

# Ciocca Center for Innovation and Entrepreneurship

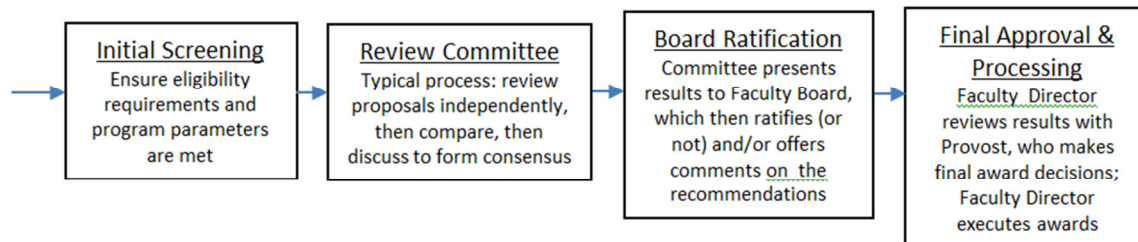
## Curriculum Development in Innovation and Entrepreneurial Thinking

### Proposal Handling Process

REV: Oct 26, 2020

#### Call for Proposal Strategy:

- Standing submission opportunity, marketed on the Ciocca web site and periodically sent to all faculty
- Consider/review proposals on a quarterly basis during academic year and potentially by special request to the Center given short-fuse opportunities
- Accept proposals submitted directly as well as those referred via other programs, such as Provost's program, College/School programs, etc.



#### Proposed General Processing Flow

- Proposals submitted
- Initial screening: Proposals may be removed from consideration if they do not meet requirements for eligibility, if submission requirements are not met, if the proposal is not in scope, etc. As an alternative to removing a proposal from consideration, it may instead be identified by the Faculty Director as potentially being out of scope such that this opinion can be explicitly considered by the review committee.
- Review committee evaluates proposals using evaluation criteria and rubrics, and then comparatively rates/ranks each proposal;
  - the committee can organize itself, but a typical approach would be to start by individually reviewing proposals, then comparing reviews, then discussing to achieve some level of consensus;
  - Evaluations are based on the evaluation criteria (listed below) and the rubric framework (listed below);

- Ultimately, based on the evaluations, the proposals are rated/ranked using specific rating designations (listed below);
- Faculty advisory board reviews committee ratings/recommendations, votes to ratify the committee's ratings/recommendations (or not) on a proposal-by-proposal basis, and provides any additional comments or concerns.
- Faculty Director presents review committee and faculty advisory board reviews for each proposal to the Provost, who ultimately makes funding decisions; the Faculty Director then executes the awards by working with Ciocca Center staff and Sponsored Projects Office personnel to execute the awards, establish accounts for the PIs, etc.

Conflict of Interest: All those involved in the review process, to include both review committee and faculty board members, will be bound by a Conflict of Interest policy, which is described in a separate document.

Evaluation Criteria: The stated evaluation criteria from the Call for Proposal are listed below along with a set of non-exhaustive questions to frame the evaluation of each point – the committee is welcome to edit/augment these types of questions as they see fit in order to clarify the meaning and expectations for each element of the criteria. The criteria are evaluated in terms of the general rubrics (listed below).

- Appropriateness of the proposed topic:
  - Does the proposed topic meet the program's objective?
  - To what extent does the activity focus on the process/elements/characteristics of innovation and/or being entrepreneurial (in a broad sense)?
  - To what extent does the activity leverage best practices in teaching and learning?
  - Does the activity address a need or gap in curricular offerings and/or improve capacity for a need in high demand?
  - Does the activity address Jesuit perspectives/teachings and/or related themes relating to the university mission in addressing aspects of innovation/entrepreneurial mindset?
  - To what extent does the proposed activity meet program requirements/constraints?
  - Other strengths, weaknesses, and observations?
- Anticipated impact of the completed work:
  - What is the potential for a successful activity to enhance the curriculum?
  - To what extent will the curricular elements:
    - Support the core curriculum (to include pathways), minors, majors, and/or other programs?
    - Service students across departments, schools/colleges, undergraduate/graduate populations, etc.?
  - To what extent will the activity lead to:
    - New content being presented to our students?
    - Innovative teaching/learning strategies being adopted?
    - Imbue content with a mission-oriented point of view?

- Other strengths, weaknesses, and observations?
- Quality of the curricular development activity plan:
  - Does the plan describe an appropriate process for executing the proposed activity?
  - Is the plan/process well-organized/reasoned, and does it have a mechanism to assess short-term and/or long-term performance/success?
  - To what extent are accepted curricular development norms appropriate and adopted?
  - Are the proposed schedule, budget and identified/available resources sufficient to achieve the proposed program?
  - To what extent does the proposed activity leverage any reasonable opportunities to complement the development effort or capitalize on broader initiatives?
  - Other strengths, weaknesses, and observations?
- Proposal team's experience in the topic area:
  - Does the team have the appropriate background, knowledge, skill and qualifications to achieve strong results in conducting their proposed activity?
  - Other strengths, weaknesses, and observations?
- Additional strengths, weaknesses, observations specific to the nature of the proposal

Evaluation Rubrics: For each area of evaluation listed above (e.g., appropriateness, anticipated impact, activity plan, team, other), consider the identified questions and/or other relevant dimensions of the criteria and rate the proposal as:

- Strong: The proposal offers clear, well-substantiated and compelling evidence of strength as per the evaluation criteria/questions.
- Average: The proposal addresses most relevant aspects of the evaluation criteria/questions in a positive manner.
- Weak: The proposal does not address or offers weak or poorly explained evidence/answers relating to the evaluation criteria/questions.

Proposal Ratings (modification of the NSF model taking into account rolling submissions/approvals): Proposals are ultimately rated in the following manner:

- Excellent: A truly outstanding proposal by a highly qualified proposer/team with an excellent plan for implementing a successful and impactful curricular development activity on a compelling, needed, and in-demand topic. Support is recommended with a priority for funding.
- Very Good: A strong proposal for a well-designed activity/program with an experienced proposer/team for an impactful curricular development activity on a relevant topic likely to generate sufficient student interest. Support is recommended if resources are available.
- Good: A promising proposal but with one or more minor deficiencies regarding the focus, action plan, impact potential or team, with the potential for funding if the deficiencies are suitably addressed.

- Fair: Proposal may have a promising theme but falls short in several areas in terms the action plan, the ability to make an impact, etc. The proposal should not be supported in its current form, but feedback to the proposing team could be used in order to help them develop a stronger proposal for future consideration.
- Poor: Proposal has serious deficiencies; should not be supported.