

HARVARD COLLEGE
OFFICE OF ACADEMIC PROGRAMS
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COURSE INNOVATION FUNDS

The Office of Academic Programs in Harvard College oversees a limited fund for the improvement of existing undergraduate courses or the creation of new ones. These courses should be innovative or improved in some distinctive way (new pedagogical approaches, the development of intensive writing assignments or public speaking components, etc). A course will not qualify simply because it is new. Preference is given to proposals involving courses central to the overall undergraduate program (e.g. Core) or to concentration needs (e.g. introductory and “service” courses, required courses, tutorial or junior seminars). Ordinarily, one course per applicant will be supported in any given year. Successful applicants must intend to offer the course more than once, and agree to have the course CUE-evaluated. In most cases, on-going costs beyond the first year must be borne by the department or concentration.

We ask that your proposals include the following:

1. A brief (one page) description of the course, including the specific improvements or innovations proposed, and when the course will be offered.
2. A budget. Note that funds are provided for materials and assistance; we are unable to compensate a faculty member for his or her time. (For two exceptions, see below.)
3. A statement of support from the department or committee chair noting the value of the project to the program's curricular needs. The chair should indicate the extent to which the department could contribute to the support of the project.

In order to allocate these funds and opportunities most equitably, we will have two review cycles. The proposal deadline for fall term review is October 31; for the spring it is April 2. Please submit proposals to Stephanie Kenen at the address above.

In addition, we are happy to co-sponsor two competitive funds that may provide some compensation to faculty members:

- ***Gordon Gray Faculty Grants for Writing Pedagogy.*** These grants are available either for the creation of new courses in which student writing plays a large role, or the revision of existing courses to give student writing a larger or more effective role. Recipients consult with Dr. Nancy Sommers, Sosland Director of Expository Writing, and colleagues from the Harvard Writing Project, in implementing their proposals. The application process and deadlines are the same as those for other course innovation grants; however, in addition to the grant, recipients will be awarded a \$2,500 research

account for their own use. Preference will be given to proposals involving sophomore tutorials, introductory courses, and courses in the Core or general education program. For additional information, please see the website of the Harvard Writing Project: <http://www.fas.harvard.edu/~expos/project.cgi?section=grants>

- ***Grants for Courses in Ethnic Studies.*** The purpose of these grants is to encourage faculty to develop courses in Latino, Asian-American, or Native American Studies. The Committee will give preference to new courses or major revisions of existing courses, particularly those to be offered by junior faculty and that will fill important gaps in our current offerings. The application process and conditions are the same as those for other course innovation grants; however, in addition to the grant, the Committee on Ethnic Studies will award recipients \$2,500, which may be taken as a stipend or used as a research fund. Recipients may also be eligible for funding through the related area studies centers.

COURSE ENHANCEMENT FUNDS

In addition to funding for course innovation, we would like to make explicit the possibility of requesting small sums of money for one-time special opportunities that would enhance a specific course. For example, a guest lecture, a performance, or a short field trip might greatly enhance the educational experience for undergraduates, and there should be some funds available to support such endeavors. A small honorarium of up to \$200 would ordinarily be appropriate for a guest lecture. Local and domestic field trips for enrolled students should be scheduled in such a way as to minimize scheduling conflicts with other courses (proposals for international field trips should be submitted to the Office of International Programs). Ordinarily, no more than \$2,500 would be given to any single course for all proposed enhancements. There is a limited amount of money available for these special opportunities and, once exhausted, additional requests for the academic year will be denied.