

Requests for Proposals October 10, 2003

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

Summary of funding opportunities

Initiative or project	Brief description	Start date(s)	Proposal deadline	Page
Communities Initiative	A group project; develop a teaching or research project with colleagues and students	Summer or Fall 2004	November 10, 2003	2
Problem-Based Learning Community	A group project; an interdisciplinary project with colleagues and students focused on problem-based learning	Spring or Summer 2004	November 10, 2003	4
Technology Infusion Project	An individual technology project	Summer or Fall 2004	November 10, 2003	5
Technology-Enhanced Curriculum Initiative	A group technology project; revise or develop new courses or curricula that make substantial use of technology	Spring 2004	November 10, 2003	7
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 2004	November 10, 2003	8
Course Portfolio Review	An individual project	Spring, Summer, or Fall 2004	November 10, 2003	8

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 2004. 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.

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 subject to review by members of the Center's Faculty Advisory Group. Funded faculty will submit progress and final reports that may be posted on the Center's website.

Funded faculty are required to attend a monthly meeting to share their progress and discuss emerging issues. During the summer, the meetings 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 2004 or Spring 2005 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.
- What are your goals, as they relate to teaching and learning, or research? What teaching, student 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 teaching and learning objectives of the course?

Project Evaluation

- Include an assessment plan to indicate the anticipated impact of the project on teaching and 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? Do you have any previous assessment data which could be used as a baseline? If so, please include details.
- Specifically, how will you evaluate the overall success of the project?

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 3 copies of the project proposal to the Center (P.O. Box 78). Also, please send a digital version of the proposal to the Center at cat@xula.edu. If release time is requested, please include a written statement of support from your department chair.

Members of the Center's Faculty Advisory Group 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.

Deadline: November 10, 2003

Applicants will receive notification of the results in early December 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**. The problem-based learning community (PBLC) is a one-year project beginning in Spring or Summer 2004 and funded under the Center's Communities Initiative with support from a grant from The Bush and William & Flora Hewlett foundations.

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."¹

Ideally, the PBLC should comprise 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.

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

Spring or Summer 2004

- The PBLC will attend a PBL conference, workshop, or symposium. Upon its return, the PBLC will draft a plan for its activities during the 2004-2005 academic year

Fall 2004

- The PBLC will develop a detailed plan and materials for using and assessing PBL in each faculty member's Spring 2005 course(s)

Spring 2005

- The plan and materials will be implemented
- Sometime during the 2004-2005 academic year, the PBLC will lead two half-day or one full-day PBL workshop for Xavier faculty members

Summer 2005

- 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 2005-2006 academic year.

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
- Academic year support (faculty 25% release time in Fall 2004 or Spring 2005, 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. The letter should provide a sense of the community's vision for the impact a PBLC could have on teaching and learning. If release time is requested, please include a written statement of support from your department chair.

Members of the Center's Faculty Advisory Group will review applications on a competitive basis. The review is not a blind review.

Deadline: November 10, 2003

Applicants will receive notification of the results in early December 2003.

¹ University of Delaware, (2002). *PBL 2002: A Pathway to Better Learning*; Newark, DE.

Technology Infusion Projects Initiative

The Center for the Advancement of Teaching is pleased to announce a request for proposals for its Technology Infusion Projects Initiative, an initiative that is supported by a generous grant from the Andrew W. Mellon Foundation. All Xavier faculty members are invited to submit proposals for projects that will begin in Summer or Fall 2004.

	<i>Technology Infusion Projects</i>
General Description	<ul style="list-style-type: none"> • Supports faculty use of existing technology and media to enhance teaching and student learning with a classroom research project to focus on the technology's use effect on teaching and learning
Examples	<ul style="list-style-type: none"> • Incorporate e-mail or <i>WebBoard</i> discussion into an existing course • Develop a simple course website • Integrate Blackboard or other Web course management system into a course • Virtual office hours via bulletin board chat • Use videoconferencing to enhance classroom experience • Integrate electronic presentations (such as PowerPoint slides) into a course • Use of commercially available CD-ROMS or discipline-specific courseware for instructional purposes • Use of electronic classroom tools (SMART Board or student handheld response devices) • Course requirement of student-authored websites • Integrate JSTOR or other electronic journals or databases into a course
Structure	Phase I: Planning and development Phase II: Implementation and evaluation
Time Frame	These projects last two semesters (or one semester and one summer)
Level of Funding	Two semesters of \$500 stipends. In a few cases, a semester of release time in the 2 nd semester may be granted.
Administered by	Gayna Stevens-Credle, Ph.D., Instructional Design Specialist, Center for the Advancement of Teaching
Proposal Deadline	November 10, 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 meeting to share their progress and discuss emerging issues. During the summer, the meetings 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 Center's Faculty Advisory Group. Funded faculty will submit progress and final reports that may be posted on the Center's website.

Proposal Guidelines

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 plan to measure the impact of the project on teaching and/or student learning. What data will you collect? What classroom research strategies will be used? How will teaching and/or 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, please 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 3 copies of the proposal to the Center (P.O. Box 78) by November 10, 2003. Also, please send a digital version of the proposal to the Center at cat@xula.edu.

Members of the Center's Faculty Advisory Group 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.

If you have any questions, contact Gayna Stevens-Credle at ext. 5070 or gcredle@xula.edu.

Technology-Enhanced Curriculum Initiative

About the Initiative

This initiative is funded by a grant from the United Negro College Fund, Inc. and will support the development (or revision) of curricula that incorporate 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 four distinct phases, beginning in Spring 2004:

- **Phase I: Planning (Spring 2004)**

Faculty will collaborate in (a) identifying specific teaching and student learning goals or experiences that are associated with the new or revised curriculum; (b) identifying the specific technologies that will be used to reach these goals; and (c) planning their curriculum development project, including the work during the summer.

- **Phase II: Training and Production (Summer 2004)**

During the summer, the faculty will (a) receive training necessary for the successful development and implementation of the planned curriculum; and (b) produce the new or revised curriculum, including means to determine the extent to which the project teaching and student learning goals or experiences have been reached.

- **Phase III: Curriculum Implementation and Assessment (Fall 2004)**

The new or revised curriculum will be used in the classroom and data will be collected to measure the extent to which the teaching and student learning goals or experiences have been reached.

- **Phase IV: Reflection (Spring 2005)**

The results of Phase IV will be examined and a final report will be prepared.

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.

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 3 copies of a proposal to the Center (P.O. Box 78) by November 10, 2003. Also, please send a digital version of the proposal to the Center at cat@xula.edu. In the proposal, you should:

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

Members of the Center's Faculty Advisory Group 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 Dr. Gayna Credle-Stevens at ext. 5070 or gcredle@xula.edu.

Course Portfolios Initiative

We are pleased to announce two projects that are associated with the Center for the Advancement of Teaching's Course Portfolios Initiative: the Course Portfolio Working Group and the Course Portfolio Review. Both projects are funded by a grant from The Bush and William & Flora Hewlett foundations. Faculty are invited to participate in one or both projects.

Course Portfolio Working Group

All faculty are invited to participate in the Course Portfolio Working Group (CPWG) during the 2004-2005 academic year. Since 1997, more than 85 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 that document both the intellectual work of teaching a particular course and the outcomes in student learning. More than simply a collection of teaching materials, a course portfolio is a scholarly project reflecting the choices an instructor makes in designing, implementing, and evaluating a course. As noted by one faculty member, "... (a) purpose of the course portfolio is to provide a vehicle for inquiry and reflection into the teaching and learning process."

Proposal Guidelines

Interested faculty should submit a one-page letter of interest to the Center by November 10, 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. You may send the letter via campus mail (P.O. Box 78) or e-mail cat@xula.edu. Applicants will be notified of the results in early December 2003.

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/>.

Course Portfolio Review

All Xavier University faculty are invited to participate in a one semester (or summer) Course Portfolio Review project in Spring, Summer, or Fall 2004. Participating faculty will review either another Xavier faculty member's course portfolio or a course portfolio generated by a faculty member from the University of Nebraska, Indiana University, Kansas State University, the University of Michigan, or Texas A&M University as part of the "Peer Review Project." A \$500 stipend is available to participating faculty members.

Following the guidelines of the "Peer Review Project," the review of a course portfolio will entail consideration of four specific issues in teaching: course intellectual content, quality of teaching practices, quality of student understanding, and evidence of reflective consideration and development.

Proposal Guidelines

Interested faculty should submit a one-page letter of interest to the Center by November 10, 2003. This letter need only indicate that you are interested in participating in the Course Portfolio Review project; you do not need to provide any documentation or rationale for your participation. You may send the letter via campus mail (P.O. Box 78) or e-mail cat@xula.edu. Applicants will be notified of the results in early December 2003.

Funded faculty must submit a written review of a course portfolio.

More information about the "Peer Review Project" is on-line at: <http://www.unl.edu/peerrev/index.html>.

If you have any questions, contact Todd Stanislav at ext. 7692 or tstanisl@xula.edu.