

Innovation Hub Transdisciplinary Teaching and Learning Expo

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<https://www.purdue.edu/provost/innovation-hub/> • innovation-hub@purdue.edu

October 20, 2022

Purpose

Attendees will explore, collaborate, create, and design transdisciplinary (TD) experiences for students that align with [Transformative Education 2.0](#) priorities.

Agenda – Working Lunch

(session 1: 11.30 - 12.30, session 2: 12.30 – 1.30)

(throughout: lunch is available)

- Introduction from Dr. Jenna Rickus (Vice Provost for Teaching and Learning), scoping of the session (Dr. Edward Berger, Innovation Hub Director) – 10 minutes
- Guided sessions (45 minutes)
 - A (10 minutes): meet-and-greet by affinity group/table
 - B (15 minutes): stories from experience (by accomplished TD practitioners)
 - C (20 minutes): more detailed conversations
 - throughout: informal consultation with accomplished TD practitioners
- Action items (10 minutes)
 - Ideation and Implementation Considerations (attached)
 - TD Planning Grants (attached)

Takeaway Materials

Attendees receive three key documents to get them started designing their TD experiences:

1. TD planning grant RFP
2. An ideation and implementation document with guidance on TD ideation, stakeholder consideration, and implementation considerations
3. A two-sided worksheet that scaffolds preliminary TD design details, including resources, partnerships, timeline, assessment, etc.

TD Planning Grants

The Innovation Hub announces a TD Planning Grant competition that provides up to \$20,000 for TD teams creating new TD experiences for students. We anticipate funds will be used for a course buy out in Spring 2023, or for summer salary in Summer 2023. The full RFP and a proposal template can be downloaded from the [Innovation Hub website](#). **Due date is December 2, 2022.**

Call for applications: Innovation Hub Transdisciplinary Program Planning Grants

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Purpose

As part of the [Transformative Education 2.0](#) Purdue Move, and with generous financial support from the [Lilly Endowment](#), the **Office of the Provost/Innovation Hub** (the Hub) invites applications for planning grants related to transdisciplinary experiences for students. The Hub is an engine and incubator for innovation in teaching and learning, supporting the Provost's goal of making Purdue the most innovative residential learning program in the US among large research universities. One Hub priority is to foster the creation and delivery of transdisciplinary experiences for students, inclusive of classroom, laboratory, experiential (e.g. study abroad), and other educational initiatives.

Eligibility

All Purdue West Lafayette faculty and staff are eligible to apply to this opportunity. This RFP is a *team-based planning grant*, and teams of proposers must span *at least two colleges* within Purdue.

Program Description

Program priorities and goals. Proposals in any area of teaching and learning are welcome, but priority will be given to teams focused on undergraduate education. This planning grant opportunity is intended to provide teams the dedicated time to invest in design, creation, and execution of a transdisciplinary opportunity for students.

Program parameters and expectations. Grants up to \$20,000 are available to support proposing teams, and all funds must be expended by August 15, 2023. Teams should agree on the specific spending plan, but we expect funds to be used for course buy-out during the academic year or summer salary support (for faculty), or time buy-out (for staff). The final deliverable for each awardee team will be a brief (3 page) plan describing the details, including a timeline, of the transdisciplinary program they will deliver.

Application Process

Proposing teams must submit a written proposal for their project composed of:

- A proposal *written using the supplied template (available on the program website)*, and including the required elements defined in the template. These include: title, team, a brief description of the benefits for students, and a project description and spending plan.
- A statement of commitment to delivering the first instance of the transdisciplinary program no later than Fall 2024.

Successful applicants will demonstrate their readiness to engage in sincere and dedicated planning to create and deliver a transdisciplinary experience for students. Submit applications as a **single PDF document** via the [online submission portal](#) by **deadline stated on the program website**.

We expect to notify awardee teams within 2 weeks of the proposal submission deadline.

Innovation Hub

Curriculum Innovation across Disciplines: Ideation to Implementation

Ideation: Use the following questions and tips to consider what type of experience to create and the outcomes you hope students will achieve.

1. What are your goals for creating a multi-disciplinary course or program? What will be accomplished?
2. Where is the motivation or pressure coming from to provide this type of training and education for the students?
 - a. If the students are providing motivation, what demands need to be filled?
 - i. How specific are their needs?
 - ii. Could it be accomplished with a few courses threading through multiple majors? Or does it require an entire program?
 - b. If it's coming from faculty, what science and societal needs or industry pressures would this type of course or program address in your field?
3. To answer the "big questions" in your field, what disciplines outside your field would be useful?
4. Does a similar course or program already exist on campus?
 - a. Often transdisciplinary efforts, spaces, and personnel are duplicated across campus because the parties involved were not aware of others doing similar work. Do your investigative legwork and determine what is currently available to students.
 - b. If something similar does exist, why are students not participating?

Stakeholder Considerations: Student needs and trends should be considered first. However, in order to be successful, you also need buy-in and support from the following stakeholders: Deans, Department Heads, Faculty, Student Advisors, and the Registrar.

1. Get feedback from student advisors:
 - a. What types of learning experiences are the students asking for?
 - b. What challenges do the advisors foresee in implementing this type of curriculum?
 - c. What would it take to gain advisor commitment to help sell the idea of a minor or certificate to students?
2. Involve the administrators for all schools to gain buy-in and create an MOU (or similar) to support the final plan agreed on by all participating schools and faculty. This will preserve continuity and help avoid the program being dropped due to turnover in administration and faculty. Things to agree on:
 - a. How will money for resources like teaching assistants, instructor salaries and lab materials be shared?
 - b. How will teaching load be shared? Will this be a true team-taught course with both instructors present for most of the class time? Should it be a divide and conquer method where all instructors teach alone, but closely collaborate to align learning outcomes?
 - c. How will credit for enrollment be handled?
3. Plan with the Registrar and scheduling deputies early in the process so they can help you determine the logistics of implementation.
4. Go to the appropriate curriculum committees to get feedback and approval. Do not rely on the Department Head or other administrator alone to have the necessary in-depth conversations.

Registrar Definitions and System Considerations

If you are teaching a course with partners in other disciplines, you should determine how the course will be set up in our administrative systems. Colleagues in the Office of the Registrar are available to answer questions and help you figure out which options will work best given what you are hoping to accomplish.

Course Prefix – An approved abbreviation designating the home administrative unit (like a department or school) owning the course and all academic decisions pertaining to the course. Only one administrative unit can own a prefix, although any given academic unit can own more than one prefix if multiple degrees or programs are housed under that administrative unit. However, those prefixes cannot be shared outside with other administrative units. If you are hoping to create a new prefix for a multi-disciplinary course or set of courses (e.g., SYS for the Systems Collaboratory or TDM for The Data Mine), you will need to contact Senior Assistant Registrar Kim Watley.

Equivalent – Two courses with *different* prefixes (belonging to different programs) can be officially deemed “equivalent” if they have identical titles, course descriptions, learning objectives, and credits. Why is this useful?

- Academic ownership can be replicated between two administrative units, or two degree programs. For example, if EDPS and EDCI both have students needing the same type of course, and these programs want to team up, they could create one course but list it twice, once with an EDPS prefix and once with EDCI (as the course title, description, learning objectives, and credits are identical). Then it’s up to both programs to decide whether to have one teacher for all listings or divvy up teaching responsibilities some other way.
- One way you could handle teaching **Equivalent** courses is designation **Meets with**. However, that is not the only way. *Please see the next section on Meets with and talk with a Registrar representative for more guidance.*
- When Curriculog updates are needed for a course, the import will pull in any equivalent courses making it easier for you to go contact faculty for those equivalent courses and determine if the equivalency should continue, or if the modification of the course means it is no longer equivalent.

Meets with – This designation is about scheduling the physical time and meeting place of a course, scheduling sections with different Catalog listings together so one faculty member could teach all sections regardless of listing. Examples:

- You have equivalent courses with two different prefixes, but you have only one instructor who has agreed to teach all sections of the courses.
- You have a team of instructors from multiple departments teaching one course that is listed under each department. For example, AGRY 12500, EAPS 12500, FNR 12500, and NRES 12500 are listed separately in the schedule of classes, but have the same title, the same four instructors, and meet at the same time in the same place.
- Not all **Meets with** courses must be **Equivalent**. You may want to mix upper-division undergraduate students with graduate students studying the same general topic, and convene them as a large group. The two courses may require different assignments and outcome requirements by student designation, but they meet all together during the same class time.

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WORKSHEET 1: TRANSDISCIPLINARY EXPERIENCE SCOPING	
In ONE SENTENCE, describe your idea for a transdisciplinary experience for students.	
Write keywords or phrases to describe the students who will take advantage of this experience.	
What specific need does this experience fulfill? How do you know this need exists?	
What are the key questions you will attempt to answer during the planning process? <i>These could be about students, institutional processes or policies, or anything else that presents a challenge to your idea.</i>	
What resources will you need to realize your vision for this experience?	
Who else do you need to engage and/or partner with to realize your vision? <i>These could be deans, heads, advisors, industry partners, or other entities whose buy-in will be critical.</i>	
How will you know that your planning project has succeeded?	

WORKSHEET 2: TRANSDISCIPLINARY EXPERIENCE SCALING

Once your experience is fully realized, about how many students will it serve each year?	
What assessment types do you anticipate being most relevant to your experience? <i>These could be surveys, written exams, essays, reflections, etc.</i>	
What teaching assistant support will be required to deliver your experience to students?	
What specialized equipment, facilities, software, etc. will be required to deliver the experience?	
Beyond your initial team, how many additional faculty/staff will you need to entrain into this activity to ensure sustainability of the experience? <i>Who, how many, and from what disciplines?</i>	
What Purdue entities may be interested in partnering on this experience? <i>These could be Honors College, Data Mine, Student Life (e.g. learning community), etc.</i>	