

NEW CALL!

CIE Committee Call for Applications for Course Development Support

Updated May 2019

As a part of UR's Creativity, Innovation, and Entrepreneurship initiative, the CIE Committee invites proposals for courses and enhancements to existing courses centered around problem based and/or collaborative modes of inquiry. These courses should aim in particular to stimulate our students' abilities to define and confront specific challenges. We are open to many different possibilities for innovative courses in and across all schools and disciplines that will foster thoughtful risk-taking, flexibility, resilience, and intellectual rigor.

A. Possible models

1. Individual faculty are invited to apply for funding to design a new course or enhancement of an existing course with the aim of developing in students the skills and mindsets central to creative, innovative, and entrepreneurial thinking (See the committee's definition of these terms in Section D below).

2. Collaborative teaching. One important aim of the CIE initiative is to encourage the development of courses and projects that will spur innovation by transcending siloed disciplines. Some possible models of collaborative instruction include (but are not limited to):
 - Two or more faculty members from different disciplinary backgrounds, departments, and/or schools.
 - At least one faculty member teaching a course that involves other experts including (but not limited to) staff, faculty from other institutions, businesspersons, non-profit employees or volunteers, historians or curators, artists, etc.
 - Two or more different courses taught in parallel which overlap around a particular question or problem for some portion of the semester.

B. Resources

Some possible uses of course support are:

- Development grants for a new or enhanced course.
- Bringing in visitors from the community or other universities with expertise in creativity, innovation, design thinking, product development, entrepreneurship, or social entrepreneurship.
- Materials for students to build prototypes, create products, and develop new ideas.
- Class outings that would contribute to student learning about CIE themes (e.g., RVA Makerfest, visits to Richmond maker spaces (HackRVA, Build, RVA), participation in hackathons and other competitions).

We will consider any curricular ideas that enhance student mindsets/skills in CIE. Faculty are invited to contact members of the CIE committee if they are uncertain how their prospective course might align with the goals of CIE. **Faculty should discuss possibilities with their department chairs or deans before submitting a proposal and follow the course approval process appropriate to the school/s within which the course is proposed.** In creating these courses, faculty may opt initially to fit them in the “Special Topics” categories of different departments or programs.

C. Deadlines

For courses to be taught in Spring 2020	
9/9/2019	Submission deadline
10/1/2019	Funding notifications
For courses to be taught in Fall 2020	
1/24/2020	Submission deadline
2/17/2020	Funding notifications

For courses to be taught in Spring 2021	
9/14/2020	Submission deadline
10/5/2020	Funding notifications

D. Guiding Principles

When proposing courses, applications should be guided by the following definitions:

- **Creativity:** *The ability to transcend traditional ideas, rules, patterns, relationships, and to develop meaningful new ideas, forms, methods, interpretations.*
Proposals might include courses that engage with perceived societal challenges/opportunities by incorporating significant components of creative work, such as an original performance, design, theory/methodology, software, text, artwork, experiment, artifact, or solution to a problem (including but not limited to artistic, programming, artisanal, public humanities, or other whole-scale creations).
- **Innovation:** *The ability to view problems from new perspectives and to design new methods or solutions.*
Proposals might include courses that incorporate the use of a method, theory, or technology in a new way; or that apply a method, theory, pedagogical approach, or technology in a new context (for example, using technology to catalog or analyze historical, artistic, or literary artifacts; using artistic media as a form of management education; including artistic or humanistic methods in a science classroom; etc.)
- **Entrepreneurial Skill:** *The capacity to identify problems, challenges, and opportunities as the necessary precondition for creating thriving, justice-oriented, and community-focused initiatives.*

Proposals might include courses that involve the creation of new organizations – social, business, educational, charitable etc. – and that examine why they thrive or whither. These courses may engage directly with practical or intellectual problems in the community and the world (including but not limited to those facing organizations, industry, peoples, the environment, the arts, education, health, historical preservation, etc.).

APPLICATION REQUIREMENTS

1. **Course description**
 - a. Course description for the catalog (< 100 words)
 - b. What are the primary goals for this course? (up to 500 words)
 - c. How will this work develop students' knowledge, skills, and mindsets associated with creativity, innovation, and/or entrepreneurship? (up to 500 words)
 - d. What assignments and activities do you envision? (up to 500 words)
 - e. What (if any) major/minor/general education requirements will it fulfill?
 - f. What prerequisites are required?
 - g. How many seats will be offered?

2. **Instructors.** List all instructors and provide brief bios. Explain how the course combines expertise of the instructors in original and constructive ways.

3. **Support.** What kinds of support does the course need to succeed? (See section B) Provide a detailed budget as well as a list of non-monetary needs (e.g., technology support, administrative support, etc.).