

**RISE to the IUPUI Challenge/ePortfolio Initiative  
Curriculum Development Grant  
Request for Proposals**

**Submission Deadline – February 12, 2016 for Summer 2016 Grant Support**

The RISE Program and the ePortfolio Initiative are pleased to announce a new collaboration that will offer two grants of up to \$5000 to support the development of RISE courses that include a reflective electronic portfolio or electronic Personal Development Plan (ePDP). RISE experiences and ePortfolios are a natural partnership: the RISE to the IUPUI Challenge initiative aims to engage students more deeply in their learning and to contribute to their intellectual and professional development; ePortfolios, including ePDPs, have similar aims. Experience at both IUPUI and other campuses has shown that, when carefully incorporated into such high-impact educational practices as those embodied in RISE, reflective electronic portfolios can be an effective strategy for enhancing student learning and engagement, as well as for documenting, assessing, and improving the effectiveness of the high-impact practice.

**Purpose**

These grants are intended to increase course offerings that respond to the RISE to the IUPUI Challenge, expand the use of ePortfolios and ePDPs across the campus, and ensure that students derive maximum benefit from both. Faculty are encouraged to apply for up to \$5000, which might support professional development, summer salary, and/or a stipend to develop a new RISE course that uses a reflective ePortfolio to support learning and assessment *or* to redesign an existing course as a RISE course that incorporates an ePortfolio. \$3500 will be disseminated initially and the remaining \$1500 upon submission of the final report.

RISE courses must incorporate qualified experiences, integration of knowledge, and structured reflection to link the experience with targeted learning outcomes, and assessment as outlined below. ePortfolios are ideal sites for reflection and integration of learning. These courses will be distinctive because they will thoughtfully and systematically integrate ePortfolios and experiential learning to prepare students for graduate school, careers, and global citizenship. They will provide skills, knowledge, and experiences that are highly valued by employers and lay the foundation for the development of leadership capacities.

RISE/ePortfolio courses developed in the summer of 2016 must initially be offered in the 2016-17 academic year.

**Who May Apply**

Full-time faculty members (including full-time lecturers) from all academic units at IUPUI are welcome to apply. Support of department Chair or Dean must be demonstrated in application materials.

## **RISE Criteria**

In order for a course to qualify for RISE/ePortfolio course development funds, it must include the following elements:

### **1. Qualified experiences:**

- Students must engage in directed, first-hand immersive experiences in the “real world,” laboratory, or studio that are appropriate to the educational goals of the course and that occur beyond a normal classroom or on-line format. The purposes of these experiential learning opportunities are: 1) to apply, practice, or test concepts, methods, and skills learned in the classroom; and 2) to develop new knowledge through original research or dialogue with others in research, community-based or international settings. In this process students will discern how context changes the dynamics of a learning situation and will recast abstract theory. They will improve their understanding of how to learn from experience and appreciate multiple sources of wisdom. These qualified experiences must fall under one of the four areas of RISE described below.

### **2. Integration of knowledge:**

- Students must be provided with an intellectual framework, including relevant PULs, that enables them to integrate knowledge with application, and theory with real-world experiences. The concepts, theories and information that constitute the course learning objectives must be purposefully incorporated into the experiential learning opportunities in order to develop students’ abilities to apply formal learning to real-world situations, independent research, and/or artistic production. As students move through the course, the ePortfolio will be used to demonstrate and represent concepts and experiences, supporting integrative learning by helping students to discover and articulate relationships among concepts and between theory and practice.

### **3. Reflection:**

- Students must engage in critical analysis and structured reflection about the meaning of the experiential learning within their ePortfolios and in the context of the course objectives, professional and personal development, and the PULs. These reflections should be integrated as ePortfolio assignments within the RISE course. ePortfolios support both formal and informal reflection; they typically include formal reflection assignments, but also provide iterative opportunities for reflection as students compose ePortfolios.
- The RISE/ePortfolio course must incorporate and foster development of a reflective ePortfolio that is evaluated within any or all of the following domains:
  - i. Personal growth,

- ii. Academic and professional development,
- iii. Civic learning, ethical judgment or social responsibility.

#### 4. **Assessment:**

- The course must have a clear plan of assessment, both of student learning and of the effectiveness of the experiential learning component of the course. The ePortfolio must be an integral part of this plan and should incorporate material related to the key learning outcomes for the RISE experience. ePortfolios and other coursework should be evaluated in relation to the course learning objectives, the learning objectives identified for the experiential learning component of the course, and the relevant PULs. ePortfolios may also provide evidence for assessment of the breadth and depth of student learning from the RISE course.

#### **Four Areas of RISE**

- **Undergraduate Research Experience Courses**
  - To qualify under this area of RISE, courses must generally involve students in conducting research or artistic work under the mentorship of a faculty member.
  - Undergraduate research experience courses may include any scholarly or artistic activities that lead: to the production of new knowledge; to increased problem solving capabilities, including design and analysis; to original critical or historical theory and interpretation; or to the production of original works of art or artistic performances. The RISE research requirement will not be met by courses that teach about research.
  - Those interested in creating a RISE Undergraduate Research Experience Course should contact the Center for Research and Learning (CRL) at 274-2590 to learn about more specifics that will assist in course development in this area.
- **International Experience (Study Abroad) Courses**
  - To qualify under this area of RISE, courses must involve travel and learning outside the U.S. as well as guided reflection on the cross-cultural elements of the experience.
  - International Experience Courses may occur as part of IUPUI study abroad programs, approved study abroad programs by other U.S. institutions, or approved programs at overseas institutions. Independent study courses abroad are also eligible. Courses may be in any subject, as long as they include an experiential element (e.g., significant interaction with the host community, guided research, service learning or workplace/community experience), and require reflection activities or assignments

that leads to enhanced skills of international understanding and interaction, both generally and with respect to the particular discipline or profession reflected in the course.

- Those interested in creating a RISE International Experience (Study Abroad) Course should contact Stephanie Leslie, [silleslie@iupui.edu](mailto:silleslie@iupui.edu), the Office of International Affairs, at 274-7000 to learn about more specifics that will assist in course development in this area.

- **Service Learning Courses**

- Service learning is a course- or competency-based, credit-bearing educational experience in which students
  - a) participate in mutually identified service activities that benefit the community, and
  - b) reflect on the service activity in such a way as to gain a further understanding of course/academic content, a broader appreciation of the discipline, and an enhanced sense of personal/professional values and civic responsibility.
- Additional information regarding the qualifying experience (“service” activity):
  - The activity may be associated with domestic or international community groups (for example, International Service Learning Programs).
  - The activity may extend beyond direct service (e.g. tutoring, planting trees) to other “service” activities such as faculty mentored research, pre-professional projects, and creative products (for example, community-based participatory action research projects, civic internships, practica).
- Those interested in creating a RISE Service Learning Course should contact Dr. Mary Price, [price6@iupui.edu](mailto:price6@iupui.edu), or Morgan Studer, [mohughes@iupui.edu](mailto:mohughes@iupui.edu), the Center for Service and Learning, at 278-2539 to learn about more specifics that will assist in course development in this area.

- **Experiential Learning Courses (experiences in work and community settings)**

- To qualify under this area of RISE, courses must involve students in community-based, pre-practice experiences, including but not limited to internships, practica, co-ops, field experiences, or other clinical experiences under the mentorship of a faculty member.
- Experiential Learning Courses include community-based professional practice activities that lead to the acquisition, production, integration, and/or application of knowledge; to increased problem-solving capabilities and decision-making skills; to enhanced communication skills; and to professional growth in and increased knowledge of the field of practice. The Experiential Learning Course requirement will

not be met by courses that teach about career skills. Rather, it will be met by credit-bearing professional practice-based educational experiences that involve students in application of knowledge to a community problem or in a community setting under the mentorship of a faculty member to encourage students to make the desired connections.

- Courses with significant use of any of the following instruction formats may qualify:
  - Clinical Education
  - Cooperative Education
  - Field Work
  - Internship
  - Practicum
  - Student Teaching
  - Mentoring Practice
  - Other categories (to be determined by academic units)
- Those interested in creating an Experiential Learning Course in RISE should contact the Center for Teaching and Learning at 274-1300 to learn about more specifics that will assist in course development in this area.

### **ePortfolio Role**

At IUPUI, courses in all four of the RISE categories have made use of ePortfolios. IUPUI experience and research elsewhere on ePortfolios has shown that it is important to embed the ePortfolio into the core activities and assignments of a course rather than simply adding it as an extra layer on top of the “regular” coursework. Thus, in addition to offering financial support, staff of the ePortfolio Initiative and the Center for Teaching and Learning will consult with grant recipients regarding both instructional design and technology implementation.

Those considering applying for a RISE/ePortfolio Grant should contact Susan Kahn, Director of the ePortfolio Initiative, at 278-3604 or [skahn@iupui.edu](mailto:skahn@iupui.edu) or Susan Scott, ePortfolio Coordinator, at 278-3414 or [sbScott@iupui.edu](mailto:sbScott@iupui.edu) to learn about more specifics that will assist in course development with ePortfolios.

### **Procedure**

Electronic applications (Word or PDF), including a completed form (below) and a letter of support from your department chair or dean, must be submitted by 5:00 pm on February 12, 2016. Submit your work to Heather Carson ([hacarson@iupui.edu](mailto:hacarson@iupui.edu)). All applications will be reviewed and scored by members of the RISE Steering Committee and members of an ePortfolio Initiative Grant Review Committee. Award notification will be made by April 1, 2016. Please note that grant recipients will be expected to complete a report to be submitted to the RISE Steering Committee and the ePortfolio Initiative. Recipients will also be expected to present on the work conducted to the RISE Advisory Committee, at an organized forum such as

a local, regional, or national conference/workshop/symposium, and/or at an ePortfolio campus workshop or regional/national conference. All reports will be added to the RISE and ePortfolio websites as a useful resource for other faculty interested in applying for the grant. Recipients may be called upon to help review future grant proposals or serve as mentors to others who apply. Please direct questions and concerns to: Dr. Jennifer Thorington Springer, [jtspring@iupui.edu](mailto:jtspring@iupui.edu); Dr. Susan Kahn, [skahn@iupui.edu](mailto:skahn@iupui.edu); or Susan Scott, [sbscott@iupui.edu](mailto:sbscott@iupui.edu). For additional information regarding the RISE and ePortfolio Initiatives, please visit the RISE homepage at [go.iupui.edu/rise](http://go.iupui.edu/rise) and the ePortfolio Initiative website at [eportfolio.iupui.edu](http://eportfolio.iupui.edu).

# RISE to the IUPUI Challenge/ePortfolio Initiative Curriculum Development Grant RFP

Faculty Application 2016

## I. Applicant Information Section

First Name:

Last Name:

Email:

Work Phone:

Department:

School:

## II. Faculty Profile Section

A current CV should be submitted with together with the application. In addition, provide a brief description of relevant experience (e.g., experiences with facilitating experiential learning) that enhances qualifications for successfully completing the proposed work.

## III. Department/School Support

RISE to the IUPUI Challenge Curriculum Development Grant applications must include a letter of support from the relevant department chair or dean. This letter should clearly demonstrate support for program participation, commitment to include the RISE course in the curriculum, and verification of summer release time (where needed) with the understanding that time would be used for course development.

## IV. Proposal Section

- A. Abstract - Describe the project (200 - 250 words)
- B. Description of the course and the RISE area to be developed in the course.
  - a. Course Name
  - b. Course Number
  - c. Official Course Description
  - d. Average enrollment in course per semester (include all applicable sections)
  - e. If applicable, how many sections will RISE course development impact?
  - f. Targeted area of RISE
    - i. Specific student experiences planned
    - ii. Description of the reflection activities to be used within the course

- iii. How the experiential component will be integrated into the course content.
- C. How will the ePortfolio to contribute to student learning and/or outcomes assessment of the course? (200 words)
- D. How will the course redesign be of significance to the department and/or the campus RISE initiative? (200 words)
- E. Outline the goals, activities, and timeline for completing the project (350 words). When will the redesigned course be offered? How often will it be offered?
- F. What student learning outcomes are intended for this course? Include learning outcomes related to key Principles of Undergraduate Learning appropriate to the course. How does the experiential learning relate to these PUL's?
- G. Outline how student learning, including the PULs will be assessed in the course. (250 words)
- H. Describe how the effectiveness of the RISE portion of the course will be assessed and the means by which the results of the assessment activities will inform future practice. (250 words)
- I. Discuss your plan for disseminating what is learned locally, regionally, or nationally through presentations or publications. (200 words/1000 characters max)