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**RFP: 2017 Provost’s Initiative for Excellence and Innovation in E-Learning**

Technology will not replace the unique contributions teachers make to education through their perception, judgment, creativity, expertise, situational awareness and personality. But it can increase the scale at which they can operative effectively.

MIT Online Education Policy Initiative, 2015 Report

<https://oepi.mit.edu/final-report>

New technological innovations, new modes of delivery, and alternative business models are saturating and altering the academic landscape. In this swirl of change, identifying what will clearly endure and what is ephemeral is difficult. Most of these emerging changes involve online education in some fashion, making online c­­ourse delivery central to an entrepreneurial strategy within most universities. The digitization of the curriculum can be a liberating opportunity to expand an academic footprint [and] grow enrollments for resource development.

University Professional and Continuing Education Association (UPCEA) Hallmarks of Excellence in Online Leadership

[www.upcea.edu/hallmarks](http://www.upcea.edu/hallmarks)

Online education is evolving from amateur experimentation to a mainstream professional entity on campus—from a dubious and sporadic place on the academic periphery to the forefront of the educational enterprise. We now need to establish the full array of professional skills and services so university leaders, faculty, students, and the public at large will embrace online education as integral to academe.

UPCEA Hallmarks of Excellence in Online Leadership

[www.upcea.edu/hallmarks](http://www.upcea.edu/hallmarks)

E-learning, in blended/hybrid and fully online modalities as well in bricks-and-mortar classrooms outfitted with smart boards, laptops, or clicker technology and supported by learning management systems, is integral to the academy today. And excellence in online education, in all three modalities, requires up-front investments of resources: the subject content expertise and creativity of faculty; the technical expertise of instructional designers and learning engineers; and the IT infrastructure to support their collaborations.

The primary objective of the 2017 Provost’s Initiative for Excellence and Innovation in E-Learning is to expand our academic footprint—and reputation for academic excellence—through e-learning. The Initiative is designed to assist the colleges with the development of fully online graduate degree programs as well as blended/hybrid and fully online graduate courses. We also seek not only to create a campus-wide learning community for e-learning initiatives but also to ensure that graduate students across the disciplines have “future faculty” professional development opportunities in online education.

We invite proposals that address these objectives through the development of:

* Fully online graduate degree programs that will be of interest to mid-career working professionals regionally, nationally, and globally.
* Team-taught graduate courses designed to be delivered in partnership with colleagues at another institution nationally or internationally through either blended/hybrid or fully online formats. Interdisciplinary course proposals are especially welcome, as are proposals for courses in non-standard modular formats, such as 1-credit, 5-week short courses during Fall/Spring semesters or Winter/Summer offerings.

The Office of Graduate and Professional Education will provide 2:1 match-funding seed grants of up to $50,000 to support the development and delivery of entire degree programs. It will provide 2:1 match-funding seed grants of up to $10,000 for the development and delivery of individual courses. In other words, if a College allocates $25,000 to a degree program development project, the OGPE match will be $50,000; if a College allocates $5,000 to a course development project, the OGPE match will be $10,000.

It is anticipated that all of the degree programs and courses supported through this initiative will be available beginning in Fall 2017.

Priority will be given to proposals that include advanced graduate students on the program or course development team, provided that their role in a project enables them to enhance their skills with e-learning, course/curriculum development, and iterative assessment processes.

**DEADLINE FOR PROPOSAL SUBMISSION (format provided below): January 15, 2017**

**Submit electronically as a PDF to: jbroom@udel.edu**

**Questions: Contact Jim Broomall, Associate Vice Provost at 831-2894 or jbroom@udel.edu**

**FUNDING WILL BE AVAILABLE: February 15, 2017**

Proposals will be reviewed by a committee appointed by OGPE. Rankings and comments will be submitted to the Provost for final decisions regarding funding. Constructive comments from the review panel will be shared with the principle investigator.

Seed grant funding may be used to purchase software, hire temporary workers or outsource labor, purchase other instructional materials directly related to the course or program development project, or for travel for off-site training or collaboration with off-site colleagues. Seed grant funding *may not* be used for purchasing goods/services normally covered by departmental teaching staff budgets, such as expendable course supplies, s-contracts for faculty or staff, or attending professional meetings.

Grant recipients will be required to submit a final project report by June 1, 2018. Funds must be spent by this date and a full accounting of expenditures is to be included in the final project report.

All grant recipients will also be required to give a presentation about their project to faculty, staff, and graduate students at a “teach-in” event to be scheduled in conjunction with the June 2018 Faculty Summer Institute.

Proposals must be formatted in the following way and address the following criteria (maximum length: 5-7 pages):

**Project title:**

**Principal investigator(s) and team members:**

**Department/program:**

**Project description, including goals, deliverables and assessment strategies:**

**Primary target audience and estimated enrollment potential:**

**Project’s competitive advantage:**

**Work plan and timeline:**

**Potential marketing approach on regional, national and international level if applicable:**

**Budget proposal (please itemize the following):**

**Faculty compensation**

**Staff compensation**

**Graduate student stipend(s)**

**Materials and media production (e.g. audio-visual production, University Media Services charges)**

**Licenses, royalties**