lead students in several imaginative exercises taken from improvisational comedy workshops. Students will then use these improv techniques as fodder for the writing of their own essays. Doyle will then take individual questions, which students will have prepared in advance.

4) Describe how you will determine the impact of the proposed project on student learning, including what evidence you will observe or collect (e.g. will they fill out a survey, write a reflection, is this project part of an assignment for a grade, etc.)

After Doyle's presentation, I will host a class discussion during which students will consider the following questions:

- 1) What did you learn from Doyle's presentation?
- 2) What was the funniest part of the presentation, and why?
- 3) Did the humorous nature of the presentation make it more memorable/poignant/accessible? Why might this be, and how might you apply this concept to your own essays?
- 4) Did your impression of contemporary satire change during the guest lecture, and how?
- 5) Do you have any qualms or misgivings about the value of this guest lecture?

I'll also ask students to write down their answers to these questions before we discuss, and they can hand those answers in anonymously at the end of class as well. Students will have a further opportunity to reflect on the influence of Doyle's presentation at the end of their papers, where they cite and explain the formal and informal influences on their work. I will be looking for how Doyle's visit influenced their own final writing piece of a satiric nature.

5) Describe how the proposed project will be equitable for all students in your course (e.g. engaging with learners' lived experiences, integrating diverse voices into the discipline, establishing expectations of engagement, etc.) See our [Inclusive Teaching page](#) for guidance.

The improv exercises in which Doyle will lead the class are inclusive, collaborative, and fun (i.e., nonacademic, low-stakes activities that involve every student).

Doyle's presentation will offer students an interactive and energizing chance to think about humor, to tell and deconstruct jokes, and to think about writing from a less academic angle than usual. Last year, Doyle led a truly edifying discussion about the ethics of satirization that called on students to consider their own cultural positions and those of others with deep sensitivity and thoughtfulness. As a comedian with extensive experience advocating for the LGBTQ+ community and working for and alongside BIPOC-led organizations, Doyle takes an inclusive, equitable, and inviting approach to student engagement.

6) Describe how the proposed project will be accessible for all students, including those with documented or undocumented disabilities (e.g. researching accessible transportation for field trips, enabling captions for guest speaker sessions, sending out an anonymous survey for students to disclose accommodations, etc.) See our [Accessible Teaching page](#) for guidance.

Doyle will offer a spoken presentation with written handouts that will be available prior to the session for students to review or print out. All students will prepare their questions for Doyle in advance of our class so they can have time to consider how they engage. I will also be enabling Google Slide captions during Doyle's session for everyone to view.

Funding Request

7) What is the requested funding amount? (Up to \$500, please note \$250 is the maximum honorarium for a guest speaker.)

\$400

8) Please provide an itemized budget that justifies the requested funding amount. Note: \$250 is the recommended honorarium for each guest speaker, but if you are asking for more, please provide a rationale.

The entirety of the funding will be put toward Doyle's honorarium--a portion of which will cover her independent travel expenses.

9) Will this project be supported by other funding sources? If so, please name the additional funding sources.

No.

Additional Information

10) Is there anything else you would like to share with us? We also welcome feedback on our application.

Thanks very much for your time and consideration.

Example #3: Field Trip

Instructor Information

Name:
Sample Applicant

Net ID:
sa789

Email:
sample.applicant3@yale.edu

Course Number & Title:
DRAM179B: Technical Design 1

School or Department
David Geffen School of Drama

Proposed Project

We invite you to share a few sentences in response to each of the following six prompts:

1) Describe briefly the proposed project you intend to use the funds for.

There is a production of *Life of Pi* happening at the American Repertory Theater running for the month of January. It is my hope that we can offer students the opportunity to attend the show and then get a backstage tour of the different automated effects and how they were created to enhance their knowledge on these machines.

2) Describe how the proposed project aligns with your course objectives or learning goals for students.

In Technical Design 1, goals include "learning the technical design process and fundamentals of scenery constructions." Being able to see a show on stage with these things in practice is another avenue of learning. Having the opportunity to go backstage after the show to learn the intricacies of technical design process will further the students' learning of this goal.

3) Describe how the proposed project will engage all students in active and reflective learning. See our [Active Learning page](#) for guidance.

Having students attend the show and participate in various backstage tours will allow them to better engage in theatre design and see the application of several topics we cover in the course.

Here is our proposed schedule:

- Backstage Tour with Skip Curtiss (Production Management) and Kevin Belcher (Associate ATD)

- A conversation and lunch with Kelvin Dinkins Jr (Executive Director and former DGSD Assistant Dean)
- Seeing the Show
- Tour of the Scene Shop with Ross Wick and Kevin Belcher (Associate ATDs)

4) Describe how you will determine the impact of the proposed project on student learning, including what evidence you will observe or collect (e.g. will they fill out a survey, write a reflection, is this project part of an assignment for a grade, etc.)

In Tech Design 1, we will have a follow-up conversation about the different technical solutions they saw implemented and discuss the different ways technical solutions can be accomplished. The students will also complete a survey about what new technology or problem-solving method did they observe on the tour.

Note: At the end of this application is a summary of the survey results *after* the field trip (not included in original application). *

5) Describe how the proposed project will be equitable for all students in your course (e.g. engaging with learners' lived experiences, integrating diverse voices into the discipline, establishing expectations of engagement, etc.) See our [Inclusive Teaching page](#) for guidance.

There is a chance that not all students will be able to attend, but the goal is as many as possible. We are requesting this funding and asking the department to support funding so that we can ensure equitable access for this opportunity for every student enrolled in the course. Cost will not be a barrier for participation. Students will also hear from various experts in the field and be able to share their own perspectives and technical solutions in a follow up discussion.

6) Describe how the proposed project will be accessible for all students, including those with documented or undocumented disabilities (e.g. researching accessible transportation for field trips, enabling captions for guest speaker sessions, sending out an anonymous survey for students to disclose accommodations, etc.) See our [Accessible Teaching page](#) for guidance.

For anyone unable to attend we will ask the theater if we can have a Zoom component to meet some of the staff members. We would include closed captions on Zoom for accessibility. For students attending in person, we will ask if anyone needs accommodations such as CART services during the show (for hearing disability) and will also ensure that the theater has ADA accessibility (for any physical disability).

Funding Request

7) What is the requested funding amount? (Up to \$500, please note \$250 is the maximum honorarium for a guest speaker.)

\$500

8) Please provide an itemized budget that justifies the requested funding amount. Note: \$250 is the recommended honorarium for each guest speaker, but if you are asking for more, please provide a rationale.

There are 11 students in the graduate class that this would be offered to +1 other professor and myself.

Travel (4 cars @ 255 miles x \$0.62 = \$158 reimbursement each)	\$632
Local Garage Parking	\$80
Tickets (\$25 per)	\$325
<i>Potentially 1 Meal</i>	\$325
TOTAL (for 13)	\$1362

9) Will this project be supported by other funding sources? If so, please name the additional funding sources.

The \$500 would not cover all expenses but some. The department is offering to help with the costs not covered by the IEF.

Additional Information

10) Is there anything else you would like to share with us? We also welcome feedback on our application.

Thanks very much for your time and consideration.

*Assessment Data Collected *after* the Field Trip

- What was surprising to you to see during the performance VS how the show was discussed in class?
 - It's useful to talk about things like encoders spitting information onto a network for projection programming to use, or intelligent lights which use tracking technology for performers or scenery, but seeing it in action is a way of completing the puzzle
 - Leaping through the floor! I knew it was coming, I'd seen all the "magic" behind how it worked, and it was still gasp-worthy.
 - People mentioned the projections, but there was no way to prepare you for the amazing visual experience. And the blind jump! Amazing.
 - So much more complicated under the stage than it looked from the audience! So cool
 - It was surprising how big of a challenge physical storage space was, it feels like "we'll just put it offstage" is often an answer but it's important to consider how much the logistics of that space matters.

- What is something (or a concept) that you came up during the tour(s) or discussion with Kelvin that you would consider bringing with you in a future job?
 - Emphasizing that we as future leaders get to decide how to lead by example especially when prioritizing rest.
 - The boundaries that Kelvin has enforced between work and personal life. He's creating psychological safety for his staff.
 - Kelvin's description of how he models when emails should be sent and times when it's appropriate to be working was amazing to me. I will absolutely be using this model going forward.
 - SO MANY THINGS! Supporting a local community organization through a donation campaign. Having the anti-racism/anti-oppression values printed on the window of the theatre. Not sending emails after 6pm during the week and on weekends so people feel like they need to respond. I don't know how I am going to pull this off, but I love this idea. And I love that he is modeling this for ART.