Call for Proposals

Each of the new initiatives workgroups defined a set of specific recommendations that sought to define paths to realize some core elements of our strategic plan. This call for proposals is aimed at generating a slate of candidate projects for three of the areas (**Mentored Experiences, January Term, and Technology**) that move us in the directions proposed by the workgroups. These initial pilot projects can serve as models or 'proof of concept,' and allow us to continue developing toward the broader goals suggested by the initiative groups. Reports/recommendations can be found on the provost website at http://www.hamline.edu/offices/provost/

Specific descriptions of the goals for each of the three areas can be found below. The intent of this call is to cast a wide net; proposals may focus on any single initiative or on some combination across respective initiatives. Proposers should indicate their primary focus or foci.

Proposals will be evaluated under the following broad guidelines:

1. We will compensate course or project developers, provide support for collaborative workshops, and provide resources for expenses associated with offering the course over those normally incurred by courses on the Hamline campus, and, to the extent that new mentored experience courses adversely affect departments' abilities to meet teaching requirements, supplemental funding. Course or project developers will receive a $1500 stipend for their efforts.
2. The focus of this call is developing new offerings for the coming academic year, and successful proposers will commit to offering the learning experience in AY14-15.
3. Proposals may or may not be tied to particular departments or schools.
4. Proposals may come from individuals or teams, but teams should designate a team leader and spell out clearly the role of each individual.
5. Proposals should be no more than 500 words. Courses offered off campus or requiring special resources should include a rough budget. My office can provide technical and other assistance in preparation of budgets.
6. Work on funded projects may begin May 15, with an initial required workshop facilitated by CTL on the afternoon of May 29th. Participants will define plans for collaboration and progress on respective projects over the summer, and a status update to the Provost's office should be completed no later than August 22.
7. Grant recipients are expected to share their project outcomes with the University community (e.g., highlighted work on the CTL website; collaboration on faculty development offerings related to the project; etc.).
8. We are particularly interested in proposals that may find connections and opportunities across initiatives. E.g., an internship seminar developed for January term, utilizing or developing new technological tools to improve the experience.

For full consideration, proposals are due no later than Sunday, May 4.

The provost's office will convene a group of faculty/staff mentors to aid in the review of all proposals, with the following general selection criteria. Projects will be more favorably reviewed if they:

A. Are learner-centered. Projects should be focused on improving the student experience and learning outcomes rather than simply the development of faculty/staff or improved instruction.
B. Are likely to have an impact beyond the immediate scope of this specific project. Projects which may inform the practices of other faculty, staff, and units, or those which may contribute to publishable research are especially favored.
C. Promote productive, sustainable use of faculty and instructional staff time, space and money. Everyone is expected to do more with less and those projects which may lead to increased efficiencies or process improvements will be viewed favorably.
D. Encourage intentional academic dialogue that is new or innovative.
E. Provide measurable learning outcomes. With the priority of improving learning assessment, projects which include a means of collecting and assessing student artifacts will be favorably considered.
F. Can realistically be completed within the time and resource plan.
G. Are supported by departmental and/or school leadership.

Mentored Experiences
The Mentored Experiences group recommended that all internships that meet the undergraduate LEAP (P) requirement be taken in the context of structured and reflective internship seminars, which are four-credit courses, and that graduate schools also proactively consider ways to formalize structured reflective learning into their respective programs. This call for proposals is aimed at supporting instructors in developing such courses.

January/Special Terms
The Special Terms group focused on expanding our offerings for the undergraduate J-term, with the view that, done right, a special term course is time-bound, immersive, and transformative. This call for proposals is aimed at generating a slate of candidate courses and experiences that move us in that direction. The intent is to use a pool of resources in support of the time spent developing a new course, but also in the execution of those courses that make use of the scheduling freedom that J-term provides to hold classes off-site or on some other non-traditional class schedule. Some of these courses may have surcharges attached to them, in part to support additional expenses.

Technology
The new initiatives Technology group recommended supporting innovation in our uses of technology in teaching and curriculum, supporting faculty and departments in thoughtful creation of innovative online/hybrid curriculum, as well as exploring the integration of student technology competencies at the undergraduate and graduate levels.

Questions, and proposals, can be channeled through our office. Thanks to all for the work on these initiatives, and to the whole community for the engagement around the possibilities.

Eric Jensen