



Great Lakes Colleges Association  
New Directions Initiative  
Call for Proposals

**Program Description**

The Great Lakes Colleges Association (GLCA) has received a generous grant from the Andrew W. Mellon Foundation to launch the New Directions Initiative. The focus of this new program is to support the renewal and continued professional growth of liberal arts faculty members in ‘mid-career’ – the extensive professional period between receiving tenure and thinking seriously about retirement.

A particular emphasis of this program is to help faculty members *think outside traditional boundaries and divisions of their discipline and of typical faculty work* – to chart a course that leads beyond the familiar waters of one’s early academic achievements and embarks on the extended journey of a stimulating faculty career. Three general themes capture this emphasis:

- To Broaden Intellectual Perspectives*, helping mid-career faculty to expand their horizons and understand issues beyond the context of their own disciplines in conjunction with other faculty members who share similar interests;
- To Stimulate Innovation in Pedagogy*, providing opportunities for faculty to work together in sharpening pedagogy, based on expanding knowledge and best practices for teaching both within and beyond particular fields of study;
- To Pursue Singular Explorations*, which accord individual faculty members the time required to explore a new career direction.

A proposal need not be directed at a particular theme and may well overlap multiple themes. However, all proposals must contribute to faculty development with an evident link to professional renewal and liberal learning.

You will find additional useful information on the New Directions web page, accessible from <http://www.glca.org/>, including suggestions for writing an effective proposals and descriptions of proposals that have been accepted.

<b>Program Officers &amp; Contacts</b> p. 2	<b>New Directions Themes</b> p. 3	<b>Reporting Requirements</b> p. 6
<b>Eligibility &amp; Due Dates</b> p. 2	<b>Preparation &amp; Submission</b> p. 5	<b>Proposal Review Criteria</b> p. 6

## Program Officers and Contacts

Faculty interested in submitting a proposal are encouraged to contact their Campus Facilitators and GLCA program officers to discuss project ideas and to review drafts of proposals.

Campus Facilitators:

Institution	Campus Facilitator	E-mail
Albion	Beth Lincoln	blincoln@albion.edu
Allegheny	Beth Watkins	beth.watkins@allegheny.edu
Denison	Susan Garcia	garcia@denison.edu
DePauw	Dave Guinee	dguinee@depauw.edu
Earlham	Corinne Deibel	deibeco@earlham.edu
Hope	Deirdre Johnston	johnston@hope.edu
Kalamazoo	Michael Sosulski	sosulski@kzoo.edu
Kenyon	Jean Blacker	blacker@kenyon.edu
Oberlin	Lynne Bianchi	lynne.bianchi@oberlin.edu
Ohio Wesleyan	Joan McLean	jemclean@owu.edu
Wabash	Cheryl Hughes	hughesc@wabash.edu
Wooster	Heather Fitz Gibbon	hfitzgibbon@wooster.edu

GLCA contacts:

Simon Gray, Program Officer, New Directions Initiative, 734-661-2328, gray@glca.org

Greg Wegner, Director of Program Development, 734-661-2338, wegner@glca.org

## Eligibility and Due Dates

Proposals are competitive. Tenured faculty members at GLCA institutions are eligible to submit a proposal. A faculty member may submit multiple proposals. There is no limit on the number of proposals that may be submitted by a GLCA institution, nor is there a dedicated amount of funding guaranteed for each institution.

The New Directions Initiative seeks to provide support for a broad range of faculty members seeking professional renewal in mid-career. GLCA anticipates that many of the grants requested of this program will be for comparatively modest amounts (from \$3,000 to \$7,000); however, proposals for smaller grants are welcomed and proposals for larger-scale projects with greater costs will also be considered. Depending on the nature of the project, the number of active faculty participants, and the number of GLCA member colleges involved in the project's implementation, grants could range from \$10,000 to \$25,000 or more. In all cases, the project must have a clear plan of action that will lead faculty members beyond their current expertise and frame of reference (see the full list of criteria on page 6).

Proposals will be reviewed three times in the fall and the spring.

Fall 2009 review dates: September 28, November 2, and December 14.

Spring 2010 review dates: January 25, March 8, and April 19.

Dates for summer 2010 and the 2010-11 academic year will be announced in spring 2010.

## **New Directions Themes**

The synopses that follow describe three broad themes supported by the New Directions Initiative. A proposal need not be directed at a particular theme and may well overlap multiple themes. All proposals must contribute to faculty development with an evident link to professional renewal and liberal learning through one or more of these themes.

The examples provided here do not represent an exhaustive list of the types of New Directions activities of interest to the GLCA. Faculty members are strongly encouraged to think creatively about the ways in which they might contribute to the realization of New Directions themes and to discuss their ideas with their Campus Facilitator and GLCA staff.

### ***Broadening Intellectual Perspectives***

One goal of the New Directions Initiative is to help faculty move beyond the familiar waters of their early career by generating and pursuing interests in new directions. The emphasis here is developing new intellectual perspectives in conjunction with other faculty members who share similar interests and identifying “field of interest” communities which may be related to one’s discipline, but should be outside of one’s specialty. This could include programs that engage faculty of our member colleges with global challenges and the role of liberal arts colleges in educating graduates to meet evolving needs for the twenty-first century.

Examples of *Broadening Intellectual Perspectives* project ideas include:

- A project to explore the role of linguistics as a mode of analysis to enhance research and teaching in several disciplines;
- A consortial project to enrich faculty understanding about a particular religion or culture (i.e., Muslim or Jewish studies), drawing together faculty in history, sociology, language, literature, religious studies and other fields;
- A symposia/performance project that combines scholarly presentations with performance venues for faculty in music, theater, and dance;
- A project to explore possibilities for extending the model of the summer research program, which occurs most commonly in the scientific disciplines, to fields in the social sciences and humanities;
- Global issues and dynamics (i.e., global perspectives on environmental sustainability);
- A consortial working group on neuroscience, linking faculty of psychology, biology, and other fields to develop shared professional norms, explore approaches to curricula and program delivery, and identify opportunities to share expertise across colleges;
- The liberal arts in a multinational/multicultural context.

### ***Stimulating Innovation in Pedagogy***

A second goal of the New Directions Initiative is the renewal and enhancement of undergraduate teaching. The *Stimulating Innovation in Pedagogy* theme is intended particularly for post-tenure faculty with a sophisticated knowledge of the subject matter who seek to explore promising techniques to improve pedagogy with other colleagues within or across particular disciplines or domains of knowledge.

Examples of *Stimulating Innovation in Pedagogy* project ideas include:

- Application of instructional technology in course (re)design;
- Pedagogy “best practices” seminars;

- Pedagogy enhancement and new developments workshops; exploring applications of assessment techniques (before, during, and after a given course) to gauge student learning and revise course content and pedagogy based on assessment results;
- Effective methods in the design and implementation of interdisciplinary and multidisciplinary courses;
- Regional meetings of faculty who are "alone" in their discipline or specialty, providing opportunities to meet with colleagues and consider innovative approaches to curriculum development and/or pedagogy, and to explore possibilities for collaboration;
- Convening of topical meetings of faculty with content and pedagogy experts centered on teaching liberal arts college students issues that encompass a range of academic disciplines;
- Development and pilot testing of specific approaches to inculcate broader "field of study" perspectives in students through a series of courses across three or more GLCA member colleges.

### ***Singular Explorations***

In some cases a faculty member who seeks to embark on new areas of professional interest may require individual time – to have a formative new experience, to formulate new questions leading beyond one's specialty, to develop new areas of inquiry, or to consider alternative pedagogies that reflect an increased understanding of how learning occurs. The Singular Explorations theme encourages individual faculty grants to create the time (through release time, summer time, or some other innovative solution) needed to step back, take one's bearings, and develop new approaches in the context of one's discipline, and amid the converging currents of issues that pose new challenges to educating and living effectively in the twenty-first century. In some cases these explorations may result primarily in the enhancement of a faculty member's own thinking as a scholar and educator. In other cases, these soundings of new professional interests may eventually lead to natural partnerships with other faculty members – on the home campus, or at other institutions – who seek to explore similar themes or approaches that offer promising linkages among academic disciplines. In time, such partnerships could yield a new research focus, shared curricula or collaborative teaching arrangements within or across colleges.

In many cases, support will be provided through summer stipends. Grants for release time will be for one or possibly two courses, though a faculty member could combine funding from this program with support from other sources to achieve a full-semester of release time. Individual topics could vary widely according to one's academic discipline and emerging interests. Examples could include:

- Intensive research (possibly involving travel) on an emerging field of study that combines a faculty member's existing expertise with new, less familiar fields of knowledge;
- Short-term visit to an American-style liberal arts institution abroad (part of GLCA's Global Liberal Arts Alliance -- see [LiberalArtsAlliance.org](http://LiberalArtsAlliance.org)) to learn how a liberal arts educational mission is conceived and delivered in another cultural, linguistic, and political environment;
- A short term/part-time assignment to a non-faculty position.

## Proposal Preparation and Submission

Proposals should succinctly describe the nature of the project, the actions proposed and the outcomes expected. Proposals should be written in the expectation they will be read by chief academic officers beyond one's home institution. Proposals for collaboration on a single college campus may be shared with other campuses as exemplars of ideas to explore in or across other GLCA member colleges.

*A complete submission has three parts: the proposal, a c.v. for each (co-)proposer, Institutional Awareness Form*

**PROPOSAL:** Proposals should be organized into the following parts, underlined in the instructions below.

### Proposal Title

### Project Participant(s)

Name, title, and institution of the lead proposer

Provide name, title, and institution of additional faculty participants. Proposals should include short bio statements (school, department, areas of teaching and scholarship) of all participants.

Executive Summary – An overview of the project's idea, value, feasibility, and outcomes.

Project Narrative – the narrative should be no longer than five pages and should address;

*Newness.* What is the new direction that is the centerpiece of the proposal? How is this a new direction for the participants?

*Value.* The project's topic and its importance to the renewal of the participants – include a consideration of how the topic connects to one or more of the New Directions themes. How will the proposed activities relate to this topic?

*Feasibility.* Is the project practical and cost effective? Are the project's institutional implications adequately considered?

*Impact.* What will be the impact of this project and by what means will you gauge its impact? If appropriate, what plans are there for dissemination of the results or outcomes of the project?

Project Duration – project start and end dates

Project budget – a project budget with justification that represents a responsible estimate of costs – including the cost of materials and equipment, travel, external speakers, and stipends (\$600 / week) for participants contributing to the project's design and execution.

Proposal format: Times New Roman at a font size of 11 points or larger  
One inch margin all around  
Single-spaced, all pages should be numbered

**CURRICULUM VITAE** – for the proposer and all co-proposers. If the project makes use of a consultant, that person's resume should be included.

**INSTITUTIONAL AWARENESS FORM** – Each proposal *must* include a completed Institutional Awareness form. If the project has no institutional resource implications, only the proposer need sign it (digitally). Otherwise it must also be digitally signed by the proposer's department chair and the dean or chief academic officer.

### **File names:**

All file names should begin with the name of the lead proposer. For example, Elmer Fudd would submit: Fudd NDI Proposal.docx, Fudd cv.docx, and Fudd Institutional Awareness Form.pdf

**Submitting:** Proposals should be submitted electronically to the New Directions Initiative program officer at [ndi@glca.org](mailto:ndi@glca.org), with a copy sent to your Campus Facilitator.

## Reporting Requirements

All projects funded through the New Directions Initiative require a final report from the project's lead proposer, including a discussion of the project's findings and conclusions and an accounting of how funds have been spent. Project proposers of multi-year projects must also submit an annual report. All reports go to the New Directions Initiative program officer and to the Campus Facilitator of the home institution. Grant recipients must also participate in a New Directions Initiative program-level evaluation.

## Proposal Review Criteria

Small proposals will have an expedited review process led by the GLCA president. Larger proposals will be reviewed by members of the GLCA Deans Council – a group that consists of the chief academic officers of all GLCA member colleges. For any proposal, the subset of chief academic officers in the review committee will not include the campus dean(s) of the lead proposer(s). The GLCA will make every effort to provide a timely response to proposals.

The following categories of evaluation, and the questions within each, will be considered when reviewing a proposal and should serve as a guide for proposal preparation.

### “New Directions” Value

- a. Does the proposal describe a course of action that would lead faculty members beyond their current expertise and frame of reference? Is it a new direction that holds the promise of yielding fresh insights and approaches?
- b. Do the proposed actions seem well suited to achieve the new directions result the proposer seeks?
- c. Does the project hold the promise of enriching the professional life of faculty members in ways that may enhance the quality and effectiveness of liberal arts education?

### Feasibility

- a. Has the proposer demonstrated a significant and growing personal interest in the topic proposed? Has he or she taken initial steps toward achieving the project goals – e.g., through reading and the development of contacts with programs, experts, or colleagues in other settings?
- b. Is the plan of action clear? Does the project seem practical in scale and mode of implementation? Does it have realistic expectations about the contribution of each project participant?
- c. Does the budget represent a responsible estimate of the costs to accomplish the project's purpose?
- d. Has the proposer made a compelling case to justify the expenditure of funds for such purposes as travel, release time, stipend, books, or equipment in support of the project's actions and anticipated results?
- e. Has the proposer considered the impact the project will have on his or her home institution in terms of institutional commitment of logistical support and/or release time? Has the proposer consulted with the institution's leadership to gauge the replacement costs the proposal would seek for support and release time?

### Impact

- a. By what means will a proposer determine if the project's outcomes were achieved?
- b. Are there broader impacts that could result beyond a project's initial effect?