



Request for Proposals: 2025 OPEN MATH Workshops

Statement of purpose: We recognize the deep and diverse expertise of MAA community members as a rich resource that can benefit others through professional development training. The OPEN Math workshops will draw on this expertise to offer impactful and meaningful professional development experiences about a wide range of mathematics education topics. Using online delivery methods reduces the cost and environmental impact of participating in professional development and enables people to take part from a wide range of teaching positions, institutions, and life circumstances. Please consider sharing your expertise as a leader of a summer 2025 workshop.

OPEN Math Guidelines

OPEN Math workshops may focus on educational practices at the course and classroom level or on a co-curricular program or structure within a mathematical sciences department. All OPEN Math workshops must emphasize modern, research-based, learner-centered teaching and learning approaches in higher education— both in what they are teaching participants to use and in how they interact with participants during the workshop. Likewise, workshops must use and promote strategies for creating inclusive learning environments. To provide a common framework across all workshops, and to help participants recognize and use the IP Guide as a rich resource for guiding their practice, we ask all workshops to make explicit use of the [MAA Instructional Practices \(IP\) Guide](#) in some way, e.g. using frameworks or ideas, selecting readings, etc.

The OPEN Math project also seeks to develop the skills and capacities of new and experienced professional development leaders, and to strengthen the community of practice around providing professional development. Please consider these goals in developing your workshop team.

Finally, the OPEN Math project recognizes that professional development training is less effective in a vacuum – efforts should be made for pedagogical shifts and curriculum changes to occur at a department, program, or institutional level. To this end, there is a thread within the project specifically for engaging program leaders at various levels. We welcome proposals that take up this thread.

OPEN Math workshops require between 20 and 30 hours of direct contact along with pre- and post-workshop engagement. Here “direct contact” means “synchronous activities,” some of



which could involve small, independent group work away from the workshop leaders. Individual, asynchronous activities and pre/post workshop work should not count among the direct contact hours.

We're asking workshop teams to follow one of the tested formats described below.

Note: In the format choices below, the 'time per day' includes the breaks. So, for example, "6-hour day" could consist of 5 hours of contact and 1 hour of breaks, and the "3-hour day" might be two 80-minute sessions with a 20-minute break in the middle.

- **Format choice #1:** intensive workshop (roughly 6 hours per day for 4 days within one week) with 3 hours of followup over the subsequent academic term. *Some groups have had success with having their meetings on either side of a weekend.*
- **Format choice #2:** extended mini-course (roughly 3 hours per day for 3 days per week for three weeks) with 3 hours of followup over the subsequent academic term
- **Format choice #3:** Learning Community model consisting of 3-4 hours of meetings before a semester followed by regular (every N weeks) meetings throughout the semester. *This model is appropriate when participants will actively implement some pedagogical innovation during a semester and meet as a group for feedback and support.*

We require that all new workshop teams participate in three collaborative, online *winter planning meetings* in February/March of 2025, where we'll exchange resources and ideas, and help you hash out your workshop plans in detail. These three online sessions are set for 4:00-6:00 pm ET on February 6, February 20 & March 6. Please ensure as many as possible from your team can attend. Please check schedules now – it is important (for the success of the funding grant) that at least two leaders from your workshop participate in these planning meetings.

As a condition of funding, we will also ask for your commitment to take part in the project evaluation. The project evaluation includes some follow-up work with the evaluation team as well as follow-up with your workshop participants. In addition, staff from the evaluation team may be present in your workshop, and your sessions will be recorded for internal review.

Important Note: The evaluation team is not evaluating your presenters or your participants – they are simply observing the nuts-and-bolts of how your workshop is running. For more information on the evaluation process, see the [OPEN Math Evaluation document](#).

Each workshop team selected for 2025 will have a budget of \$12,000 that can be used for materials, software, and stipends. There must be at least three facilitators/leaders/presenters listed, and the maximum stipend for any individual is \$4000. The OPEN Math Project especially values a workshop team that includes people from a variety of backgrounds, affiliations,



viewpoints, and experience levels. All materials you develop will remain your intellectual property. The OPEN Math project will help with recruiting participants and managing participant applications; workshop evaluation; and recognition of your leadership in professional development.

Please see the workshop leader manual at maa.org/open-math for more on these and other specifics.

What do we need from you now?

The application itself will be completed in a separate proposal system called AmpliFund. Get started with Amplifund by watching [this video](#). You will learn about setting up an account, completing an application, and submitting an application. Check out the Frequently Asked Questions document included on the AmpliFund Fund Opportunity page.

Below we list the questions you will need to answer along with some explanation, links to examples, and embedded rubric questions that our selection committee will use. We recommend you answer all the questions in a separate document and then copy/paste into the AmpliFund system. **Please note that proposals for workshops that have previously run through the OPEN Math program will be required to answer a smaller set of questions indicated by [Returning Workshops].**

General Instructions

The OPEN Math Selection Committee is composed of a broad range of mathematics instructors, so be sure to write in a way that is clear to any hypothetical colleague. In particular, avoid insider jargon and acronyms as much as possible in your responses. This is also important in your title and public-facing descriptions so that your workshop appeals to the widest possible audience.

Point of Contact

Please choose a point of contact for this OPEN Math Workshop proposal. Later we'll ask for contact information for other workshop leaders, but the person listed here will be considered the point person for your workshop team.

- Name
- Job title & affiliated organization(s)
- Email address



Overview

Rubric item 1: Is this a good online, summer workshop topic for the audience indicated?

Rubric item 2: Is the indicated audience robust enough (to fill a workshop) within the mathematics community in general, and within the targeted groups (instructors for whom accessing traditional PD is a challenge)?

- [Returning Workshops] **Workshop Title** - Feel free to give us a new title, but include your previous title in parentheses.
- Please provide a **workshop title** that is concise but makes the topic clear and gets the attention of the intended audience. There will be places where only the workshop titles appear (with links, of course).
- [Returning Workshops] **Backstory:** Please remind us of when you last ran this workshop and why you want to run it again. (There is a question later on where you can tell us what you might do differently.)
- Please provide a **full description** (400 word limit) of your workshop that should appear on a registration page for this event.
- Please provide a **short description** (200 word limit) of your workshop that can be used for advertising and marketing this event – this description will be used when all the workshops appear in a single scrolling list.
- Who is the **intended audience** for your workshop? If you know of particular SIGMAAs, MAA Connect communities, or any non-MAA groups/organizations who will be interested, please list them here. Also, let us know if this work is connected to a grant or other project for which this workshop will support with dissemination and outreach. This will help us better understand your overall plans and provide a starting point for an advertising effort for your workshop.

Workshop Content

Rubric item 3: Is the workshop appropriately focused on some active-learning pedagogy?

Rubric item 4: Are the learning objectives measurable and articulated clearly?.

- [Returning Workshops] Describe any changes for 2025, including goals, activities, and personnel. Note that one of the OPEN Math project goals is to build and support the community of providers of teaching-focused professional development, so including new facilitators / presenters is a plus.



- Elevator pitch: In one paragraph, summarize the overall, big goals for your workshop, where the audience is a Selection Committee (composed of a variety of college mathematics instructors) who will be considering many different types of workshops. What makes yours distinct? timely? in demand? likely to have a big impact?
- What active and research-based pedagogies or practices are central to what workshop participants will learn? What part(s) of the IP Guide will you draw on? Are there any other resources you plan to use to support participants' effective application of your topic? *Please include specific linkage to the [MAA Instructional Practices Guide](#) or other appropriate references to evidence-based teaching practices.* Note that the point here is not so much about boosting the MAA IP Guide specifically as it is to tying pedagogical practices to educational research.
- List 4-6 specific learning objectives for your workshop – what knowledge, skills, beliefs, etc from your workshop will help participants make progress toward implementation of the ideas in their classrooms? For evaluation purposes these objectives should be clear to any post-secondary mathematics instructor, should be realistic and measurable, and should be stated in terms of active verbs. Be aware that individual reviewers may not be familiar with acronyms and jargon specific to your area. The OPEN Math evaluation and research team will use these to develop survey items that are specific to your workshop, along with a set of general items for all the OPEN Math workshops. Here are some links that may be helpful for writing learning objectives.
 - Step by step guide, [how to write learning objectives](#). *From Robert Talbert, a math educator at Grand Valley State who thinks a lot about learning and teaching*
 - How to [articulate your learning objectives](#), and how these relate to workshop activities and tasks (“assessments” in a course, here you can think of it as work that participants will generate in your workshop). *From Carnegie Mellon’s Center for Teaching and Learning*
 - A guide to [using Bloom’s taxonomy to write learning objectives](#), with a good list of verbs. *From Vanderbilt University’s Center for Teaching*
 - A sketch of [Dee Fink’s categories of significant learning](#) – an expansion of Bloom’s taxonomy that goes beyond cognitive kinds of learning. The links have more good verbs! *From U. Buffalo’s Center for Teaching and Learning*

Workshop Activities

Rubric item 5: Does the team have experience with, or realistic plans for, workshop activities that model active teaching and learning in their delivery of this online workshop?



Rubric item 6: Is the list of “deliverables” realistic and likely to make an impact on the participant’s teaching?

- We’re asking workshop teams to follow one of the tested formats described below. Visit the “Past Workshops & Activities” section of the [OPEN Math webpage](#) to see examples of previous workshops that use the three different formats. Which format seems like the best fit for your team and your topic?

Note: In the format choices below, the ‘time per day’ includes the breaks. So, for example, “6-hour day” could consist of 5 hours of contact and 1 hour of breaks, and the “3-hour day” might be two 80-minute sessions with a 20-minute break in the middle.

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- Give us some options for when you’d like your workshop to run.
 - If you are applying for a summer workshop (Format #1 or #2), please give at least TWO specific options (feel free to label them “first choice,” “second choice,” etc.) for the dates your workshop might run in summer 2025, between May 12 and August 15 (avoiding the days of MAA MathFest, August 6 - 9). We will need to know the firm dates by December 6, 2024, but For now please give us your best guess.
 - If you are applying for a Learning Community to take place in either Fall 2025 or Spring 2026, please give your best guess for a schedule (meeting days/times) to confirm that you are thinking about this. We do not need to pin this down precisely until roughly 3 months before the workshop starts.
- How will your team of facilitators *model* research-based teaching and learning in conducting the workshop? What core activities will you include as part of the workshop? Don’t worry now about how to fit into the schedule, but do itemize the main activities in asynchronous or synchronous modes.



- What deliverables will be expected from each participant? e.g. learning objectives, syllabi, course materials, problem sequences, assessments, projects, reflections, program plans.

Community and Inclusion

Rubric item 7: Does the team have realistic plans for *followup activities* that will continue building a sense of community among participants and support participants' implementation of new knowledge in their own classrooms?

Rubric item 8: Does the team have experience with, or realistic plans for, workshop activities that model equitable and inclusive practices *within their delivery* of this online workshop?

Rubric item 9: Does the team have experience with, or realistic plans for, teaching participants to apply inclusive and equitable practices in their course design and classroom practices?

A key component of the workshop includes some synchronous follow up activities, perhaps in separate smaller groups. In addition, you will have access to a special Google Group email list and Google folder space for your workshop participants, so part of the followup plan could be a strategy for keeping the conversation going among participants.

- What will you do to build a sense of community among participants *during* the workshop?
- What will you do to support participants *after* the workshop in implementing new practices and plans?

Another important component of all OPEN Math workshops is attention to issues of equity and inclusion, both as intentional parts of the online workshop design and as goals for the participants teaching their own courses.

- What will you do to help participants make their *own* classroom or program work equitable and inclusive?
- What will you do to *model* equitable and inclusive practice in *conducting* the workshop?

Personnel and Budget

Rubric item 10: Is the facilitation team adequate (in size, in expertise, in diversity, in experience, ...) for meeting the workshop and project goals?

- Please tell us a bit about your team of (prospective) workshop leaders, including their expertise, prior PD experience (face-to-face or online), and constituencies/networks/stakeholder groups they belong to. We encourage you to



consider constructing your team with the broadest possible representation and involving at least one emerging professional development leader, thereby expanding the community of practice around professional development leadership.

- Please provide an estimated budget of up to \$12,000. This may include stipends for leaders and presenters as well as any materials, software, or license fees associated with delivering the workshop. There must be at least 3 facilitators/leaders/presenters listed, and the maximum stipend for any individual is \$4000. If possible (without compromising your workshop), we ask that you think carefully about multiple presenters receiving small sums of money – at some point it causes a strain on the MAA financial offices to have many people submitting invoices for small sums.

Acknowledgement of Expectations

By clicking “Yes,” you are acknowledging the following guidelines and expectations of the MAA OPEN Math Project for your workshop. Please discuss with your team before accepting.

- You must have at least two workshop leaders in attendance at each of the winter planning meetings: 4-6PM ET on February 6, February 20 and March 6.
- Your workshop will be recorded, but the recording will only be used for internal reference and evaluation purposes.
- MAA and CU-Boulder staff (for support and evaluation purposes) may be present in your workshop on a regular basis.
- MAA will ask you to fill out a short questionnaire after your workshop to collect information that will help program staff support future workshops.
- Due to NSF policies and procedures, workshop facilitators must complete the workshop and submit required paperwork to be paid their stipends. Workshop facilitators are considered by the MAA to be contractors who must submit an invoice to initiate the payment process. MAA staff will ensure all of the paperwork and procedures are in place as work is completed. Stipend processing can take up to 30 days after completion of requirements.

[Returning Workshops] By clicking “Yes,” you are acknowledging the following guidelines and expectations of the MAA OPEN Math Project for your workshop. Please discuss with your team before accepting.

- We ask that at least two of your workshop leaders attend the first of the winter planning meetings (February 6, 4-6PM ET). Your team is not required to attend the last two winter planning meetings (February 20 & March 6, 4-6PM ET), but you may be invited to



take part in an advisory role for new facilitators. Then you will be assigned a resource person (OMBud) who will set up two meetings for your team at your convenience during the spring semester.

- Your workshop will be recorded, but the recording will only be used for internal reference and evaluation purposes.
- MAA and CU-Boulder staff (for support and evaluation purposes) may be present in your workshop on a regular basis.
- MAA will ask you to fill out a short questionnaire after your workshop to collect information that will help program staff support future workshops.
- Due to NSF policies and procedures, workshop facilitators must complete the workshop and submit required paperwork to be paid their stipends. Workshop facilitators are considered by the MAA to be contractors who must submit an invoice to initiate the payment process. MAA staff will ensure all of the paperwork and procedures are in place as work is completed. Stipend processing can take up to 30 days after completion of requirements.



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