University of California, Berkeley
Center for Teaching and Learning

_____

PRESIDENTIAL CHAIR FELLOWS
CURRICULUM ENRICHMENT GRANT PROGRAM
2016-2017

Make Your Mark: On your Course, On the Curriculum, On Berkeley

The Presidential Chair Fellows Curriculum Enrichment Grant Program provides an opportunity for a team of two or more faculty members--from one department or across departments--to develop, improve, transform, and examine core areas of the undergraduate curriculum. The grant is a means to engage in a systematic, forward-looking project expected to render fundamental and breakthrough ideas which will enhance and transform Berkeley's undergraduate experience. Preference will be given for faculty designing or redesigning courses that meet Undergraduate Initiative curricular goals (see page 3 of linked pdf). The grant program will fund up to five projects, each up to $20,000 over the one-year grant period. Funds may be expended any time between the start of the Fall 2016 semester and the start of the Fall 2017 semester.

The purpose of this grant and learning community program is to make funds available to carry out curriculum enrichment efforts that are meaningful and achievable. Funds are intended to make curriculum enrichment projects possible at the department or program level that may involve curricular revision or the introduction of new curricular components that address a specific need or opportunity. The grantees will be able to "close the loop" on their curriculum planning and innovation in the program, by identifying student and faculty needs, by gathering evidence of student learning and experiences across courses or at the end of a degree program, and by guiding further improvements in the curriculum by using the evidence gathered. The grant program will also focus on developing strategies that lead to a sustainable enrichment process to be continued by the department or program. For the work involved, the budget must include funding for at least one Graduate Student Assistant Researcher (GSAR); up to 20% of the total award may be used as research stipends for the faculty team supervising the project. In order to seed the broadest number of sustainable efforts, we will provide no more than one grant per department. Departments who have not previously been awarded a grant from the Presidential Chair Fellows program will be given priority consideration during review.

A unique aspect of the Curriculum Enrichment Grant Program is its foundation of scholarly exchange in the form of a learning community. Hence, Presidential Chair Fellows grant recipients take part in a peer

1

cohort comprised of other grant recipients and focused on curriculum re/design. Fellows will meet in workshops and seminar sessions eight times (once a month) during the course of the award period, between September 2016 and May 2017. Meetings will include presentations and discussions by Berkeley faculty and staff with expertise in areas of pedagogy, curriculum enrichment, and program evaluation, as well as by the Fellows themselves. The seminars will be co-facilitated by Richard Freishtat and Yukiko Watanabe (Senior Consultants in the Center for Teaching and Learning). The final selection of session topics will be determined in consultation with the peer cohort and informed by their grant projects.

The Curriculum Enrichment Grant will also provide a pathway for graduate students to refine and hone skills in conducting evaluation and participating in program level curriculum dialogue. To this end, the grant monies are intended to fund at least one GSAR during the award period to work on the project.

Monthly Seminar Dates for 2016-2017
The seminar will be held on the following Wednesdays from 12:00-2:00 pm in 114 Hearst Gym:

September 14
October 5
November 16
December 7
January 18
February 15
March 15
April/May TBD (Showcase Luncheon)

Note: At least one faculty member and not more than two faculty members from each team must commit to attend the seminars as a condition of receiving the grant.

I. Criteria For Selection

Qualified proposals will be prioritized based on the following criteria:

- Grants must support the enhancement of pedagogical and assessment approaches, curricular content, or curriculum design requiring greater coordinated effort than is normally associated with faculty members' regular teaching responsibilities.
- Projects should have broad impact across courses and curricular levels, or should support areas of common curriculum between departments/programs. Projects primarily directed at the redesign of individual stand-alone courses or electives will not be considered.
- Projects must be endorsed by the Department Chair and/or Dean.
- Proposals that demonstrate support for Undergraduate Initiative goals will be given special consideration. E.g., creating a capstone course/experience, designing or redesigning a course that leverages what students learn in Data Science 10, and/or designing or redesigning a course that incorporates research.

Funded projects include and are not limited to the following:
- **Expand an existing course-level pedagogical innovation across the curriculum** to enhance and expand students' incremental learning experience throughout the program (e.g., Three faculty develop ways to embed engaged scholarship as a pedagogical practice across required courses for a major);

- **Revise curriculum from introductory courses through advanced courses to better align with program-level learning goals** of the department as well as with requirements for commonly sought after graduate school or professional experiences (e.g., A team of faculty in a single department create curricular components related to ethical practice and decision-making that can be implemented at various course levels where it is introduced, reinforced, and achieved);
- **Revamp a key gateway course** based on cross-unit discussions and investigations into how well the course is preparing students for their intended majors (e.g., A group of STEM faculty align curricular standards of lower-division required courses with new medical school requirements);
- **Design a capstone course** that integrates disciplinary knowledge and skills resulting in a demonstrative and cumulative project, thesis, or e-portfolio (e.g., Faculty plan a capstone course focused on student research, resulting in a thesis where students synthesize and apply knowledge gained from previous coursework);
- **Explicitly integrate writing at all levels of instruction and across the curriculum**. Design and implement pedagogical strategies and writing tasks/assignments to maximize students' writing competency and to enhance disciplinary understanding through writing. Alternatively, a project team can target other competency areas, such as literacy, numeracy, creativity, critical inquiry or research, engagement and global awareness. (e.g., Faculty from social science create a group of writing assignment templates and pedagogical guidelines for feedback on writing that can be integrated across social science courses to further hone students' skills related to discipline-specific writing practices);
- Faculty members from cross-disciplinary departments who teach a course in a particular breadth curriculum area gather to **define what core competencies the breadth courses should be addressing and generate guidelines for practice** by examining sample learner performances and pedagogical practices (e.g., A group of interdisciplinary faculty review student work and commonly used pedagogies around critical thinking in order to articulate certain pedagogical strategies that have been shown to be most effective in achieving the core competency);
- **Design new ways to systematically engage students in learning that yield increases in student success and post-graduation placement**. Examples include student engagement in interdisciplinary and collaborative research, learning communities, community-based projects/learning, and internships (e.g., A faculty team examines several existing courses and redesigns the course curricula to focus on inclusive pedagogies and collaborative research project opportunities).

For a list of previously awarded grants, please visit the Center for Teaching and Learning's website.

II. Types Of Expenses That Can Be Funded

The grant funds may be used to

- fund research stipends for the faculty team (up to 20% of the total award);
- hire one or more GSAR to help with (a) curriculum materials development, (b) development of data gathering instruments, and/or (c) data gathering and analysis. Undergraduate student workers are also eligible for funding;
- fund the direct cost of workshops, faculty retreats, relevant conference travel or meetings that will bring all faculty together to decide what kinds of assignments and assessments should be

made throughout the curriculum. Funds can be used for room rental, refreshments, and materials;
- offer students who participate in a pilot small monetary incentives (e.g., for putting together a portfolio of their work);
- purchase data gathering instruments not available through campus-wide licenses that directly support the assessment of how well students have met intended learning goals (e.g., e-portfolio site, pre-post tests, etc.).

III. Types Of Expenses That Cannot Be Funded

The grant program will **_not_**
- pay stipends to GSIs, pay for faculty summer salaries, or pay salaries of career or casual staff members (non-student titles);
- purchase or update standard software or software packages already licensed by campus;
- reimburse expenditures made prior to the grant being awarded.

IV. Other Requirements

- In addition to a completed grant proposal, all applications _must_ include a **letter of support** from the applicants' department chair/s and/or college dean/s. The letter(s) should also speak to departmental and/or college commitment to sustainability of the pilot effort where feasible.
- GSAR benefits, including fee remission, when applicable, must be included as part of the total cost of the grant.
- Grants will not exceed $20,000. For budgets in excess of that amount, please specify departmental contributions or other funding sources.
- The grant period is one-year. Funds may be expended any time between the start of the Fall 2016 semester and the start of the Fall 2017 semester. If necessary, a formal request may be made to extend the expenditure of funds up to 12 months.

V. Who Can & How To Apply

All UC Berkeley faculty, including lecturers, are eligible to apply. To complete an application for the Presidential Chair Fellows – Curriculum Enrichment Grant Program, please download this application as a Word document, complete each section, save and submit as an attachment via email to teaching@berkeley.edu with subject heading "PCF Application."

VI. Deadlines And Notification of Awards

Applications are accepted for the 2016-2017 academic year until Wednesday, July 27, 2016. Notification of awards and acceptance into the 2016-2017 Presidential Chair Fellows program will be made by Friday, August 12, 2016.

Selection of recipients: A selection committee will review the applications and forward its recommendations to the Vice Chancellor for Undergraduate Education for a final decision.

VII. Reporting Requirement

Within one year of receiving a grant, funded applicants will be required to submit a grant impact report in which they will be asked to describe the results and impact of their project on student learning as well as

plans to sustain curricular enrichment work. The report should also include budget details about how the funds were spent. The report is due no later than the first day of the Fall 2017 semester.

Presidential Chair Fellows
Curriculum Enrichment Grant Program
2016-2017

_____

APPLICATION

To complete an application for the Presidential Chair Fellows – Curriculum Enrichment Grant Program, please download this application as a Word document, complete each section, save and submit as an attachment via email to teaching@berkeley.edu with subject heading "PCF Application."

Deadlines: Applications received by Wednesday, July 27, 2016 will be reviewed. Notification of awards will be made by Friday, August 12, 2016.

I. Applicant Information

1. Applicant's name, title, department, and telephone number:
Grant funding can be made in the name of <u>two or more faculty members</u>, but the participation in the monthly seminar is limited to two faculty members. For more than two applicants, please indicate which of the two faculty members will attend the seminar with an asterisk (*).

Name:	
Title:	Department:
Campus Address:	
Phone:	Email:
Name:	
Title:	Department:
Campus Address	
Phone:	
Name:	
Title:	Department:
Campus Address:	
Phone:	Email:
Name:	
Title:	Department:
Campus Address:	
Phone:	Email:

II. Narrative

The narrative should be between three and five pages and may not exceed five pages.

1. A brief, *descriptive title* of the project:

2. List courses involved in the proposed project:

Course Title: Course Number: Department:		Course Title: Course Number: Department:	
Course Title: Course Number: Department:		Course Title: Course Number: Department:	

3. Description of the project purpose, timeline, and evaluation plan: *What is it you plan to do; how do you plan to go about it; and what is the expected impact on student learning? What is the money to be used for? If there are any related curriculum enrichment efforts that are already underway, briefly describe them. What is the proposed timeline for project design, implementation, and evaluation? How will you evaluate the impact of the curriculum project on student learning?*

We appreciate a succinct and clear description that can be easily understood by someone not familiar with your project.

4. Rationale for project: *Give reasons that justify the expenditure of funds on this particular project. Why do you expect this project to be effective and how will it enrich the curriculum?*

5. Staffing: *List and describe the specific duties and responsibilities of any personnel for whom you are requesting grant support- specifically address the GSAR support expected as part of the grant. Provide a rationale for the amount of staffing time requested.*
Note: staff support funds can only be used to support GSAR and undergraduate student workers.

III. Proposed Budget

Applicants are responsible for accurately estimating the cost of materials as well as payroll expenses for project employees. A lump sum (full or partial award) will be approved based on the submitted budget. *Note: if any budget items are calculated incorrectly or adjustments are needed, your unit or department will be responsible for the additional costs. To ensure that the budget information is complete and accurate, it is helpful to meet with your departmental business officer before submitting your application.*

1. **Personnel:** For each entry listed, indicate:

   (a) Name, if available:
   (b) Anticipated payroll title and step:
   (c) Salary rate (monthly or hourly):
   (d) Percentage of time and duration or total number of hours on the project:
   (e) Total payroll costs for the project (when appropriate, include the appropriate amounts for employee benefits, including GSHIP):

   ***Total personnel cost:* $ _____**

2. **Materials/supplies/expenses:** (e.g., incentives for students, duplication of materials, room rental, refreshments, etc.)

   ***Total materials cost:* $ _____**

3. **Total cost of the project: $ _____**

4. **Total amount requested (up to $20,000): $ _____**

5. **If your proposed project will cost more than the $20,000 limit for this grant, please specify other funding sources (e.g., departmental) and amounts.**

IV. Grant Administration
• Departmental Business Officer Name:
• Title:
• Campus Address:
• Phone:
• Email Address:
• Departmental Chart of Accounts String (for fund transfer). Please note that the chart string itself must be included in order for the application to be processed:

Note: If funds are to be transferred to another department, please identify the name, address, telephone number, and department of the staff member who will actually administer the funds.