**Call for Proposals: Enhanced Teaching and Learning Initiative**

**(Immersion terms and beyond)**

**November 14, 2011**

The Academic Affairs Office welcomes proposals from faculty to design and implement innovative, enhanced teaching and learning environments for our students. What we mean by this are those teaching and learning environments that help students put their knowledge in context, apply what they’ve learned, and/or engage the community in providing a service or developing local knowledge. Projects may be proposed by a single faculty member or a team of faculty members. We invite you to imagine the possibilities and to talk with colleagues about creating a learning experience for students that will engage them and you in an integrated, interdisciplinary, and project-oriented experience. **We hope to offer two new opportunities for students each year.**

This call for proposals stems from the faculty’s recent success in developing two immersion terms as part of our ongoing work with the MALLA consortium and the Teagle Foundation.[[1]](#footnote-1) While our grant work will be completed in 2012, we want to continue to encourage faculty to think about new ways to engage our students.

Faculty participants will be expected to devote their summer to planning their experiences, and will be paid a $1500 stipend for that work. Experiences should be targeted to first years, sophomores, and/or juniors, and should fulfill several requirements, e.g., major courses and/or general education credit. Once approved by the Academic Affairs office, proposals will proceed through the normal channels of faculty governance. We will work with departments and programs on issues of logistics and program needs.

Pilot proposals are due in the Dean’s Office by **January 16, 2012**. We also ask that faculty or teams intending to apply notify the Dean in writing of their intention to submit a proposal by **December 19, 2011.**

You will find a list detailing what will qualify as an enhanced teaching and learning project, as well as an outline of the guidelines, for proposals below. If you would like to talk over any ideas or questions, Margaret Farrar is happy to help.

We look forward to your proposals.

Sincerely,

Pareena Lawrence

Margaret Farrar

**Elements of an enhanced teaching and learning project**

* Focus on one or more of the following: putting knowledge in context, applying knowledge, creating and/or contributing to knowledge that helps or supports the community. Preference will be given to interdisciplinary topics or themes (e.g., immigration, sustainability; public health, etc.)
* Faculty members will be expected to offer the experience at least twice
* Preference will be given to sustainable projects over “one-time” experiences, but we also value innovation and experimentation
* Targeted enrollments of at least 15- 20 students
* Targeted to first years, sophomores, and/or juniors
* Potential for integration with co-curricular experiences, such as field trips, service learning projects, work on vocational reflection, etc.
* Faculty will receive one-time summer development grants to work on their projects, and reassigned time may be considered only in exceptional circumstances
* Assessment of learning outcomes. Both the Director of the Augustana Center for Teaching and Learning (Jon Clauss) and the Director of Institutional Research and Assessment (Mark Salisbury) are happy to help you develop this aspect of your proposals. See details below.

**Guidelines for Proposals**

**The proposal document must include the following elements:**

* **Preview:**
* Title of the experience and short description of the topic/theme
* Names of faculty collaborators
* Anticipated course credit
* Indication of preference for term offered
* **Topic and Goals**: Please describe the topic/theme of the experience, the approaches you will take, the learning goals that drive your planning, and the scope of collaboration and experiential learning, addressing these issues:
* What is the substantive focus?
* What are the primary learning goals?
* How will you organize the time (class meetings, trips, projects, etc.)?
* What disciplines, methods, and interdisciplinary focus will be involved (classroom, research, project, service, etc.)?
* Specifically, what kind(s) of experiential learning will take place? What kind of schedule do you anticipate for these activities? How do these activities relate to the primary learning goals?
* How might students receive “credit” for this experience (e.g., course designations, general education or major/minor requirements)?
* Why would this experience be attractive to students? What can they expect to gain by enrolling in this experience?
* How do you imagine your involvement might enhance your teaching longer term? How might it contribute to your scholarly learning?
* **Logistics:**
* What are the expertise and interests each of the faculty collaborators brings to the project, and what are their roles?
* Who else might be involved in the collaboration (outside experts, technology assistance, other campuses), and what specific responsibilities would they have?
* What kinds of faculty development will be needed, and when? (The general expectation is that each team member will be able to devote a minimum of one full month in summer for research and planning.)
* What costs (beyond normal tuition for students and development grant for faculty) do you anticipate the proposal might involve (e.g. travel to field sites, honoraria, materials)?
* For each category of expense, how would these funds allow you to carry out the general goals of the project and its specific objectives? Do you anticipate support from other sources (departments, programs, student fees)?
* **Assessment:**
* How will you assess student learning and achievement?
* How will you assess the extent to which the pilot achieves the stated learning goals?
* How might you share insights or learning from participation in this project with a wider audience (e.g., with colleagues, collaborative networks, professional organizations and/or publications on “best practices” or liberal arts innovation)?

1. As part of the Teagle grant, two faculty teams from Augustana developed two 12-credit, interdisciplinary immersion term courses: Hydrobiology (Kevin Geedey and Reuben Heine) and Neurophilosophy (Ian Harrington and Heidi Storl). Each immersion term was taught by two faculty members from two different departments for a trimester, and included student research, field trips, on-campus speakers, and on-site experiential learning opportunities. The courses were offered in Fall 2010-11 and again in 2011-12. You can read more about the immersion terms here: <http://www.augustana.edu/x22740.xml> [↑](#footnote-ref-1)