



Request for Proposals

March 2000

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Introduction

The Center for the Advancement of Teaching invites proposals from all university faculty members. A variety of projects for individual faculty or groups of faculty and students may be funded. Stipends for the summer 2000 are available; release time and stipends for the 2000-2001 academic year are available. In addition to the requests for proposals, an overview of the two grants is presented.

Overview of Grants

Bush and William and Flora Hewlett foundations

Planning for the Bush-Hewlett proposal began in spring 1996 when an *ad hoc* committee composed of faculty from across disciplines and the chair of the Faculty Development Committee met to discuss opportunities for new faculty development initiatives at Xavier. The work of this committee informed a letter of intent from Dr. Norman C. Francis to Dr. Humphrey Doerman, then president of The Bush Foundation. Upon invitation from the Bush and Hewlett foundations to submit a planning grant, a committee composed of faculty from each academic department was established, which permitted broad-based faculty planning for a new and effective faculty development program. The work of this committee resulted in a Planning Grant proposal that was submitted in October 1996.

The award of the Planning Grant prompted the formation of three focus groups that met throughout the spring 1997 semester to develop a strategy for implementing new initiatives in each of three areas--pedagogy, technology, and research. Also, during the planning period faculty and staff members identified successful and innovative faculty development programs and university teaching centers. An informal website was developed that provided the university community with access to these resources and the minutes of the focus groups' meetings. Two university-wide forums were held in March and October 1997, which provided opportunities for wider discussion about faculty development at Xavier.

From discussions among faculty during the planning process, a broad consensus emerged that learning is most effective when undertaken in a collaborative context involving dialogue, investigation, debate, and analytical thinking. Moreover, the faculty noted the importance of preparing students to work in teams in the modern workplace. For these reasons, the focus groups recommended, as the foundation for this proposal, small groups of faculty and students devoted to clearly defined teaching, learning, and research projects.

An Implementation Grant proposal was submitted in October 1997. In the proposal, four faculty development goals were identified:

1. Create a culture where teaching is critically examined using research principles; that is, it is made public, discussed, examined, improved, and rewarded;
2. Establish a faculty development program that encourages and supports the use of pedagogically effective technology in the classroom via a community of faculty and students;
3. Establish communities of faculty and students whose conversations are focused on specific teaching and learning problems and opportunities;
4. Establish communities of faculty and students engaged in research using information technology and other resources.

In February 1998, Xavier University, through its Center for the Advancement of Teaching, was awarded a three-year \$450,000 grant from the Bush and William and Flora Hewlett foundations.

Andrew W. Mellon Foundation

Planning for the Mellon proposal began in spring 1998 and continued throughout the early summer months. Faculty, staff, and administrators of the Information Technology Center, Center for the Advancement of Teaching, Teaching, Learning, and Technology Roundtable, and Office of the Vice President for Academic Affairs contributed to the discussions that shaped the proposal that was submitted in July 1998. Four specific objectives were identified:

1. Provide training in the use of currently available information technologies and provide the experiences with these technologies necessary for faculty to develop applications to transform the teaching-learning environment;
2. Provide expert support and consultation necessary for faculty to integrate information technologies into their courses;
3. Establish collaborative networks of faculty and students to work together to integrate information technology into the curriculum and implement various levels of technology in and out of the classroom;
4. Provide incentives for faculty to develop and implement web-supported, web-based courses and other more innovative uses of information technology.

In fall 1998, Xavier University, through its Center for the Advancement of Teaching, was awarded a three-year \$450,000 grant to, as noted in the award letter, "... enhance faculty members' capabilities in the use of information technologies and improve the effectiveness of teaching and learning." This grant supports individual faculty technology projects.

Teaching, Technology, and Research Communities of Faculty and Students

Request for Proposals

Stipends and release time (for one or two semesters) for the 2000-2001 academic year are available to faculty through the Center for the Advancement of Teaching and a grant from the Bush and William and Flora Hewlett foundations. Funding from the Bush-Hewlett grant supports “communities” of faculty and students (at least 2 faculty members and 2 students) during the 2000-2001 academic year. The communities may be disciplined-based or interdisciplinary. Stipend amounts are \$500 for faculty and \$150 for students per semester. Stipends are also available for summer 2000. Summer stipends will be \$1000 and \$300 for faculty and students, respectively. Summer projects may continue, with funding, in the 2000-2001 academic year.

Proposals are currently being accepted for the following types of projects:

- ✓ **TEACHING COMMUNITIES** that will investigate specific teaching and learning problems and opportunities. Projects could address, for example, improving student skills in critical thinking or writing in the discipline, or could target specific learning objectives and assessment strategies.
- ✓ **TECHNOLOGY COMMUNITIES** that will develop and integrate technology into teaching and learning. Projects may involve using CD-ROMs or software applications such as Microsoft Excel or Word, developing and using course websites, linking courses through an Internet conferencing system such as WebBoard, or developing multimedia projects.
- ✓ **RESEARCH COMMUNITIES** that will pursue discipline-based or interdisciplinary research projects. The projects may involve traditional scholarship or the scholarship of teaching.

Proposals should include as many of the following sections and subsections as appropriate.

- **Abstract (required)**
 - (a) This should not exceed one page. The abstract (or a portion of it) will be used to announce awardees and to describe their projects.
 - (b) Give an overview of the project.
 - (c) List the names of the faculty members and students involved in the project.
- **Design and Development**
 - (a) Describe the project in detail. What will the community do? How will it achieve the project objectives? Include a timeline or schedule of activities toward the completion of the project. Indicate the funding period and type(s) of support (*i.e.*, stipends, release time, a combination of both) requested.
 - (b) What learning or research outcomes are anticipated?
 - (c) 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?
 - (d) Describe the roles of the faculty members and students in the community. How will this project contribute to the overall learning of the faculty and students? What role, if any, did students have in writing the proposal?

- (e) What long-term goals are associated with this project?
- Project Evaluation
 - (a) What criteria will you use to measure progress toward the goal(s) of the project?
 - (b) Provide a detailed assessment plan of how the community will judge whether the completed project has met the goal(s) outlined in the proposal. What data will you collect? What classroom research strategies will be used? How will student learning outcomes be assessed?

Interested faculty should submit seven copies of the project proposal to the Center (P.O. Box 73A) by Wednesday, April 26th, 2000. Please send a copy of the proposal to the department chairperson(s). Proposals in which release time is requested must include a written statement of support from the department chairperson.

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

Funded faculty must submit progress and final reports that will be posted on the Center's website. If you have questions, contact Todd Stanislav at ext. 7512 or tstanisl@xula.edu.

PHASE I: WRITING A DESIGN DOCUMENT

Request for Proposals

Are you interested in working with multimedia? Do you want to build interactive CD-ROMs or websites? Would you like to experiment with digital audio or video? Such "media-rich" projects are ambitious but can also be very rewarding.

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.

Therefore, we are asking faculty members who are interested in more ambitious multimedia projects to proceed through three phases:

- Phase I: Planning (Please page 7 for design document guidelines.)
- Phase II: Development (Actually producing the media planned in Phase I.)
- Phase III: Usability Testing (Evaluating the product of Phase II and revising accordingly.)

The Center invites interested faculty members to submit "Phase I" proposals. Funded faculty will concentrate on writing a good design document in collaboration with the Center's multimedia specialist, Bart Everson. The completed design document will be posted on the Center's website. Also, the completed design document itself may be submitted as a "Phase II" proposal in early August 2000.

Collaboration is encouraged. Faculty members may work individually or in groups with two or more students. Mellon grant funds are available for individual projects; Bush grant funds are available for group projects.

Funds are available for summer 2000. Individual funded projects will be awarded a \$2,500 stipend upon submission of the completed design document. Collaborative proposals should consider individual workloads and the scope of the project; please estimate appropriate faculty stipends that are not in excess of \$2,500 per individual.

Interested faculty members should submit a letter of interest to the Center by Wednesday, April 26th, 2000. The letter should communicate the general idea for the project but need not go into detail. Please send a copy to your department chair as well. Faculty members of the Teaching, Learning, and Technology Roundtable or the University Faculty Development Committee will review applications on a competitive basis. The review is not a blind review.

Contact the Center's multimedia specialist, Bart Everson, if you have questions about the application process: bpeverso@xula.edu, campus ext. 5164.

ELEMENTS of a DESIGN DOCUMENT

Executive Summary:

A concise (one page) overview of the project that communicates the basic concept.
What's it all about?

Statement of Purpose:

Motivation, intended use, importance. Why are you doing this? What will you do with it when it's done? Why does it matter? What teaching and learning goals are you hoping to reach? Articulate the standards by which the success of the project will be measured.

Content Outline:

A logically organized, hierarchical outline of the project's content.

Experiential Flowchart:

A chart depicting the user's experience -- how he or she can navigate through the content.

Interface Mockups:

Nonfunctional, annotated sketches of key elements and screens.

Media Inventory:

An exhaustive, detailed list of all the media necessary for the project. Account for copyright issues, if any.

Implementation Plan:

A detailed plan which spells out how the above will be accomplished. Who does what, and when? Include schedule and budget information.

Technology, Teaching, and Student Learning

Request for Proposals

The Center for the Advancement of Teaching is interested in exploring the research literature that examines the relationships between technology, teaching, and student learning. Proposals to undertake this project are invited from individual faculty members or communities of faculty and students. The Center will assist in developing a website for this project. Funded faculty will present the results of the project at a roundtable discussion or workshop for faculty.

Stipends and release time (one or two semesters) for the 2000-2001 academic year are available to faculty.

If a proposal involves a community of faculty and students, stipend amounts are \$500 for faculty and \$150 for students per semester. Stipends are also available for summer 2000. Summer stipends will be \$1000 and \$300 for faculty and students, respectively. Summer projects may continue, with funding, in the 2000-2001 academic year.

If a proposal involves an individual faculty member, stipends are \$1000 for summer 2000 and/or \$500 per semester during the 2000-2001 academic year. Individual faculty summer projects may continue, with funding, in the 2000-2001 academic year.

Interested faculty members should submit a letter of interest to the Center by Wednesday, April 26th, 2000. The letter should expand upon the general project idea presented above. Please indicate the funding period and type(s) of support (*i.e.*, stipends, release time, a combination of both) requested. Please send a copy of the letter to your department chair. If release time is requested, please include a written statement of support from your department chairperson.

Faculty members of the Teaching, Learning, and Technology Roundtable or the University Faculty Development Committee will review applications on a competitive basis. The review is not a blind review.

Funded faculty must submit progress and final reports that will be posted on the Center's website. If you have questions, contact Todd Stanislav at ext. 7512 or tstanisl@xula.edu.

Course Management Systems: A Case Study

Request for Proposals

The Center invites proposals from all faculty members to participate in a case study aimed at the following questions: With respect to Web-based course management tools:

- 1) What are the advantages and disadvantages of each course management system?
- 2) How do the course management systems change, if in fact they do, the teaching and learning process?

Our goal is to examine course management systems in order to determine the type of support that should be provided to facilitate university-wide access to appropriate tools.

Course Management Systems

A course management system is a Web-based course delivery system that supports a variety of course content, collaboration, and management features (see next page). Gary E. Wenger describes (<http://www.anlon.com/learn/0-c.html>) a course management system as technology that:

- 1) Supports both distance education and technology supported traditional classroom settings;
- 2) Streamlines the administrative tasks of teaching and allows faculty to focus more completely on student learning and course content;
- 3) Gives the faculty the freedom to teach while controlling the content of their courses and the extent to which they choose to use the technology.

The Center recognizes that experience with educational technologies may vary among faculty members. Therefore, consideration will be given to both novice and experienced faculty members. The Center also recognizes that adding substantive online components to a course alters the need for traditional class meetings. Therefore, 25-33% of traditional class time should be developed for online collaboration and other web-based course activities.

The Center has selected five Web-based course management systems from which faculty may choose. These include:

- 1) CourseInfo (Blackboard) (<http://www.blackboard.com>)
- 2) IntraKal (Anlon) (<http://www.anlon.com>)
- 3) WebCT (<http://www.webct.com>)
- 4) eCollege's eToolKit (<http://www.ecollege.com>)
- 5) Web Course in A Box (<http://www.madduck.com>)

Center Support

The Center for the Advancement of Teaching will assist faculty in the design and development of Web-based courses. In addition, the Center will:

- 1) Host a "CMS Information Day" on Tuesday, March 28, 2000, from 9 AM to 2:30 PM in Library 532A. This will provide interested faculty an opportunity to examine the systems and discuss the RFP. Drs. Fred Humphrey (Philosophy) and Jonathan Rotondo-McCord (History), both of whom have used Blackboard, will be available to discuss their experiences. Dr. Rotondo-McCord will be available from 10:30- 11:30; Dr. Humphrey will

be available from 12:30-1:30. Faculty members are invited to attend the "CMS Information Day at their convenience. There is no "program" or agenda.

- 2) Assist faculty in learning to use the tools and developing the online components of the course.
- 3) For proposals involving an individual faculty member, provide a \$2,500 stipend for developing the course during summer 2000 and a \$500 stipend in fall 2000 or spring 2001 for implementing and assessing the course.
- 4) For proposals involving a community of faculty and students (such as for a project involving a multisection course), faculty should consider individual workloads and the scope of the project. Please estimate appropriate faculty stipends that are not in excess of \$2,500 per individual. Student summer stipends are \$300.
- 5) With data collected from project participants, create a report that will address the case study questions and provide an analysis that may serve to inform policy decisions regarding the university's decisions on course management systems.

Expectations for funded faculty:

- 1) Substantially change a course by using a Web-based management system to develop and teach a portion of the course;
- 2) Work with Center faculty and staff to develop survey(s) aimed at assessing the various aspects of a course delivered by a course management system;
- 3) Submit a progress report in summer 2000 to be placed on the Center's website;
- 4) Submit a final report at the end of the semester in which the course is taught. This report will also be placed on the Center's website;
- 5) Funded faculty will present the results of the project at a roundtable discussion or workshop for faculty.
- 6) Web-based course management systems share several features. Of these common features, funded faculty will be expected to incorporate at least one feature from each of the **Course Design** and **Management** features and, of the **Collaboration** feature, make extensive use of **Electronic Messaging** tools (not to be limited to e-mail).

Web-Based Course Management Tools

Course design	Collaboration	Course management
<ul style="list-style-type: none"> ✓ Templates for syllabus and course description home pages ✓ Course calendar ✓ Assignments ✓ Announcements 	<ul style="list-style-type: none"> ✓ Electronic messaging tools such as electronic discussion, e-mail, and bulletin boards ✓ Chat ✓ File sharing ✓ Whiteboard ✓ Student notes/filing ✓ Workgroup 	<ul style="list-style-type: none"> ✓ Grades ✓ Student usage ✓ Assessment tools such as timed or online quiz

To apply:

- Interested faculty members should submit a letter of interest to the Center by Wednesday, April 26th, 2000. The letter should discuss how the course is presently taught and provide a general idea of how you will use the Web-based course management system. Please send a copy to your department chair.
- Because this project involves redesigning a course so that at least 25% is "delivered" online, a letter of support from the chairperson is required.
- Using the list of course management systems provided above, prioritize this list from 1 (first choice) to 5 (last choice). Please note, funded faculty may be asked to use a specific course management system in order to have a comparative study.
- Proposals involving a group of faculty and students should give consideration to individual workloads and the scope of the project; please estimate appropriate faculty stipends that are not in excess of \$2,500 per individual.
- Faculty members of the Teaching, Learning, and Technology Roundtable or the University Faculty Development Committee will review applications on a competitive basis. The review is not a blind review.

Scholarship of Teaching Working Group

Request for Proposals

During the 1998-99 academic year, a handful of faculty explored, amongst other things, the structures, policies, and practices on Xavier's campus that support or inhibit the scholarship of teaching. Concomitant with these discussions were efforts by an *ad hoc* university committee to review and recommend criteria for promotion and tenure. The final draft of the committee's recommendations was made available to all faculty members in February 2000. The following is excerpted from the recommendations:

Scholarship

Scholarship is here defined as a process that generally includes, in various modes according to disciplines, the definition of a problem, the formulation of a hypothesis, and the choice of a methodology, its end the creation of a product that advances evaluation and review to "publication," or making one's knowledge. This progression from discovery through peer scholarship public, takes many forms, including: traditional research (where articles and conference papers "make public" the results of inquiry); the creative output of the fine arts (where performance, art work, and text "make public" outcomes of different forms of investigation); and the Scholarship of Teaching, here defined as making public, in conference presentation or pedagogical journal, for example, results from studying a problem about an issue of teaching or learning through methods consistent with disciplinary epistemologies, with the end of enhancing student learning.

Perhaps the most significant outcome of the discussion in 1998-99 was recognition of the need to provide an infrastructure for the scholarship of teaching that, in principle, models the infrastructure provided for traditional scholarship. The faculty group identified the following as necessary components of this infrastructure:

1. Models for designing and conducting classroom research;
2. A community of faculty meeting to discuss the scholarly work they are doing;
3. Release time or stipends for those faculty who wish to conduct research on teaching and learning;
4. Information on teaching journals and their publication guidelines;
5. Information on opportunities to give papers on teaching at conferences and symposia.

The Center for the Advancement of Teaching invites all university faculty members to participate in the Scholarship of Teaching Working Group (SOTWG) whose aim is to implement the above-mentioned recommendations. Stipends (\$500 per semester) and release time (one or two semesters) for the 2000-2001 academic year are available to faculty.

Dr. Barbara Green, Assistant Professor of Biology and a member of the 1998-99 faculty discussion group, will coordinate the efforts of the SOTWG during the 2000-2001 academic year.

Interested faculty should submit a letter of interest to the Center by Wednesday, April 26, 2000. Please send a copy of this letter to your department chair. If release time is requested, please include a written statement of support from your department chairperson. You may send the letter via campus mail (P.O. Box 73A) or e-mail cat@xula.edu.

Funded faculty must submit progress and final reports that will be posted on the Center's website.

Course Portfolio Working Group

Request for Proposals

All university faculty members are invited to participate in the course portfolio working group (CPWG) during the 2000-2001 academic year. Since 1997, more than 30 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 coherent 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.

Dr. David Lanoue, Professor of English and a member of the first course portfolio working group, will coordinate the efforts of the CPWG during the 2000-2001 academic year.

Interested faculty should submit a letter of interest to the Center by Wednesday, April 26, 2000. 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.

Funded faculty must submit progress and final reports that will be posted on the Center’s website.

Individual Faculty Technology Projects

Request for Proposals

Xavier faculty members interested in incorporating technology into their teaching are invited to submit proposals for the 2000-2001 academic year. Release time (one or two semesters) and/or stipends for \$500 per semester are offered to support faculty technology projects that can be accomplished by May 2001.

This grant 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.

Examples of projects include the following:

- ✓ Incorporation of e-mail discussion into an existing course;
- ✓ Developing and using a course website;
- ✓ Use of an electronic bulletin board such as WebBoard for regular student discussion;
- ✓ Virtual office hours weekly via bulletin board chat;
- ✓ Development of presentation slides (PowerPoint);
- ✓ Use of commercially available CD-ROMs for instructional purposes;
- ✓ Adoption of spreadsheet or gradebook programs for keeping class records;
- ✓ Course requirement of student-authored website projects (instructor must advise, train, and support students in project production);
- ✓ Production of multimedia project for Web or CD-ROM delivery;
- ✓ Classroom research project focusing on effectiveness of technology in teaching and learning;
- ✓ Integrate JSTOR or other electronic journals into a course.

Proposals must include the following:

- Abstract
 - (d) This should not exceed one page. The abstract (or a portion of it) will be used to announce awardees and to describe their projects.
 - (e) Give an overview of the project.
- Design and Development
 - (f) Describe, in detail, the project. What will you do? How will you achieve the project objectives? Include a timeline or schedule of activities toward the completion of the project.
 - (g) What learning outcomes are anticipated?
 - (h) How is the course presently taught and what changes do you wish to make? How will these changes contribute to the overall learning objectives of the course?
 - (i) What long-term goals are associated with this project?
- Project Evaluation
 - (c) What criteria will you use to measure progress toward the goal(s) of the project?
 - (d) Provide a detailed assessment plan of how you will judge whether the project has met the goal(s) outlined in the proposal. What data will you collect? What classroom research strategies will be used? How will student learning outcomes be assessed?

- Support Requested

- (a) Indicate the type(s) of support (*i.e.*, stipend, release time, a combination of the two) that you wish to have in order to accomplish the goals of the project.
- (b) If release time is requested, you must include a written statement of support from your department chairperson.

Please submit seven copies of the project proposal to the Center (P.O. Box 73A) by Wednesday, April 26th, 2000. Please send a copy of the proposal to your department chairperson.

Faculty members of the Teaching, Learning, and Technology Roundtable will review applications on a competitive basis. The review is not a blind review.

Funded faculty will submit progress and final reports that will be posted on the Center's website. If you have any questions, contact Todd Stanislav at ext. 7512 or tstanisl@xula.edu.