



Call for Proposals: McCausland Innovation Fund

In 2013, the McCausland Faculty Excellence Endowment Fund was established as part of a \$10 million endowment from UofSC alumnus Peter McCausland ('71) and his wife Bonnie to support faculty recruitment, retention and development. In addition to supporting the College of Arts and Sciences McCausland Faculty Fellows and Visiting Scholars Programs, this generous gift also provides funding for the new McCausland Innovation Fund.

The [McCausland Innovation Fund](#) is designed to inspire and support bold, creative, and groundbreaking advances in the College of Arts and Sciences' teaching and research to meet the emerging needs of our students and make the university a model of interdisciplinary, interactive learning.

PROGRAM PRIORITIES

The Innovation Fund will support projects that:

- Contribute to a culture of innovation in the college.
- Advance the college's goal to deliver innovative, inspiring, and effective instruction to students.
- Expand current or offer new opportunities for students to actively participate in teaching, research and beyond-the-classroom experiences.
- Align with college and university academic and strategic priorities.

2022-2023 PROPOSAL CALLS

For the Fall 2022 proposal round, the Innovation Fund invites proposals in two strategic areas of focus:

- **Student-Centered Innovative Projects** that connect with one, or some combination, of the following categories:
 - Community partnerships
 - Interdisciplinary teaching and research
 - Innovative or creative projects that enhance the student experience
- **Online Program and Course Development** proposals for projects aimed at developing sustainable, high-quality online programs and online course offerings within the college.

McCausland Innovation Fund

STUDENT-CENTERED PROJECTS

The College of Arts and Sciences invites proposals for student-centered innovative projects that connect with one, or some combination, of the following categories:

- **Community partnerships:** Initiatives and creative projects that demonstrate the college's genuine commitment to community engagement and expand our students' horizons of what is possible when engaging the broader community. Priorities will be given to initiatives that foster partnerships with community-based and/or nonprofit organizations that serve South Carolina communities, especially those that support underserved communities.
- **Interdisciplinary teaching and research:** Innovative approaches to teaching and research that enable students to explore big questions by making meaningful connections across subject areas and disciplines. Priority will be given to initiatives that emphasize the benefits of collaboration and demonstrate the application of interdisciplinary research for wider audiences.
- **Innovative or creative projects that enhance the student experience:** Initiatives and creative projects that have the potential for significant and sustained impact on student experiences within the college. Proposed projects may relate to activities in or out of the classroom. Priority will be given to initiatives that emphasize experiential learning and/or pathways from degree to career.

Examples of possible projects:

- Development of inventive classroom-centered, experiential learning opportunities that involve partnerships with nonprofit or community-based organizations.
- Development of unique internship opportunities with nonprofit or community-based organizations that involve hands-on faculty and community partner mentoring of students.
- Development of interdisciplinary student research projects that combine classroom instruction with applied or field research experiences that partner with organizations led by and/or targeting underserved communities.
- Development of creative approaches for increasing support to bridge undergraduates from degree to career.
- Development of a department-based infrastructure for internships that can articulate across the college.
- Development of a new interdisciplinary degree that prepares students for burgeoning career paths and areas of post-graduate study.
- Building or redesigning a new course around a team-teaching model that combines the expertise and objectives of two or more faculty to investigate a big question or set of problems.
- Development of new or experimental in-person courses. (Note that projects focused on the development of new or existing courses or programs for online delivery should apply via the [McCausland Online Program and Course Development](#) area of the Innovation Fund.)
- Creative redesign of a high-impact existing course to incorporate cutting-edge pedagogical approaches or innovative course content.
- Programming and funding to improve student participation in course-related activities such as field or research trips or course-related travel opportunities such as study abroad.

A complete list of previously funded proposals can be found [here](#).

PROGRAM GUIDELINES

- All awards will be made on a competitive basis.
- Full-time faculty and staff in any CAS unit (department, school, program, center, or institute) are invited to submit proposals.
 - Projects may be sponsored by a single CAS faculty or staff member, or by a group.
 - Multiple proposals may be submitted by an individual or group; however, each individual or group may only receive one award per application cycle.
 - Proposals must be endorsed/approved by the unit chair or director. Note that projects that cross multiple units should be endorsed by all related chairs and directors.
- Total awards will range from \$10,000 to \$50,000.
 - Funds will be awarded for the 2023-2024 academic year, including summer 2023 and summer 2024 as appropriate. Multi-year projects of up to three years will be considered.
 - Proposals for projects or equipment with a cost of more than \$50,000 will only be considered if the department or program provides matching funds.
 - Funds may be used for course buyouts, summer salary supplements, and student stipends if the need is clearly justified.
- Courses created through an awarded project must be approved through college and university processes as well as offered and taught at least once within 2 years from the award date.
- Recipients will be required to submit a 3-4 page report at the end of the award period summarizing the project, its accomplishments and challenges, and possible next steps in continuing to advance the project goals.

ONLINE APPLICATION PROCESS

The following materials should be submitted using the [online form](#) by November 15, 2022.

- 1. Project Proposal:** A project proposal of no more than four pages. The proposal should be in PDF format and include:
 - a brief description of the proposed project and its goals;
 - a list of individuals who will contribute and their roles;
 - a timeline of activities and deliverables; and
 - a rationale describing how the project will fulfill the fund priorities.
- 2. Project Budget:** An itemized budget using the [McCausland Innovation Fund Budget Template](#) is required. Budgets should include fringe when personnel are involved, with justification detailing how the funds will be spent. Budgets should also list resources sought or acquired from other sources. Approved technology purchases and other supplies are the property of the College of Arts and Sciences. Applicants should contact their unit [CAS Budget contact](#) with any questions about budget development or allowable expenses.
- 3. Project Lead and Faculty Partner CVs:** A two-page curriculum vitae or resume in PDF format for each project lead and faculty partner.

PROPOSAL EVALUATION

The associate deans will comprise the selection committee, chaired by Dean Samuels. Funds will be awarded based on which proposed projects best meet the overall goals and expectations of the program including impact on the student experience as well as the quality, significance, creativity, and potential scaling of the proposed project.

McCausland Innovation Fund

ONLINE PROGRAM AND COURSE DEVELOPMENT

Proposals will be invited for projects aimed at developing sustainable, high-quality online programs and online course offerings within the college. **Complete information and the online application form can be found on the [McCausland Innovation Fund website](#).**

Online Program & Course Development: Awards will support units who are committed to moving an academic program online. All types and levels of for-credit academic programs in the college (undergraduate, master's, doctoral, graduate or undergraduate certificates, majors, or minors) will be considered; these may be either existing or new programs. Units will also be invited to submit courses to be developed or revised for online delivery format using a team model for course development. This model is designed to support longevity in course offerings and provide a cohort learning community for collaborative faculty teams who will utilize best practices in online course design and pedagogy.

Up to 5 programs and up to 12 courses will be supported. Priority for course development will be given to those units who will be developing online programs.

Units may apply for awards in both of the above categories. In these cases, chairs/directors should coordinate the information for program and course development into a single application for their unit.

The college also recognizes the importance of faculty online teaching expertise. Thus, a portion of the funding will be provided for full-time FTE faculty to participate in professional development from national leaders in online learning, such as the [Online Learning Consortium](#), [Quality Matters](#), [Educause](#), [US Distance Learning Association](#), etc.

PROGRAM GUIDELINES

Online Program Development Awards

- Funding requests for up to \$25,000 may be requested.
- The purpose of this award is to support units in researching, planning, developing a proposal, and securing approvals for a fully online degree program. Units who anticipate needing to develop new online courses as part of a new online degree program may also apply for additional funding through an Online Course Development Award (see below)
- Funding may be used for summer salary, technology, online course development, professional development, etc.
- Approval will be needed from chair/director. Note that faculty with Joint Appointments require approval from both units.

Online Course Development Awards

- Each course will receive up to \$10,000 in funding to support the team development of an online course, with a limit of three courses per unit. Note that cross-listed courses require approval from all impacted units.
- Funds can be used for summer salary (including fringe), technology, and participation in national professional development. Course development funds cannot be utilized for course releases or course buyouts.
- Each course must have an FTE faculty lead but can include non-FTE adjuncts and/or graduate students

on each team.

- Funding distribution per course:
 - Salary – up to \$7,500 (fringe is included in this amount) for all cohort members
 - Technology – up to \$1,750
 - Professional Development – up to \$750
- To build online teaching expertise within the college, we are encouraging full-time faculty participation in professional development training and workshops from national leaders in online teaching. For instance, funding can be used by faculty to become trained as prestigious Quality Matters Master and Peer Reviewers.
- Any faculty member who has received prior funding for course development projects should have completed their previous projects.
- Approval will be needed from chair/directors. Note that faculty with Joint Appointments require approval from both units.

ONLINE APPLICATION PROCESS

The following materials should be submitted using the [online form](#) by November 15, 2022.

1. **Project Lead and Faculty Partner CVs:** A two-page curriculum vitae or resume in PDF format for each project lead and faculty partner.
2. **Project Budget:** An itemized budget using the [McCausland Innovation Fund Budget Template](#) is required. Budgets should include fringe when personnel are involved, with justification detailing how the funds will be spent. Budgets should also list resources sought or acquired from other sources. Approved technology purchases and other supplies are the property of the College of Arts and Sciences. Applicants should contact their unit [CAS Budget contact](#) with any questions about budget development or allowable expenses.
3. **Online Program Development Narrative** (no more than 4 pages): A project narrative must be submitted outlining which program will be moved online, providing an overview, potential program format, proposal overview narrative, description of potential students, rationale for moving this program online, project activities timeline, and list of faculty who will be involved in this proposal development.
4. **Online Course Development Narrative** (no more than 1 page): A brief explanation as to why these courses were selected, course enrollment numbers, and list of faculty and/or graduate students who will be developing the course(s).
5. **Online Course Development List** (use template): A list of courses with DL-approval status, including a list of individuals who will contribute and their roles.
6. **Online Program Timeline Planning Worksheet** (use template): This worksheet is meant to help with planning development and/or moving an academic program online from conception to program launch. The list of steps may not be all inclusive and can be re-organized based on applicant needs.

PROGRAM EXPECTATIONS

Expectations of All Cohort Members

- Participate in proposed cohort course development and professional development activities.
- Finalize program and course development materials and submit APPs proposal(s)
- Develop high-quality online courses (shareable Bb shell, syllabus, reusable artifacts/materials, repository, templates, etc.) and consistently offer the courses online.
- Allow the program/course to serve as an exemplar for others within CAS.
- Upon completion of online teaching professional development, faculty will be asked to provide a list of 4-5 best practices learned that can be shared with colleagues.
- Projects may begin in Spring 2023.

Program Development Expectations

- The expectation is that a unit will move an academic degree program online and submit the required approval forms and documentation to seek approval from Faculty Senate and CHE.
- Administrative tasks to launch the online program should occur within the 2022-2023 academic year, knowing that approval processes and development may extend beyond AY2023.
- Units should specify a target launch date for the online program.
- A final report brief detailing progress will be required; tentatively due May 2024.
- Course development funds cannot be used for course releases.

Course Development Expectations

- Utilize a “master Blackboard template course shell”.
- Develop course(s) using a team model in a 100% online, asynchronous format (with no scheduled meeting times).
- Develop course in Bb in modules/units, each containing a module overview, module learning outcomes, and “task list,” with all instructional materials contained within the module, and the course should be ‘ready to teach’ by end of project.
- Blackboard Ultra Course View is highly recommended.
- Course development funds cannot be used for course buyouts.
- Courses that need DL-approval will need to submit an online syllabus for approval in Spring 2023.

PROPOSAL EVALUATION

The following criteria will be used to evaluate proposals.

Online Program Development

- Proposal Overview Narrative clearly outlines project.
- Project can be developed within a specified timeline.
- Program proposal clearly identifies and describes potential students.
- Rationale for moving this program online is well justified and long-term support defined.

Online Course Development

- All courses submitted will be reviewed and considered individually.
- Proposal narrative clearly outlines rationale for course selection.
- Courses will be selected based on college and unit needs. Examples include:
 - Courses to complete a major or minor courses online
 - High demand course(s) that create bottlenecks
 - Courses that if offered online would solve classroom space issues
 - Carolina Core demands from other units or colleges
 - Courses that support other colleges' online programs
 - Courses that support the development of an online program
 - Faculty agree to develop course(s) using a collaborative, team model
- Proposals for new course conversions and course revisions of previously developed courses will be considered.

Timeline of Activities

Tentative Dates	Activity
Call for Proposals	
September, 2022	Call for Proposals launched
November 15, 2022	Proposal submission deadline
December, 2022	Review committee makes recommendations
Program Development Project Activities	
January, 2022	Online Program Development Kick-Off Orientation
By January 31, 2023	Project lead meets with CAS Dean's Office staff
By February 15, 2023	Submit Pre-authorization to Provost's Office
TBD	Submit UofSC Online Program Modification Proposal, CHE Application and other required materials
	Submit other approvals, as needed
2023-2024	Develop and/or revise online courses (see list below)
TBD	Launch Program
TBD, 2024	Submit project progress report
Course Development Project Activities	
January, 2023	Teams internally communicate to discuss roles and allocation of labor
January, 2023	Cohort Kick-Off Orientation
Jan-Feb, 2023	Lead (or team) meets individually with Director of Assessment & Distributed Learning
February, 2023	Meet with instructional designer & set appointments for consultations
Feb-March, 2023	Develop online course syllabus for 100% asynchronous online delivery
April 15, 2023	Submit online syllabus for DL approval
April – May, 2023	Modify/Submit APPS proposal and course as needed for DL Approval
March – July, 2023	Develop digital instructional materials and assignment grading criteria/rubrics
March – July, 2023	Meet with ODL: help create, edit, caption lecture videos
June – July, 2023	Develop content in CAS Blackboard Sandbox
August 10, 2023	Finalize online course development & Bb Sandbox
2023-2024	Teach course online
Professional Development (All Awardees)	
April, 2023	Cohort Learning Community Professional Development #1
May, 2023	Cohort Learning Community Professional Development #2
June, 2023	Cohort Learning Community Professional Development #3
September, 2023	Cohort Learning Community Professional Development #4
October, 2023	Cohort Wrap-up Meeting