Office of Faculty Development

PROGRAMMATIC EXCELLENCE & INNOVATION IN LEARNING PROJECTS

Request for Proposals for 2016 – 2017 Academic Year

Application Deadline: April 29th, 2016

For more information visit the PEIL website: http://www20.csueastbay.edu/programs/peil/index.html

I. OVERVIEW
Committed to transforming undergraduate education and increasing our graduates’ readiness to thrive in a 21st Century global environment, Academic Affairs will award Programmatic Excellence & Innovation in Learning (PEIL) grants to enable faculty-led teams to design, implement, and study innovative approaches to teaching and learning. PEIL funding is intended to help faculty, staff, and students:

1) Develop new insights into the learning needs of the diverse and multicultural CSUEB student body
2) Collaboratively enact evidence-based transformations in undergraduate education
3) Stimulate leading-edge development of, and research on, new instructional models and approaches that result in measurable improvements attaining student learning, program learning, and institutional learning outcomes
4) Transform courses and programs for inclusivity and accessibility. (i.e. economically, for students with disabilities, and diversity/inclusive education pedagogy)
5) Strengthen the scholarship of teaching and learning at CSUEB
6) Encourage and support programmatic change within and across departments through the dissemination of innovative ideas and promising practices within the CSUEB community, and
7) Disseminate ideas and practices to the broader academic community through scholarly papers and presentations.

Grants of up to $45,000 each will be awarded to up to four projects of one to four faculty ‘leads’ and additional faculty, staff and/or student collaborators with knowledge and expertise relevant to the project. In addition to innovation, projects focused on accessibility/universal design, lower division General Education courses, or large courses (defined as regularly enrolling more than sixty students) are encouraged. All projects must address semester conversion and course materials produced must be made accessible. Semester conversion offers the opportunity to integrate new pedagogies such as diversity/global learning, service learning, collaborative learning, writing-intensive assignments, and student research activities; proposals are strongly encouraged to incorporate these or other high impact practices in their proposals. Faculty leads are encouraged to draw on faculty, staff, and/or student expertise within and across departments and colleges.
II. ELIGIBILITY AND REQUIREMENTS

- Those applying may be tenured and tenure-track faculty or lecturers who have continuing appointments and course development responsibilities as determined by their department chairs and deans.
- Each proposal submitted may have up to two faculty leads, and must be endorsed by the Department Chair(s) of the faculty lead(s).
- The new approaches should be relevant and adaptable to a broad range of courses within and across colleges, including, but not limited to, those taught by members of the team.
- Proposals focused on General Education, large classes, accessibility/universal design are strongly encouraged.
- Proposals drawing upon people with expertise from different disciplines are strongly encouraged.

III. APPLICATION INSTRUCTIONS

The text should be single-spaced and 12-point font. The proposal should not exceed 8 pages in length, not including the cover page, abstract, references, detailed work plan, and budget. All of the following application elements must be included.

Application Cover Page, including an Abstract (See template)

Overview: Problem to be Addressed, Purpose, Outcomes (not to exceed 2 pages)
  a) Describe the CSUEB students whose needs will be addressed by the project. Faculty may wish to consult with the Office of Institutional Research as they prepare their proposals.
  b) Explain the teaching/learning challenge being addressed by the project.
  c) Explain what factors currently inhibit student learning in the course(s).

Project Description: Description of Project and its Relevance to the Advancement of Excellence and Innovation in Student Learning (not to exceed 3 pages):
  a) Describe the proposed project and the main changes planned.
  b) Indicate whether the proposed innovation is an extension or a modification of existing practices, and what new 'promising' or 'high impact' approaches, and/or strategies will be implemented.
  c) Discuss the potential for and benefits of interdisciplinary partnerships for the integration of knowledge and practices to meet student needs.
  d) Describe anticipated goals and outcomes of the project, including how they address the Institutional Learning Outcomes. Specify how the department and the University community at-large (i.e. those working in other fields/disciplines) will benefit from involvement with the project.

Research Design (not to exceed 2 pages):
  a) Research questions
b) Orienting theory guiding the research and research approaches that support its likelihood of addressing CSUEB students’ learning needs and/or for supporting effective and innovative learning practices

c) Research methodology, data collection, and data analysis

d) Outcomes assessment: How will lead(s) demonstrate changes in student learning? Multiple forms of assessment, including diagnostic, formative, direct, indirect, and summative assessment should be considered and included as appropriate. Creating control and treatment sections for courses is recommended.

Teams awarded grants will be required to receive Institutional Review Board approval for their study. Human subjects IRB approvals (necessary for publication of findings) are the responsibility of team members. The Director of Faculty Development is available to consult on the creation of preliminary research designs for proposals.

**Knowledge Dissemination and Scholarship of Teaching and Learning (not to exceed 1/2 page):**
Describe how outcomes, practices, and recommendations resulting from the project will be disseminated within the CSUEB community, including (but not limited to) presenting workshops through Faculty Development, making information and tools available online, or publishing a workbook for faculty, staff and/or student use. Faculty leads are expected to develop a scholarship of teaching and learning product (conference paper, poster presentation, or article) based on the project. Identify promising venues for presenting the results of the project.

**Timetable:** The timeline of all projects will run from July 1, 2016 through June 30, 2017. The completed timetable should include all major benchmarks and deliverables proposed.

**Qualifications of Lead Investigators and Team Members:** Include a one-paragraph description of the current job title and assignment of each of the lead investigators. Describe how the qualifications of the lead investigators and project team members will contribute to the success of the project. In addition, append a two page curriculum vitae for each lead investigator.

**Budget:** Maximum funding is $45,000 per project. Proposers should itemize and provide brief justification for each item for which funding is requested. Please indicate whether the project is receiving funding assistance from any other source (e.g., matching funds from department or college, external grant funding), and if so, the nature and amount of the funding. Matching or contributing funds from departments, colleges, or external sources for materials, supplies, equipment or research assistants are encouraged, but not required.

a. **Acceptable budget items include:** faculty assigned time at the replacement cost of $1250 per WTU; faculty overload pay, student assistants for research support, data collection, analysis, etc.; materials, supplies, software, etc. as needed for direct support of the project; other direct costs.

b. **Unacceptable budget items:** Expenses for food for project team members or participating students cannot be included. Compensation for students’ required course activities cannot be
included—no payments, gifts, or gift cards for student participation. Compensation for students who participate in assessment activities for the research is NOT permitted.

**Cover Page, Budget, and Timetable Templates:** All application resources can be found on the PEIL website: [http://www20.csueastbay.edu/programs/peil/index.html](http://www20.csueastbay.edu/programs/peil/index.html)

**Service Learning and Community Engagement:** Project teams proposing to incorporate Service Learning into a course or program should contact Andrea Wells, Community Partner Coordinator for the Center for Community Engagement, at andrea.wells@csueastbay.edu during the application preparation period.

**IV. PROPOSAL SUBMISSION**

The application and cover page must be signed by all members of the team and the relevant Department Chair(s) for the faculty leads and turned in at the Office of Faculty Development by 5 pm on April 29th, 2016. Proposals may be submitted in hard copies to or by email to peil@csueastbay.edu.

**V. PROPOSAL REVIEW**

A maximum of one of the proposals from each college will be awarded funding. It is possible that not all colleges will have a team funded. A Review Committee made up of faculty and staff will review all proposals. Proposals will be evaluated according to the following criteria:

- Proposals focused on General Education, large classes, accessibility/universal design are strongly encouraged.
- Proposals drawing upon people with expertise from different disciplines are strongly encouraged.
- All course materials will be made accessible (eg. videos are closed-captioned);
- Potential contribution to student learning and success;
- Alignment with Institutional Learning Outcomes;
- Clearly defined goals, methods and roles of team members;
- Research questions and research design;
- Assessment plan;
- Promise for dissemination in the scholarship of teaching and learning;
- and capacity to complete the project within the funding and time allotted.

Please note: Proposals that can demonstrate broad applicability to the University and sustainability of the project will be viewed more favorably. Following nomination of proposals by the Review Committee and approval by the Provost, the recipients will be informed by the Office of Faculty Development of approval for funding.

**VI. POST AWARD REQUIREMENTS**

No project’s award or budget may be considered final until after the Research Design Meeting (see below). Failure to participate will nullify the preliminary award. Grant work may not commence
until after the Research Design Meeting and final approval of budget and work plan (Summer 2016).

**PEIL grant recipients are required to attend:**
1. The orientation session (Spring 2016) with all grantees for an overview of purchasing, payment, and reimbursement practices, and presentation of awarded proposals.
2. The Research Design Meeting (Spring/Summer 2016), a 1-day session with individual teams during which the preliminary design, research, assessment strategies, work plan, and budget proposed in each successful grant will be reviewed and refined.
3. Three quarterly ‘check-in’ sessions with other grantees and the Director of Faculty Development
4. Any other meetings/follow-up sessions deemed necessary as a result of the team’s design session

**Additionally, throughout the funding year 2016-2017, faculty leads**
1. Provide end-of-quarter status reports in a timely fashion.
2. Operate within the budget. The PEIL teams and The Office of Faculty Development will keep accurate records of all expenditures and will provide appropriate documentation for these expenditures. Any funds left in a project account after completion will revert back to Academic Affairs. Requests for changes to budgets must be approved by the Director of Faculty Development.
3. Submit Final Reports thoroughly summarizing their completed projects to the Office of Faculty Development by July 1, 2017.
4. Submit scholarship on their work to an appropriate conference or peer-reviewed journal.
5. Present their findings at Back to the Bay in Fall Quarter 2017. They are encouraged to present their work at conferences within their disciplines.

Members of teams who fail to meet post-award requirements will be disqualified from participating in future PEIL grant offerings. All materials submitted to the Office of Faculty Development and the Review Committee are considered public documents and will be available by request.

**VII. Information**
Questions about the Programmatic Excellence & Innovation in Learning Projects should be addressed to:
Jessica Weiss, Director, Office of Faculty Development
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Patricia Sendão
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