

Ciocca Center for Innovation and Entrepreneurship Call for Proposals: Curricular Development

Ciocca Center for Innovation and Entrepreneurship is an interdisciplinary hub enhancing current and future opportunities to experience, research, and advance innovation and entrepreneurship on campus. Ciocca Center supports an interdisciplinary and collaborative environment to prepare students in the application of the Jesuit perspective of responsible entrepreneurship to develop innovative ideas, create new ventures, and become responsible leaders in an evolving workplace. Ciocca Center enables the infusion of an entrepreneurial mindset and innovation into and across a broad set of academic disciplines, with a deep commitment to experiential learning and collaborative approaches.

We invite faculty to submit proposals for curricular development projects addressing themes that broadly relate to the topics of innovation and an entrepreneurial mindset.¹ These areas are certainly relevant to traditional topics in business (exploring new markets, financing new ventures, etc), law (intellectual property, legal forms of business, etc.), and science and engineering (technology development, validation through prototyping, etc.); proposals in these areas are welcome, particularly if the proposal is to broaden exposure to these topics across the university. But beyond these topics, we are also interested in curricular materials that address themes that may not traditionally be thought of as being associated with innovation and an entrepreneurial mindset but which are just as critical. Such topics include the following:

- Developing deep empathy for and understanding of the needs and motivations of others
- Learning from failure and developing resiliency, persistence and grit
- Identifying creative ideas/approaches/solutions to societal problems
- Collaborating within diverse teams and environments
- Designing not just products/services but also processes, policies and creative works
- Examining societal impacts of decisions and initiatives
- Exploring unanticipated opportunities amid challenging conditions
- Reasoning given ambiguous information and conflicting objectives
- Applying ethical frameworks to the challenges of serving the needs of others
- Establishing connections across a range of ideas and perspectives

We are particularly interested in curricular contributions that can impact a broad and interdisciplinary segment of the student population, that incorporate experiential learning opportunities, that employ innovative teaching practices or formats, that encourage faculty teaming particularly across campus units, and that infuse content with a Jesuit perspective. Contributions that may be incorporated into core curriculum sequences or pathways, interdisciplinary emphasis or concentration areas, or minors are also of particular interest.

Given these content objectives, a range of implementations are possible. These possibilities include, but are not limited to:

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Regarding the appropriateness of a topic, it is stressed that materials developed through this program cannot simply feature topics (e.g., artificial intelligence, etc.) or teaching techniques (e.g., active learning, etc.) that might be considered innovative or entrepreneurial. While these might be attractive additions to a proposal, the content of the developed material must address themes relating to innovation and an entrepreneurial mindset. So, while a new course on artificial intelligence algorithms may not be appropriate, one that explores artificial intelligence as an innovative technology and its impact on society and the economy might be an excellent candidate.

- Course modules: Creation or significant revision of a new “module” within an existing course, such as a lab, a lecture with a corresponding assignment, etc.
- Courses: Creation or significant revision of a new course
- Programs: Creation or significant revision of a new pathway, emphasis or concentration area, minor, etc.

Proposals may be led by any faculty with an academic year appointment. Proposers are encouraged to discuss ideas with Ciocca Center personnel prior to submission of a proposal in order to better understand the applicability of their ideas, typical budget expectations, etc. Previous grant recipients are ordinarily not eligible to receive a new grant until the earlier grant has been completed and a final report (with assessment data) has been submitted; any exceptions should be accompanied by an explanation and an interim report.

Funded efforts should be scoped to last no more than 18 months. Awardees will be required to provide brief but routine written updates on progress, provide a program abstract and final report (with assessment information) to be posted on the Ciocca Center website, and provide brief verbal reports to Ciocca Center boards upon request. In addition, faculty will be expected to share the results of their project with the broader academic community through an on-campus presentation (such as through the Faculty Collaborative for Teaching Innovation, or other venue), presentation at a relevant academic conference, and/or publication in a relevant journal. In keeping with Provost Office guidelines, funded proposals will be available for inspection by other faculty upon request.

Proposals may request financial support for the proposed development efforts. Funds may be used for course materials, faculty/staff/student time spent on developing/transforming materials, etc. Funds are generally not awarded for tuition remission, equipment, general use computing equipment (e.g., laptops, iPads, etc.), office furniture or travel. Note that, in general, funds are intended for development of materials, and not for the long term supply of consumable materials for future offerings. Although budgets will be evaluated based on the nature of each proposal, rough examples of anticipated awards, consistent with programs supported through the Provost's Office, include ~\$500-\$1,000 for developing a new course module, up to \$5,000 for a new 4-unit course, and possibly more for larger scale efforts involving multiple interdisciplinary faculty and impacting a wide range of students.

Although the emphasis for this program is curricular development, some funds may also be available to support two additional types of related efforts:

- For outstanding efforts that lead to publication/presentation in premier conferences or journals, additional funds may be available to defray associated travel costs; awardees may explore this possibility with the Ciocca Faculty Director as their project matures. Such activity would be funded through a supplemental proposal once the initial activity is underway and/or is producing results.
- Although new curricular products are expected to be institutionalized (and financially supported) through departments, programs, or other mechanisms once they have been created, an initial offering of the course could be supported through this program if such

support has yet to be secured. In this case, funds for hiring an instructor and/or acquiring course materials may be requested. Similarly, if the curricular product has a non-traditional cost model, funds may be requested to supplement implementation; this may be the case, for example, to help fund a team-taught course. It is highly recommended that proposers discuss such ideas with Ciocca Center personnel prior to submission of such a proposal in order to explore such possibilities, to understand the level of financial support available, etc.

Proposals will be accepted at any time and evaluated on a quarterly basis during the academic year. To be guaranteed review during any particular academic year quarter, proposals should be submitted by the first day of that quarter. Proposals should be submitted as a single .pdf file via email to CioccaCenter@scu.edu, Attention: Curriculum Development; questions regarding the program may be submitted to the same email address. Proposals should be limited to 5 pages, have a title, state the type of effort being proposed (module, course, program, other), and list all participants to include names, departments/units, and contact information. In addition, proposals are expected to include sections that:

- describe its alignment with the objectives of this program, identify the intended contribution to student learning and curriculum offerings (to include any contributions to the core curriculum, pathways, minors, disciplines, schools/colleges, etc.), and describe the context of the work with respect to teaching practices at the university;
- present a plan and schedule for execution for the proposed activity, to include an itemized budget and budget justification; proposers should also describe any plan to institutionalize their proposed work to ensure long term impact (e.g., will a module be used by faculty in their courses, will a new course be adopted by the department/program, etc.);
- describe expected results and outputs relevant to the impact on the curriculum and student learning, to include plans for assessment and dissemination within and potentially beyond the university;
- state the qualifications and experience of the proposing team relevant to their ability to conduct a quality program and the context in which they will perform their work.

Proposals will be evaluated by a broad faculty/staff committee, with committee recommendations reviewed by the Ciocca Center faculty advisory board; final funding decisions will be approved by the Provost. Proposals will be evaluated on the criteria listed below. In addition, a document describing details of the proposal review and evaluation process is available in order to provide further insight into how this program is conducted.

- Appropriateness and relevance of the proposed activity given the objectives of Ciocca Center and this funding opportunity;
- Anticipated impact of the program, such as the scope/depth/quantity of students affected, and the ability to address identified areas of interest/need (e.g., materials for students not traditionally exposed to innovation/entrepreneurial topics, interdisciplinary and experiential opportunities, etc.);

- Quality of the action plan, such as completeness and feasibility of the task plan, timeline, budget, the evaluation/assessment plan, etc.
- Assessment of the proposing team's relevant experience and ability to conduct a successful program.