 Request for Pre-Proposals for “Fearless Ideas”  
Innovation and Entrepreneurship Courses

Background:
The Academy for Innovation and Entrepreneurship (AIE) seeks proposals for new or revised experiential “Fearless Ideas” courses related to innovation and entrepreneurship that will provide students with the skills and mindset to develop and/or launch their fearless ideas. Fearless Ideas courses should include collaborative, multi-disciplinary project teams, discovery-based learning techniques, or innovative teaching methodologies and/or should focus on the development of innovative thinking or entrepreneurship skills tailored to specific fields of study. Candidate “Fearless Ideas” courses may be new courses or existing courses that have been adapted for this Request for Pre-Proposals (RFP) and should target launch in the 2014-2015 academic year.

AIE will form a Fearless Ideas course approval committee that will include representatives from throughout campus. This committee will select and fund a diverse portfolio of ten (10) courses that include:

• A wide range of academic disciplines
• A mix of lower level (100/200) and upper level (300/400) courses (graduate level courses will also be considered)
• A mix of courses including those that may satisfy requirements for specific majors, minors, and general education requirements

Course Goals:
The goal of Fearless Idea courses is to develop innovators who will have the skills and mindset to embrace, explore, and analyze real-world problems and attempt a variety of innovative solutions to the world’s toughest challenges. Fearless Idea courses ideally accomplish the following:

• Provide students with ongoing opportunities to reach innovative solutions by quickly, relentlessly, and iteratively hypothesizing, experimenting, and learning from both successful and failed experiments
• Challenge students to take risks, seek non-obvious solutions, and think outside the box
• Foster collaborative teams with diverse majors, skills, experiences, cultures, and viewpoints
• Incorporate discovery-based/experiential learning into the curriculum

Where possible, AIE encourages Fearless Idea courses that satisfy general education requirements, particularly Scholarship in Practice and I-Series. Adaptation of existing general education courses, particularly Scholarship in Practice and I-Series courses, is also encouraged.

Types of Courses
AIE seeks a diverse mix of ten (10) courses in response to this RFP. Courses may be reinventions of existing courses (with same course numbers where possible) or entirely new course offerings. Priority will be given to undergraduate-level courses; however, graduate course submissions are also welcome. Where possible, courses should also fulfill general education requirements or requirements for a major or minor.
Examples of course content to be considered include:

- **Innovation/Design Thinking.** Design thinking stresses collaboration and combines creative and analytical approaches to solve a problem. Key aspects of design thinking include developing an understanding of human needs (empathy) to help define real problems and quickly and iteratively experimenting with a variety of possible solutions. Design thinking is routinely applied at IDEO, a leading global design form that incorporates a human-centered design thinking approach to develop innovative products and services for clients (http://www.ideo.com/about/, http://www.youtube.com/watch?v=M66ZU2PChM). Similarly, the Stanford d.school incorporates design thinking methods into the classes and workshops that they offer to their graduate students (http://dschool.stanford.edu/our-point-of-view/, http://dschool.stanford.edu/use-our-methods/). Excerpt: “The d.school is a hub for innovators at Stanford. Students and faculty in engineering, medicine, business, law, the humanities, sciences, and education find their way here to take on the world’s messy problems together ... We focus on creating spectacularly transformative learning experiences, and inevitably the innovations follow. Along the way, our students develop a process for reliably producing creative solutions to nearly any challenge. This is the core of what we do. In a time when there is hunger for innovation everywhere, we think our primary responsibility is to help prepare a generation of students to rise with the challenges of our times. ... Our deliberate mash-up of industry, academia and the big world beyond campus is a key to our continuing evolution.”

- **Innovation tailored to a specific field of study:** Developing innovators with the skills to understand and tackle real world challenges is essential across all disciplines. Courses related to innovation may form the cornerstone of an academic program focused on a specific topic (e.g. education: http://catalog.wm.edu/preview_course_nopop.php?catoid=2&coid=2706) or may provide students with an interdisciplinary perspective of how inventions, talents and skills are developed and creatively applied to their own disciplines including the arts, sciences and education (http://www.utexas.edu/ugs/bdp/programs/ice, http://iovine-young.usc.edu/#home_program)

- **Lean Start-up Methodology.** The Lean Startup methodology is discovery-based learning applied to entrepreneurship. The process involves physically getting out of the classroom and off campus to really explore and validate or invalidate hypotheses about real-world problems and pain points in the market and in society. These real-world learnings are then combined with entrepreneurship tools like the Business Model Canvas to yield potential startup opportunities. (https://archive.harvardbusiness.org/cla/web/pl/product.seam?c=25903&i=25905&es=f85785d3580f6b87e2bce1535af10c2f, http://steveblank.com/2013/04/16/when-hell-froze-over-in-the-harvard-business-review/)

- **Entrepreneurship tailored to a specific field of study,** for example – the arts, agriculture or non-profits. Entrepreneurship isn’t limited to the commercialization of research or the creation of a technology based product. Students in all fields may benefit from understanding the principles of entrepreneurship as it relates to their specific field of study. For example, students of the arts may need to understand how to market themselves as a sole proprietor or to develop and manage a non-profit center for the arts. (http://www.ncsu.edu/music/ema/entrepreneurship.html, http://biodesign.stanford.edu/bdn/courses/bioe374.jsp)

**Learning Outcomes (Also refer to Table of Learning Outcomes below)**

At the completion of a Fearless Ideas course, students must meet at least four (4) **Learning Outcomes.** Two of the four learning outcomes must be the two (2) **Required General Learning Outcomes.** The
remaining two learning outcomes must be either two (2) Innovation Learning Outcomes or two (2) Entrepreneurship Learning Outcomes.

For the two (2) Innovation Learning Outcomes, at least one (1) must be one of the Required Innovation Learning Outcomes. The second Innovation Learning Outcome may be from the list of Additional Innovation Learning Outcomes or may be the other Required Innovation Learning Outcome that was not already selected to fulfill the requirement above.

For the two (2) Entrepreneurship Learning Outcomes, at least one (1) must be one of the Required Entrepreneurship Learning Outcomes. The second Entrepreneurship Learning Outcome may be from the list of Additional Entrepreneurship Learning Outcomes or may be the other Required Entrepreneurship Learning Outcome that was not already selected to fulfill the requirement above.

If the course is proposed as a general education course, it must also meet the learning outcomes associated with the appropriate general education category. Learning outcomes listed below are not reflective of the requirements for general education designations.

Required General Learning Outcomes:
must meet both

- Demonstrate an ability to reach innovative/unconventional solutions by iteratively proposing ideas/strategies, receiving feedback, incorporating feedback and learning from failed approaches
- Demonstrate an ability to collaborate with others on developing an innovative analysis, project or solution, by incorporating different viewpoints and experiences

AND

Innovation Learning Outcomes:
must meet two (2) with at least one (1) from the Required Innovation Learning Outcomes

Required Innovation Learning Outcomes

- Demonstrate the design thinking processes required to formulate a project/question and develop a strategy for its solution or implementation

AND/OR

- Demonstrate the ability to present or perform the project (and proposed solution, if applicable) to outside stakeholders (those not directly affiliated with the class)

Additional Innovation Learning Outcomes

- Demonstrate an ability to solve real world challenges by critiquing existing applications of scholarship, learning from past successes and failures and identifying new or unexplored opportunities
- Demonstrate the ability to develop a minimal viable product (MVP)
- Demonstrate an ability to select, critically evaluate and apply innovative/transformational thinking skills to a specific discipline

OR

Entrepreneurship Learning Outcomes:
must meet two (2) with at least one (1) from the Required Entrepreneurship Learning Outcomes
**Required Entrepreneurship Learning Outcomes**

- Demonstrate an ability to develop business models that incorporate feedback from customers and pivot based upon the needs of the market

**AND/OR**

- Demonstrate the ability to present the business idea to investors or other outside stakeholders

**Additional Entrepreneurship Learning Outcomes**

- Demonstrate the design thinking processes required to formulate a project/question and develop a strategy for its solution or implementation
- Demonstrate the ability to develop a minimal viable product (MVP)
- Demonstrate an ability to select, critically evaluate and apply entrepreneurship skills to a specific discipline

**Funding**

**Pre-Proposal Stage:**
Faculty whose pre-proposals have been approved will:

- Have the option to attend a half day innovation training workshop. Examples of these types of workshops could include: [http://www.experiencepoint.com/sims/DesignThinker](http://www.experiencepoint.com/sims/DesignThinker),

- Receive one-on-one guidance to assist them in developing their course ideas

**Proposal Stage**

Faculty participants whose Fearless Idea course proposals are selected will be expected to teach the course three (3) different semesters and will receive $5,000, $3,000, and $2,000 each semester, respectively, in recognition of their contributions to improving undergraduate/graduate learning. Faculty have the option of using these funds for salary or professional activities related to teaching and learning.

In addition, faculty will be named Distinguished Academy for Innovation and Entrepreneurship Faculty Fellows. These faculty will form a learning community and participate in regular meetings throughout the semester during which the Fearless Ideas course is first offered.

**Pre-Proposal Requirements: Pre-Proposal DUE November 11 (by 5PM)**

Pre-Proposals must include the following information:

1. Basic Information:
   - Faculty Name
   - Department
   - Course Title
   - Prerequisites (if applicable)
   - Proposed course size and number of sections to be offered
2. Course Description (200 words or less)
3. Description of how the course will help students experience innovation/entrepreneurship (200 words or less)
4. List of the four learning outcomes that this course will fulfill
5. An email from your Department Head approving the course
Pre-proposals should be emailed to Kim Wallace (kkw03@umd.edu). Department Heads should email their approvals directly to this email address.

Decisions from pre-proposals will be announced by November 18, 2013.

Proposal Requirements: DUE January 15, 2014 (by 5PM)
Final proposals will only be accepted from those selected from the pre-proposals. Proposals should not exceed 5 pages in length (excluding syllabus).

Proposals must include the following information:
1. Basic Information:
   - Faculty Name
   - Department
   - Course Title
   - Prerequisites (if applicable)
   - Proposed course size
2. Course Description (200 words or less)
3. Description of how the course fulfills each of the four learning outcomes
4. Description of the teaching methods and strategies that you will use in the class
5. Description of the methods that will be used to assess student learning
6. A copy of the syllabus for the proposed class (and if an existing course is being revamped, a copy of the previous syllabus with key changes highlighted and explained)
7. Letter or email endorsement from Department Head and Dean acknowledging their support of the course offering

Proposals should be emailed to Kim Wallace (kkw03@umd.edu). Department Heads/Deans should email their approvals directly to this email address.

Decisions from proposals will be announced by January 31, 2013

Timeline
Completed pre-proposals are due no later than November 15, 2013. A completed pre-proposal is one that has been submitted and email endorsement from Department Head has been received. Approved courses from this round may be offered as early as Fall 2014. New courses will be given an automatic one-time approval but must undergo the VPAC campus review process and general education review committee process (if applicable) for continued offering. Approval of a course under this Fearless Ideas solicitation does not guarantee that the course will be approved for general education designations.

RFP Released: October 1, 2013
Pre-proposals Due: November 11, 2013
Approved Pre-Proposals Announced: November 18, 2013
Proposals Due: January 15, 2014
Courses Selected: January 31, 2014

Proposal Submission
Send pre-proposals, proposals and email endorsements/letters from Department Chairs and Deans to: Kim Wallace, kkw03@umd.edu
If you have questions, please contact either:

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