



Exploratory Teaching Groups **Call for Proposals, 2021-2022** **[Submission Deadline: December 7, 2021](#)**

Exploratory Teaching Groups (ETGs) provide faculty and instructors a collaborative framework to explore and discuss ideas, issues, and challenges in their teaching, with the aim of developing new practices, resources, or other educational interventions. The program is driven by the teaching interests and professional development goals of instructors, so proposals are welcome on any topic and the format is flexible. Faculty and instructors may use ETGs to investigate new teaching strategies, tools, or approaches; to engage in a collaborative course (re)design project; or to advance any other project related to teaching and learning in their courses or programs. Possible formats include a pedagogical reading group, a series of structured discussions or workshops around a theme, a “working group” that tackles a particular topic or project, and so on. A [list of previous ETGs](#) is available on the CCTL website.

The Chicago Center for Teaching and Learning invites groups of faculty and instructors, coordinated by one or two colleagues acting as Group Chair(s), to propose a topic and plan of activities for an ETG to run during the 2021-2022 academic year. The CCTL will support selected ETGs by consulting on their plans and activities, recommending resources and literature, providing a venue for sharing their work with a larger campus community, and lending support for implementation of new ideas as appropriate. Groups may request funds to purchase books, technology, and other resources, and to support the facilitation of group activities (e.g. materials and other costs for events, refreshments, etc.) or other activities relevant to the advancement of teaching and learning at the University. Funds to hire a student assistant to support the project are also available if merited by the project. See proposal guidelines below for more information.

Proposals related to any topic are welcome. Example topical areas include:

- Reengaging the in-person classroom, such as:
 - Innovations and lessons learned that may inform post-remote teaching
 - The use of digital tools, such as Hypothesis, Gradescope, etc.
 - Using videos and other remote teaching materials to “flip” your class
- Inclusive teaching, such as inclusive course (re)design, an inclusive pedagogy reading group, etc.
- Innovative assessment and assignment design
- Course (re)design projects aligned with the [new academic calendar](#), such as developing a three-week September term course

[Proposals may be submitted here.](#) Faculty and instructors are invited to discuss their proposals with the CCTL before submitting. Contact Joe Lampert with any questions at josephlampert@uchicago.edu. **The deadline for submission of proposals is December 7, 2021.**



Guidelines for Organizing Exploratory Teaching Groups

All ETGs should:

- Identify 1-2 Chair(s) responsible for coordinating group activities and acting as a point of contact for the CCTL. Chair(s) will meet with CCTL staff once per quarter for support and guidance on ETG activities.
- Consist of at least three members. If all members have not yet been identified, a plan for identifying and recruiting members may be included in the proposal.
- Meet at least four times by the end of Spring Quarter, 2022. Depending on the goals of the ETG, meetings may consist of discussions, reading groups, workshops, invited speakers, etc.
- Participate in a year-end colloquium at which ETGs share their reflections, outcomes, and possible future goals with each other and stakeholders in the College and across the University.
- Produce a brief (~500 words) summative memo on the ETG's activities, including how the experience shaped participants' approaches to teaching, how the ETG's resources, findings, or recommendations were (or will be) disseminated or implemented, etc.

Proposal Guidelines

Faculty and OAAs interested in facilitating an Exploratory Teaching Group should submit a proposal (maximum ~500 words) describing:

- The goals of the ETG (what do you hope to accomplish? what outcomes do you anticipate?).
- The plan and structure of ETG activities, e.g. the work you will undertake, how often you will meet, and the kinds of meetings you plan to hold (discussions, reading groups, workshops, invited speakers, etc.).
- The campus offices or departments, if any, with which you plan to collaborate.
- Who will be the Chair(s) of the ETG, at least one of whom is responsible for submitting the proposal. Proposals must identify 1-2 Chair(s) to act as the point of contact for the group.
- Who else will or might participate in the ETG—identify any confirmed participants and describe other potential participants (e.g. faculty and instructors from particular departments, Core sequences, etc.).
- Any requested funds, along with a budget. Groups may request two kinds of funds:
 - *Supporting resources* funds of up to \$1000, which may include, but are not limited to:
 - Materials, such as books and technology.
 - Group facilitation expenses, including event costs, food, refreshments, etc.
 - Guest speaker honoraria or consultation fees.
 - Other activities relevant to advancing teaching and learning at the University.
 - *Student assistance* funds for up to a total of 140 hours of student work.
 - If requesting funds for a student assistant, please describe their planned activities and the total number of hours they will devote to the project. Please be specific about this.
 - Student assistants may be graduate or undergraduate students. Proposals should indicate if there are particular skills or backgrounds desired in the student assistant.
 - The CCTL will work with this information to propose an amount of student assistance funds to award. Identifying and hiring a student assistant will be the responsibility of the ETG.