



Curricular Enhancement Grant 2017-2018 Call for Proposals

Deadline to Apply: 1 June 2017

Notification of Grant Recipients: 15 June 2017

The Advisory Board for the Design Thinking Initiative invites you to get your feet wet with design thinking next year. The Design Thinking Initiative is a pilot program to experiment with the curriculum and with learning and working spaces on campus. The mission of the initiative is to incorporate design thinking into liberal arts education and to facilitate ongoing dialogue about the role design plays in shaping the human experience. In support of this mission several curriculum enhancement grants are being offered in the following categories:

Grant Category	Description of Category	Examples
Bridging Divides	Collaborating across the disciplinary divisions.	Two (or more) courses from different divisions working together on a common design project.
Methods and Mindsets	Existing courses are transformed by incorporating design thinking: Mindsets —collaboration, human-centeredness, and experimentation; Methods —redefining problems through empathy with stakeholders, iterative prototyping and testing.	An Anthropology course that uses prototyping or making to expand its methodological approach. Support for a design/build special studies with two or more students from multiple disciplines.
Experimental Learning Spaces	Propose small but effective changes in supplies and materials that could transform how you use an existing learning space. Propose a creative and mindful use of the Capen Annex classroom or prototyping studio.	A plan to build a prototyping cart for Japanese language courses that allows students to create artifacts as they learn key concepts.
Remix the Curriculum	Design-oriented intellectual engagements that take place outside of the classroom to feed into or expand the educational mission of the campus.	A week-long design challenge bringing together people from Biology, Mathematics, French, African Studies and Dance.

What is design thinking?

Design thinking is an active process of learning how to become more collaborative, experimental, human-centered, and mindful or metacognitive about process. Becoming a design thinker means developing fluency in shifting back and forth from analytical thinking to playful and unbounded creativity. It involves reframing how problems are understood, developing prototypes you can learn from, immersing projects in lived experiences, and constantly making revisions.

What is the goal of the Curricular Enhancement Grants?

The goal is to amplify the pockets of creative production or design already at Smith. The grants have also been devised to welcome more students, staff, and faculty who may be non-traditional practitioners of design. Smith's design thinking initiative is at heart an effort to democratize access to design thinking by using it across disciplines to enrich learning on campus.

What makes for a successful proposal?

Design thinking encourages faculty, staff, and students to form a bias toward action. A successful proposal places at its center experiments that make ideas tangible and real-world engagements that improve understanding of social problems.

What are the expectations and reporting requirements of the grant?

Recipients of the grant will participate in a one-day design thinking faculty development workshop at Capen Annex as well as regular participation in a monthly lunchtime Design Thinking Teaching Circle throughout the academic year to provide a community of intellectual practice and support.

Recipients will also submit a final report in which they share syllabi, specific assignments developed to support grant goals, any rubrics developed for assessment, and a reflection on challenges and successes of their curricular revisions. In addition, recipients agree to allow Institutional Research to survey students for assessment purposes.

How do I apply?

You will need to submit a 1-2 page description of your project, along with a detailed budget request and the cover sheet included in this package. Indicate which grant category you are applying for and how your proposal meets the spirit of the grant. Funds may be used to support materials and supplies, student aides, faculty stipends (up to \$1,000), or research allocation (up to \$1,250). A maximum of \$4,000 can be requested for a collaborative grant (additional support may be available in exceptional situations with more extensive justification).

More questions?

Contact Borjana Mikic <bmikic@smith.edu> or
 Zaza Kabayadondo <zkabayadondo@smith.edu>



Curricular Enhancement Grant 2017-2018 Proposal Cover Sheet

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Submit to Borjana Mikic <bmikic@smith.edu>

Grant Categories	<input type="checkbox"/> Bridging Divides <input type="checkbox"/> Methods and Mindsets <input type="checkbox"/> Experimental Learning Spaces <input type="checkbox"/> Remix the Curriculum
Name, Department and Email of Applicant(s)	
Position of Applicant(s)	
Course(s) Number and Title or Project Title	
When Offered	
Anticipated Number of Students Involved	
Discipline(s) of Students	

Include the following attachments:

- Proposed Budget
- 1-2 page description of the project, goals, and anticipated outcomes. Provide your best conception (even if it is evolving) of how the project will incorporate design thinking into the curriculum. Describe your plan to draw a diverse population of learners and include any syllabi or learning materials you have already developed.