Invitation to Submit Formal Proposal for Academic Year 2009-2010
Due: Tuesday, September 2, 2008

To: Tufts University Faculty (all schools and affiliates)
From: Office of the Provost and Senior Vice President

Overview of the University Seminar
Tufts University's mission embraces teaching, research and active citizenship in the United States and around the world. To further Tufts’ goal to prepare leaders with a rich and textured understanding of the world in all its complexity and diversity, Provost Jamshed Bharucha launched the development and implementation of the innovative University Seminar program in 2007, with the first two courses being offered this fall.

We are now accepting full proposals from Tufts faculty (all schools and affiliates) for the fall 2009 University Seminar course offerings, DUE TUESDAY, SEPTEMBER 2, 2008.

The University Seminar:

- Anchors scholarship to civic engagement by inviting a multidisciplinary team of faculty and students to focus on issues of national or global import. By combining learning and active citizenship through this teamwork, our students will be better prepared to address complex problems in the community, the nation, and the world.

- Knits together Tufts’ schools at a curricular level by promoting interdisciplinary teaching, learning, and research through faculty and student collaboration across schools. The seminar will admit both graduate and qualified undergraduate students, leveraging (a) the strengths of the graduate and professional schools to benefit undergraduates, and (b) the Arts and Sciences departments to benefit graduate and professional students.
• **Promotes active learning by minimizing lecturing and maximizing student engagement through multi-disciplinary faculty guidance of student presentations, discussions, and writing.** Students will analyze and synthesize the latest knowledge on the course topics from their different disciplinary perspectives, and share that knowledge with their fellow students to collectively deepen their understanding of those topics in ways that could not be achieved with a single discipline.

• **Utilizes web tools to disseminate the work product.** Students will be accountable for high-quality work that will be accessible to a global audience, and will encourage dynamic revisions and updates of the work product.

**What is the structure of the University Seminar?**
The University Seminar brings together faculty and students from different schools and campuses. To build on the strengths of such an interdisciplinary approach while minimizing logistical challenges, the University Seminar has a unique structure, blending large and small group work. The core faculty will meet with all students (graduate and undergraduate) enrolled in the course to explore the Seminar topic from an interdisciplinary perspective. Course size and logistics are flexible and ultimately depend upon the faculty, topic, and final format of the Seminar. For some sessions, core faculty may meet with students in their own school to allow students to work with peers at the appropriate depth. Technological solutions such as teleconferencing may also help groups to meet concurrently across the three campuses.

For example, for one of the seminars being offered in the fall of 2008, all students and faculty come together for the first session on one campus, for a mid-term session on a second campus, and for the final session on the third campus. In between these large group sessions, smaller groups of students work with faculty on each campus and communicate with other student groups through web casts.

**What are possible themes for the University Seminar?**
Faculty could propose to design a University Seminar around the theme of *AIDS*, for example, with sessions covering some of the following topics: exploration of the effects of HIV/AIDS on culture through literature, drama and art, the HIV virus, epidemiology, physician – patient interaction and adherence to treatment, community health prevention, understanding the cognitive mechanisms of risk-taking, cultural differences in the acceptance of persons infected
with HIV, cost of drug treatments, international negotiations on generic drugs, etc. Other possible themes include Water, Climate Change, and Microfinance. This list is in no way exclusive, and applications will be evaluated for community, national, or global relevance and how the seminar builds on strengths and values of the university. Proposals including collaborations with one of Tufts’ global partner institutions are encouraged.

Another aim is to enhance research and teaching, and to develop new research questions through the integration of different disciplinary approaches to a global issue. The University Seminar should be a springboard for future scholarship by creating a living body of work that will continue to grow over time.

**Who can submit a proposal? Who are the core faculty team? Who is the team leader?**

Faculty from any Tufts school or affiliated institution are eligible. Two to three faculty members from different schools should comprise the core faculty team to develop the proposal for a University Seminar. Within each Seminar, these 2-3 core faculty are welcome to invite other faculty or practitioners to co-teach sessions, but only the core faculty (maximum of 3) will receive funding for designing, developing, and delivering the seminar. If more than 3 faculty members are listed on the formal proposal, you must indicate which 3 are considered core faculty, and who will serve as team leader. The team leader will be the main contact and carry certain planning and administrative responsibilities throughout the process. The core faculty of selected courses will commit to teach the seminar twice within a four-year period.

**What information must my formal proposal include, and how long should it be?**

The full University Seminar proposal should not exceed 5 pages (excluding the budget). The document should expand on the theme of the seminar, the format you anticipate that it will take, the target number of students you would like to work with, any preliminary ideas for assessment and pedagogy, and a proposed form that the final work products of the seminar will take. The proposal should reflect the research and teaching experience of the faculty co-leaders. The proposal should also ensure that the proposed ideas connect with the objectives of the University Seminar as described in the above overview. Please see proposal evaluation criteria below.

**How will the budget for the Seminar be addressed?**

You must include a 1-2 page budget and narrative that itemizes and justifies expenses for the
development and delivery of your course. The maximum budget per seminar is $21,000 inclusive of all expenses. You will receive a second round of funding when you repeat your course. The core faculty will determine the use of the funds, including any allowable expenses as follows:

- Faculty “stipends”—up to $7,000 per core faculty is allowable subject to each school’s faculty compensation policy (as salary, “buyout time”, etc.) and is subject to appropriate taxes [Note: 1) maximum 3 core faculty x $7000 = $21,000 precludes coverage of other expenses; 2) the team decides whether or not the team leader receives a higher portion]
- Honoraria for external guest faculty
- Stipends for students (such as graduate teaching or research assistants)
- Transportation costs for group field trips (not for individual student travel, which cannot be covered by seminar funds)
- Technology and communications support (video-conferencing, web-casting, etc.)
- Books and supplies related to course development or implementation
- Refreshments for launch or closing events for the Seminar

Any expenses not listed above such as equipment or other personnel must be itemized and described in your budget proposal, and are subject to approval.

**When is the proposal due? And when will we hear whether it is accepted?**

The proposal is due Tuesday, September 2, 2008. Formal proposals include the submission of a budget outlining how funds are to be used, and should be consistent with each core faculty member’s school and/or departmental policies on intramural funds.

You will receive notification of your proposal status on September 15, 2008.

**How many proposals will be accepted?**

The University Seminar will fund two to four new teams in the academic year 2009-2010.

**What criteria will be used to evaluate University Seminar Proposals?**

Below please find the criteria that will be used to evaluate your proposal:

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<th>Criterion</th>
<th>Explanation</th>
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<td>Highlights cross-school collaboration</td>
<td>Course co-directors represent faculty from at least two schools</td>
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Seminar topic is solidly based in research Evidence of significant research or scholarship that demonstrates a Tufts strength (showcasing how research and education inform each other)

Highlights a University theme Topic supports one or more University themes of internationalism, life sciences and the environment, active citizenship

Innovators/Leaders in Disciplines The proposal incorporates the key innovators and leaders at Tufts in their respective disciplines in some key way, such as co-directors or as guest faculty

Unique Offering The proposal showcases a topic or approach that is not already covered in another course, and fills an educational need

Course as a degree requirement The course will qualify as an approved degree requirement, for graduates and undergraduates. While we do not expect faculty to obtain final degree requirement approval before submitting the proposal, we expect faculty to list the major(s) or program(s) for which course degree requirements will be sought

Course design The quality of the overall course design is compelling (though faculty development with CELT to focus on course design and implementation is part of the process)

Course faculty commitment Faculty will commit to running the course twice (within four years)

**Timeline**

- **September 2, 2008:** Formal Proposals due
- **September 15, 2008:** Faculty Teams informed of proposal status
- **Fall Semester ‘08:** Meet with staff of Office of the Provost and Center for the Enhancement of Learning and Teaching to prepare for Winter 2008 / Spring 2009 program design and development phase (date TBD by all parties)
- **Winter ‘08 - Spring ’09:** Design and develop the seminar
- **Fall ‘09:** Implement the seminar
- **Spring ‘10:** Revise the seminar as needed, with possible enhancement to include an international partner organization or collaborator
- **By Spring ‘12:** Have implemented the seminar a second time

**Commitment for selected core faculty**

Your responsibilities as a core faculty member of a University Seminar are to:

1) Design and develop a University Seminar in collaboration with your fellow core faculty and
the Center for the Enhancement of Learning and Teaching (CELT). During the winter and spring semesters of 2008-2009, you will meet bi-weekly with your fellow core faculty and a facilitator from CELT to develop the seminar that you will teach for the first time in the fall of 2009. In addition to time set aside to develop the curriculum, core faculty and the facilitator will:

a) define the outcome product of the University Seminar
b) identify all faculty, lecturers, and practitioners to participate in the University Seminar
c) explore various teaching methods and best practices in small and mixed-level group facilitation
d) review available tools for on-line dissemination of the outcome products
e) explore various assessment and grading methods
f) select students for participation.

The timing and location of these meetings is to be determined by you and the other core faculty. Facilitation and assistance will be provided as needed by the Office of the Provost.

2) Teach the seminar in the fall of 2009. The logistics of where and when the course will be taught will be determined in the design and development phase.

3) Disseminate the outcome product of the University Seminar online (in the form of a website, blog, e-portfolio, pod cast, wiki, or other appropriate format) and encourage public feedback and debate to be incorporated into the revised version of the seminar.

4) Revise the seminar and repeat implementation (to occur prior to end of 2012 school year).

How will students learn about the University Seminars that are offered for Fall 2009?

During the Spring of 2009, a communications campaign working with both the student and staff press coverage across the campuses will be launched to fully promote the Seminars. In addition, the Provost’s Office will work with school and department faculty and staff to inform students of the opportunity.

Please submit your formal proposal by September 2, 2008 via email or interoffice mail to:

Caroline Campbell
Office of the Provost
Ballou Hall, 1st Floor
Medford, MA 02155
(Tel) 617-627-4733
caroline.campbell@tufts.edu