

## Requests for Proposals October 8, 2002

***Center for the Advancement of Teaching,  
Xavier University of Louisiana***

Summary of funding opportunities

<b>Initiative or project</b>	<b>Brief description</b>	<b>Start date(s)</b>	<b>Proposal deadline</b>	<b>Page</b>
Course Portfolio Working Group	A group project; work with other faculty members to document the intellectual work you do in teaching a particular course	Fall 2003	January 17, 2003	2
Faculty Workshops	An individual or group effort; lead or co-lead a workshop or brown bag discussion for Xavier faculty	Fall 2003	January 17, 2003	3
Communities Initiative	A group project; develop a teaching or research project with colleagues and students	Summer or Fall 2003	January 17, 2003	4
Problem-Based Learning Community	A group project; an interdisciplinary project with colleagues and students focused on problem-based learning	Summer 2003	January 17, 2003	6
Technology Infusion Projects / Rich Media Projects	An individual technology project	Summer or Fall 2003	January 17, 2003	8
Technology-Enhanced Curriculum Initiative	A group technology project; revise or develop new courses or curricula that make substantial use of technology	Spring 2003	November 13, 2002	11

## **Course Portfolio Working Group**

### **About the Initiative**

The Center for the Advancement of Teaching's Course Portfolio Working Group is funded by a grant from The Bush and William & Flora Hewlett foundations.

All faculty members are invited to participate in the Course Portfolio Working Group (CPWG) during the 2003-2004 academic year. Since 1997, more than 75 Xavier faculty members have developed course portfolios with grant support from the Center for the Advancement of Teaching. A \$500 stipend per semester is available to CPWG participants.

A course portfolio is a set of materials related to a particular course. It is not simply a collection of teaching materials, but a scholarly project reflecting the choices an instructor makes in designing, implementing, and evaluating a course. As noted by one faculty member, "The purpose of the course portfolio is to provide a vehicle for inquiry and reflection into the teaching and learning process." The portfolio may be Web-based or take any of a variety of different forms.

Dr. Paul Schafer, Philosophy Department, will coordinate the work of the CPWG during the 2003-2004 academic year. Dr. Schafer was a member of the 2000-2001 CPWG and, during the 2002-2003 academic year, served as one of the Center's Faculty-in-Residence with responsibility for leading the CPWG.

### **Proposal Guidelines**

Interested faculty should submit a one-page letter of interest to the Center by January 17, 2003. This letter need only indicate that you are interested in participating in the CPWG; you do not need to provide any documentation or rationale for your participation. Please send a copy of this letter to your department chair. You may send the letter via campus mail (P.O. Box 73A) or e-mail [cat@xula.edu](mailto:cat@xula.edu).

Funded faculty must submit progress and final reports. If not published on the Web, a physical copy of the course portfolio will be filed in the Center for the Advancement of Teaching.

More information about course portfolios and the Course Portfolio Working Group may be found on the Center's website: <http://cat.xula.edu/initiatives/cpwg/>.

*Deadline: January 17, 2003*

Applicants will receive notification of the results in mid-February 2003.

## Faculty Workshops

### About the Initiative

The Center for the Advancement of Teaching invites proposals from faculty to lead workshops and brown bag discussions for all Xavier faculty members during the 2003-2004 academic year. The Center will provide logistical support (e.g., create and distribute flyers, reserve rooms, photocopy materials) and award a modest honorarium.

We invite proposals on a broad range of topics, such as research, service, collegiality and, especially, teaching and learning. We also welcome proposals from groups of faculty.

#### Definitions

Format	Examples	Options (day of the week, length)	General structure
<b>Workshop</b>	Problem-Based Learning  Tools and Techniques for Improving Student Writing	Saturday: half-day (9-noon) Saturday: full-day (9-3) Weekday: one day, 1-3 hours Weekday: multi-day, 2-6 hours	More formal than a brown bag discussion. Typically includes time devoted to specific and different topics or tasks; interactive; may involve small group work; usually involves follow-up activity
<b>Brown bag discussion</b>	What Time Is It? Biological and Tenure Clocks  The Day After Exam I	Weekday: 50-75 minutes	More informal than a workshop; conversational
<b>Innovations in Teaching</b>	Service Learning and Social Change  Molecular Genetics and Student Learning	Weekday: 50 minutes	Informal; two presenters, each having 20 minutes to describe a particular teaching or learning problem, a solution or strategy to address the problem, and its impact; 10 minutes for discussion

### Proposal Guidelines

Please submit 5 copies of a one- or two-page proposal that includes information about the following:

- Title and length of time
- Is this a workshop, brown bag discussion, or an *Innovations in Teaching* presentation?
- A description of the workshop, discussion, or presentation
- The goal(s) of the workshop, discussion, or presentation
- Why do you think this topic may be of interest to Xavier faculty members?
- If proposing a workshop, what follow-up activity do you plan to sustain or further promote the goals of the workshop? Why did you choose this particular activity?

Please send your proposal to the Center for the Advancement of Teaching, P.O. Box 73A or [cat@xula.edu](mailto:cat@xula.edu).

Members of the Center for the Advancement of Teaching and University Faculty Development Committee will review proposals on a competitive basis. The review is not a blind review.

If you have any questions, contact Todd Stanislav at ext. 7692 or [tstanisl@xula.edu](mailto:tstanisl@xula.edu).

*Deadline: January 17, 2003*

Applicants will receive notification of the results in mid-February 2003.

## **Communities Initiative**

The Center for the Advancement of Teaching's Communities Initiative is funded by a grant from The Bush and William & Flora Hewlett foundations.

### **About the Initiative**

All Xavier faculty are invited to submit proposals for projects that will begin in Summer or Fall 2003. The Communities Initiative supports two types of communities:

- **Teaching communities.** Discipline-based or interdisciplinary groups of faculty and students will investigate specific teaching and learning problems and opportunities. Projects could address, for example, curriculum changes, improving student skills in critical thinking, or writing in the discipline, or could target specific learning objectives and assessment strategies.
- **Research communities.** Again, discipline-based or interdisciplinary groups of faculty and students will pursue traditional scholarship or the scholarship of teaching.

Ideally, a community comprises at least two faculty members and at least two students. If your community does not match the "ideal community" described above, please contact Todd Stanislav at ext. 7692 or [tstanisl@xula.edu](mailto:tstanisl@xula.edu).

This year-long (or summer and one semester) period will allow the communities to proceed through two phases:

- **Phase I:** Development
- **Phase II:** Implementation and assessment

Note that funding for Phase II is contingent upon successful completion of Phase I and subject to review by members of the University Faculty Development Committee. Funded faculty will submit progress and final reports that will be posted on the Center's website.

Funded faculty are required to attend a monthly luncheon to share their progress and discuss emerging issues. During the summer, the luncheons will be more frequent because of the compressed schedule.

### **Support**

Support for faculty includes two semesters of \$600 stipends, or a summer stipend of \$2,000 and a semester stipend of \$600. In a few cases, 25% release time for Fall 2003 or Spring 2004 may be granted.

Support for students includes two semesters of \$250 stipends, or a summer stipend of \$1,000 and a semester stipend of \$250.

### **Proposal Guidelines**

Each proposal should include the following components. Because of the possible differences between a teaching and research communities, specific information requested below may have more relevance to one or the other community.

#### **Abstract**

- This should not exceed one page. The abstract (or a portion of it) will be used to announce awardees and to describe their projects.
- Who are the members of the community? Is it a teaching or research community?
- Give an overview of the project, indicating, in brief, what you intend to do, and why.

## ***Communities Initiative (continued)***

### **Design and Development**

- Describe, in detail, the project. Include a timeline or schedule of specific activities for both development and student use of the project. Describe the role of each member of the community.
- What are your goals, as they relate to teaching and learning, or research? What learning or research outcomes are anticipated?
- If a course is involved, how is the course presently taught and what changes does the community wish to make? How will these changes contribute to the overall learning objectives of the course?

### **Project Evaluation**

- Include an assessment scheme to indicate the anticipated impact of the project on student learning. What criteria will you use to measure progress toward the goal(s) of the project? What data will you collect? What classroom research strategies will be used? How will student learning outcomes be assessed? Do you have any previous assessment data which could be used as a baseline? If so, please include details.
- A detailed plan for evaluating the project and its outcomes according to the standards articulated in the project description and goals.

### **Dissemination Plan**

- A detailed plan for making the work of the community public. Include a narrative, schedule, and budget, if appropriate.

### **Support Requested**

- Indicate the type of support (*i.e.*, stipend, release time) that you wish to have in order to accomplish the goals of the project.
- Does your project require the purchase of software, hardware, or other supplies or resources? Limited funds are available. Please include a budget detailing the necessary expenses for the success of your project.
- If release time is requested, you must include a written statement of support from your department chair.

Please submit 5 copies of the project proposal to the Center (P.O. Box 73A). Please send a copy of the proposal to your department chair. Also, please send a digital version of the proposal to the Center at [cat@xula.edu](mailto:cat@xula.edu).

Members of the University Faculty Development Committee will review applications on a competitive basis. The review is not a blind review.

If you have any questions, contact Todd Stanislav at ext. 7692 or [tstanisl@xula.edu](mailto:tstanisl@xula.edu).

*Deadline: January 17, 2003*

Applicants will receive notification of the results in mid-February 2003.

## ***Problem-Based Learning Community***

### **About the Community**

The Center for the Advancement of Teaching invites proposals from interdisciplinary groups of faculty and students to establish a **problem-based learning community**.

Problem-based learning (PBL) has been defined as "... an instructional method that challenges students to develop the ability to think critically, analyze problems, and find and use appropriate learning resources. In fact, PBL is a pathway to better learning, helping students to learn how to learn."<sup>1</sup>

The problem-based learning community (PBLC) is a two-year project funded under the Center's Communities Initiative with support from a grant from The Bush and William & Flora Hewlett foundations.

Ideally, a community comprises at least two faculty members and at least two students. If your community does not match the "ideal community" described above, please contact Todd Stanislav at ext. 7692 or [tstanisl@xula.edu](mailto:tstanisl@xula.edu).

During the two-year period, PBLC will participate in the following activities:

- Two faculty members and at least one student (preferably two) involved in the PBLC will attend a PBL conference, workshop, or symposium.
- During Summer 2003 and while the ideas presented at the conference, workshop, or symposium are still fresh, the PBLC will draft a general plan for its activities during the 2003-2004 academic year.

#### **Design**

- During Fall 2003, the PBLC will develop a detailed plan for using and assessing PBL in each faculty member's spring 2004 course(s)

#### **Implementation**

- During Spring 2004, the plan will be implemented

#### **Dissemination**

- During the 2003-2004 academic year, the PBLC will lead two half-day or one full-day PBL workshop for Xavier faculty members

#### **Design**

- In early summer 2004, the results of the year's activities will be presented in a written report. The report will also include an improved plan for using and assessing PBL in each faculty member's course(s) during the 2004-2005 academic year.

#### **Implementation**

- During the 2004-2005 academic year, the improved plan will be implemented

#### **Dissemination**

- During the 2004-2005 academic year, the PBLC will once again lead two half-day or one full-day PBL workshop for Xavier faculty members
- A final report will be prepared in early summer 2005.

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<sup>1</sup> University of Delaware, (2002). *PBL 2002: A Pathway to Better Learning*: Newark, DE.

## ***Problem-based Learning Community (continued)***

### **Support**

The PBLC will receive the following support:

- Travel expenses for two faculty members and two students to attend a PBL conference, workshop, or symposium.
- Summer 2003 and 2004 stipends [\$500 (faculty) and \$250 (student)]
- Academic year support (faculty 25% release time in Fall 2003 or Spring 2004, or \$600 stipends per semester; student stipends of \$250 per semester)
- Assistance in planning and organizing the PBL workshops

### **Proposal Guidelines**

Interested communities of faculty and students should submit a one-page letter of interest to the Center; please send a copy to your department chair as well. The letter should list the names of the faculty and students involved in the community and provide a sense of the community's vision for the impact a PBLC could have on teaching and learning, and institutional culture. An excerpt from the letter may be used to announce awardees and to describe their projects.

If release time is requested, you must include a written statement of support from your department chair.

Members of the University Faculty Development Committee will review applications on a competitive basis. The review is not a blind review.

If you have any questions, contact Todd Stanislav at ext. 7692 or [tstanisl@xula.edu](mailto:tstanisl@xula.edu).

*Deadline: January 17, 2003*

Applicants will receive notification of the results in mid-February 2003.

## **Technology Infusion Projects and Rich Media Projects Initiatives**

The Center for the Advancement of Teaching is privileged to announce a third request for proposals for Rich Media and Technology Infusion projects. These two initiatives are supported by a generous grant from the Andrew W. Mellon Foundation. Both initiatives involve technology, yet they are distinct; the basic differences are outlined below, and more detail may be found on the following pages.

All Xavier faculty are invited to submit proposals for projects that will begin in Summer or Fall 2003. See following pages for detailed proposal guidelines.

	<b>Technology Infusion Projects</b>	<b>Rich Media Projects</b>
General Description	Supports faculty use of existing technology and media to enhance teaching and student learning.	Supports faculty creation of rich media products.
Examples	<ul style="list-style-type: none"> <li>• Incorporation of e-mail or WebBoard discussion into an existing course</li> <li>• Developing a simple course website</li> <li>• Integration of course with Blackboard or other course management system</li> <li>• Virtual office hours weekly via bulletin board chat</li> <li>• Videoconferencing to enhance classroom experience</li> <li>• Integration of electronic presentations (such as PowerPoint slides) into a course</li> <li>• Use of commercially available CD-ROMs or discipline-specific courseware for instructional purposes</li> <li>• Adoption of spreadsheet or gradebook programs for keeping class records</li> <li>• Course requirement of student-authored website projects</li> <li>• Classroom research project focusing on effectiveness of technology in teaching and learning</li> <li>• Integration of JSTOR or other electronic journals or databases into a course.</li> </ul>	<p>Rich media products are websites and CD-ROMs that incorporate multimedia elements.</p> <p>Rich media products:</p> <ul style="list-style-type: none"> <li>• Are electronic in whole or in part</li> <li>• Combine different types of media (e.g., text, images, video, audio, animation, databases)</li> <li>• Allow for some degree of interactivity on the part of the user</li> <li>• Result from more ambitious projects than a faculty member might normally take on.</li> </ul>
Structure	Two distinct phases: implementation and evaluation.	Three distinct phases: writing a design document, implementation and evaluation.
Time Frame	These projects last two semesters (or one semester and one summer).	These projects last at least three semesters (or two semesters and one summer), often longer.
Level of Funding	Two semesters of \$500 stipends. In a few cases, a semester of release time may be granted.	One semester of release time (or a \$2,000 summer stipend) followed by two semesters of \$500 stipends.
Administered by	Gayna Stevens-Credle, Instructional Design Specialist	Bart Everson, Multimedia Artist
Proposal Deadline	January 17, 2003	

## ***Technology Infusion Projects***

### **About the Initiative**

This initiative is intended to support both entry-level and more complex projects. Even if you have never used technology in your teaching before, you are welcome to apply. The Center will work with you to help you learn the necessary skills to use the technology you need for your proposal.

Funded faculty are required to attend a monthly luncheon to share their progress and discuss emerging issues. During the summer, the luncheons will be more frequent because of the compressed schedule.

Note that funding for successive phases is contingent upon successful completion of the previous phase and subject to review by members of the Teaching, Learning and Technology Roundtable. Funded faculty will submit progress and final reports that will be posted on the Center's website.

### **Proposal Guidelines**

Indicate whether you are requesting a stipend or release time. Include a signed statement of approval from your department chair if you are seeking release time.

Each proposal should include the following components:

#### **Abstract**

- This should not exceed one page. The abstract (or a portion of it) will be used to announce awardees and to describe their projects.
- Give an overview of the project, indicating, in brief, what you intend to do, and why,

#### **Design and Development**

- Describe, in detail, the project. Include a timeline or schedule of specific activities for both development and student use of the project.
- What are your goals, as they relate to teaching and learning? What learning outcomes are anticipated?

#### **Project Evaluation**

- Include an assessment scheme to indicate the anticipated impact of the project on student learning. What data will you collect? What classroom research strategies will be used? How will student-learning outcomes be assessed? If you have any previous assessment data which could be used as a baseline, please include details.

#### **Support Requested**

- Indicate the type of support (*i.e.*, stipend, release time) that you wish to have in order to accomplish the goals of the project.
- Does your project require the purchase of software or hardware? Limited funds are available. Please include a budget detailing the necessary expenses for the success of your project.
- If release time is requested, you must include a written statement of support from your department chair.

Note: Groups of faculty who wish to work together should contact the Center for special consideration.

Please submit five copies of the project proposal to the Center (P.O. Box 73A) by January 17, 2003. Please send a copy of the proposal to your department chair. Also, please send a digital version of the proposal to the Center at [cat@xula.edu](mailto:cat@xula.edu).

Members of the Teaching, Learning, and Technology Roundtable will review applications on a competitive basis. The review is not a blind review. Applicants will be notified of the results in mid-February 2003.

If you have any questions, contact Gayna Stevens-Credle at ext. 7512 or [gcredle@xula.edu](mailto:gcredle@xula.edu).

## ***Rich Media Projects***

### **About the Initiative**

Planning is the key to success with any ambitious project. The first step for an intensive multimedia project is the formulation of a *design document* -- a comprehensive plan that explains what the project is and how it will be realized. Often, writing a design document is the most challenging and critical phase of the entire project. Examples of design documents funded through the Center are available on the Center's website.

Therefore, this initiative consists of four distinct phases:

- **Phase I:** Writing a Design Document (planning)
- **Phase II:** Implementation (producing the media planned in Phase I.)
- **Phase III:** Evaluation (testing the product of Phase II and revising accordingly.)
- **Phase IV:** Continuous Support

Successful applicants will receive strong support from the Center (in the form of release time and consultation) for the important planning phase of their project. As a part of the planning process, participants will identify additional funding sources if necessary, as the Center can make no guarantee of monetary support for project implementation and evaluation beyond a modest stipend.

Note that funding for successive phases is contingent upon successful completion of the previous phase and subject to review by members of the Teaching, Learning and Technology Roundtable.

Completed design documents will be posted on the Center's website and may be submitted as a Phase II proposal.

### **Time Commitment**

How much time does a rich media project take? More than you think! Phase I is approximately equivalent to teaching a three credit-hour course. Phase I participants are required to meet at least twice a week with the Center's Multimedia Artist. Regardless of phase, funded faculty are required to attend a monthly luncheon to share their progress and discuss emerging issues. During the summer, the luncheons will be more frequent because of the compressed schedule.

### **Proposal Guidelines**

Faculty members should submit 5 copies of a one-page letter of interest to the Center by January 17, 2003. Please note that by "one page" we do not mean "two pages" or "three pages." As difficult as it may be to believe, one page really is sufficient. Please send a copy of this letter to your department chair as well.

The letter should describe the rich media product you wish to create. Paint in broad strokes; great detail is not necessary or even desirable at this stage. However, there is some basic information you should include:

- Include a tentative name for your product.
- Be sure to let us know *what it is*. For example, if you plan to create a website, say so; if you plan to create a CD-ROM, say so; if you have no idea what form the product will take, say so. (You'll figure it out as a part of the planning process.)
- Describe the product in general terms.
- Indicate what types of media the product will incorporate (e.g., text, images, video, audio, animation, databases).
- Explain what sort of interactivity the product will allow the user.

An excerpt from your letter may be used to announce awardees and to describe their projects. Since support for the first phase of these projects will take the form of one-quarter release time, you must include a signed statement of approval from your department chair.

Note: Groups of faculty who wish to work together should contact the Center for special consideration.

Members of the Teaching, Learning, and Technology Roundtable will review applications on a competitive basis. The review is not a blind review. Applicants will be notified of the results in mid-February 2003.

If you have any questions, contact Bart Everson at ext. 7512 or [bpeverso@xula.edu](mailto:bpeverso@xula.edu).

## ***Technology-Enhanced Curriculum Initiative***

### **About the Initiative**

This initiative is funded by a grant from the United Negro College Fund and will support the development (or revision) of curricula that incorporate new technology. The goal of this initiative is to improve the curriculum and hence, student learning, by integrating information technologies in appropriate and effective ways.

To this end, the initiative will promote the formation of small (3-5 member) faculty teams, each with a designated team leader. The faculty teams may be disciplinary or interdisciplinary. Teams will proceed through five distinct phases:

- **Phase I:** Planning and Research (Spring 2003)

Faculty will collaborate in planning their curriculum development, setting specific goals for the team and doing the basic research necessary to determine what technological components they will integrate into the curriculum. Teams will focus particular attention on planning their own Summer Institute (Phase III, see below).

- **Phase II:** Preliminary Curriculum Development (Spring 2003)

Faculty will prepare for their Summer Institute.

- **Phase III:** Summer Institute: Intensive Training and Curriculum Development (Summer 2003)

This will be a one- or two-week period of intensive work with two goals: training and production. During the first portion of the institute, the community will receive training necessary for the successful implementation of the planned curriculum. During the second portion, the community will produce the new curriculum.

- **Phase IV:** Curriculum Implementation (Fall 2003 and Spring 2004)

The individual faculty members from each team will put the new curriculum into practice in the classroom.

- **Phase V:** Evaluation and Reflection (Spring 2004)

The Center will work closely with the teams to evaluate the effectiveness of the project as a whole, with attention to its impact on student learning.

The Center will serve in an advisory capacity during all phases, meeting with the teams and team leaders regularly, to ensure that the project is on track.

All Xavier faculty are invited to submit proposals for projects that will begin in Spring 2003.

### **Support**

Each member of a team will receive:

- Semester stipend of \$400
- Summer stipend of \$2,000
- Assistance from Center staff in all phases of the project

Each team will have a hardware and software budget.

### **Proposal Guidelines**

Teams of faculty members should submit 5 copies of a one- or two-page proposal to the Center by November 13, 2003. Also, please send a digital version of the proposal to the Center at [cat@xula.edu](mailto:cat@xula.edu). In the proposal, you should:

- Describe the curriculum development project in general terms. Describe the current status of the curriculum and how the curriculum will be different as a result of this project?
- List the courses that are involved and when are they taught. List the names of faculty involved in the team.
- Describe the technology that will be developed or incorporated into the courses. What teaching and learning problems, challenges, or opportunities will the technology help address?

Members of the Teaching, Learning, and Technology Roundtable will review applications on a competitive basis. The review is not a blind review. Applicants will be notified of the results in early December 2003. An excerpt from the letter may be used to announce awardees and to describe their projects.

If you have any questions, contact Todd Stanislav at ext. 7692 or [tstanisl@xula.edu](mailto:tstanisl@xula.edu).