

Instructional Enhancement Fund Rubric

A successful proposal...

Learning Objectives

- ...describes an activity/resource that engages students in active, reflective learning.
- ...connects proposed activity/resource to one or more class/course goals.

Assessment

- ...describes possible evidence of the proposed activity/resource's impact on student learning.
- ...states that the instructor will observe student learning by [fill in the blank].

Funding

- ...explains how funding will support proposed activity/resource.
- ...provides an itemized budget (for Large Pot proposals only).

For proposals focused on issues of diversity, equity, and inclusion (DEI):

DEI

- ...shows how the proposed activity/resource engages students in DEI issues.
- ...is sensitive to the needs and identities of students in the classroom.

Sample proposal on following page.

**This sample proposal highlights a learning activity for a humanities course. The IEF welcomes proposals from all disciplines and departments.*

Large Pot IEF Proposal

Dr. William Shakespeare, Lecturer, Department of English

Description of Activity:

I am applying for funding to purchase book-making tools and provide travel/ honorarium for a guest speaker in my course ENGL 999: “Renaissance Books and Readers” (upper level seminar, 7 students). For this in-class activity students will work with an expert book conservator to experience Renaissance printing practices by hearing about his trade, working with him to set and ink text from *Hamlet*, fold and assemble their printed pages, and sew gatherings into a short text. Students will select a passage from an early printing of *Hamlet* and make their own editing decisions along the way.

Alignment to Course Goal(s):

This lesson supports several course learning goals, specifically introducing students to Renaissance printing practices, defamiliarizing the book as an assembled object of human labor, and understanding how material process can impact the presentation of words on a page.

Assessment:

I will include several opportunities for students to digest and practice their growing knowledge, including discussion during the activity; short presentations where students share their products and explain their editing decisions; and a reflective blog entry after class where students share surprises and challenges during the bookmaking activity. Additional evidence of student learning includes heightened awareness of the material conditions surrounding the plays we read in class.

Funding:

Funding will support travel and an honorarium for a speaker from NYC and the purchase of materials needed for this activity including the particular kinds of paper, sewing, and inking required to replicate a historically-accurate process.

Paper.....	\$100
Ink.....	\$36
Linen Thread.....	\$30
Straight Needles.....	\$10
Hole Punch.....	\$10
Travel (gas and tolls)...	\$30
Honorarium.....	\$250
Total.....	\$466