University of California, Berkeley

Center for Teaching and Learning

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PRESIDENTIAL CHAIR FELLOWS

CURRICULUM ENRICHMENT GRANT PROGRAM

2019

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 a department to develop, improve, transform, and examine core areas of the **undergraduate curriculum**. The grant is a means to engage in a systematic, forward-looking curriculum project expected to render fundamental and breakthrough ideas which will enhance and transform Berkeley's undergraduate experience. For the upcoming grant cycle, we are soliciting proposals where faculty will engage in **intentional design of student learning opportunities that lead to a Discovery Experience[1] for undergraduate majors in academic departments.**

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. The grant program will fund up to four projects, each **up to $20,000 over the one-year grant period from January to December 2019**. 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 for Discovery Experience. In order to seed the broadest number of sustainable efforts, we will provide no more than one grant per

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[1] Sponsored by EVCP Paul Alivisatos and VCUE Catherine Koshland, the Discovery Experience Initiative seeks discipline-specific ways to articulate and intentionally embed Discovery Experience across curricula. "Discovery Experiences represent the most transformative forms of scholarly and experiential learning and powerfully express what it means to receive an education at a major public research university in the 21st century. This broad term intentionally references a wide range of immersive learning that will prepare students for academic and professional success. Such learning spans four primary forms of undergraduate engagement: 1) Community Engagement and Field Work, 2) Research, 3) Creative Endeavors, and 4) Entrepreneurial Efforts." Such learning can take place when students

- Engage with a project for a sustained period of time
- Face challenges of conceptualization, design, planning and implementation
- Build new skills and hone existing skills
- Gain an understanding of the larger context and purpose of the Discovery Experience
- Benefit from mentorship
- Participate in structured reflection
- Produce a culminating product that showcases what a student has learned
- Develop a deeper understanding of their interests, potential and future

department. Departments who have <u>not</u> previously been awarded a grant from the Presidential Chair Fellows program will be given priority consideration during review.

The following questions are some sample prompts the Fellows will be engaged in during the grant year.

Spring 2019

Conceptualizing Discovery Learning

What is Discovery in undergraduate education?
How do faculty and students define and articulate the concept of Discovery (Learning) in the undergraduate major? What can we learn from the findings from the campus-wide department survey on Discovery Experience to help inform the way we approach Discovery Learning in our department?

What opportunities do we currently have in place for Discovery Learning? How can we create intentional pathways for students in our curriculum?
Where in the curriculum should students be introduced to Discovery Learning, be practicing and exploring Discovery Learning further, and be able to apply what they learned and showcase their culminating Discovery Experience? How can we scale existing opportunities? How can we connect Discovery Learning more intentionally across curriculum?

Summer 2019

Articulating Discovery Learning

During summer, **GSARs*** hired for the project will be trained in curriculum analysis at the end of spring and will generate the groundwork (e.g., syllabus analysis) for up to 100 hours during summer. Analysis will include mapping of discovery learning expectations to curricular opportunities and identifying key courses and activities/assignments where Discovery Learning is already in place.

Fall 2019

Advancing Discovery Learning in Courses

What does Discovery Learning look like in practice?
*Are we designing **assignments and activities** that align with how our department define Discovery Learning? What are good assignments that trigger Discovery Learning? Can we build on and/or improve existing assignments and activities that can be leveraged to enhance and expand Discovery Learning? How do we know students are learning the skillsets for Discovery? Are students **demonstrating the impact** of Discovery Learning through assignments and student products?*

Showcase exemplar Discovery Learning pathways and sample practices of Discovery Learning.

*GSAR: Graduate Student Administrative Researcher

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 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, during spring and fall 2019 semesters.** Meetings will include presentations and discussions by Berkeley faculty and staff with expertise in areas of

pedagogy, curriculum review/design, and assignment design, as well as by the Fellows themselves. The seminars will be co-facilitated by Brit Toven-Lindsey and Yukiko Watanabe (Senior Consultants in the Center for Teaching and Learning).

The Curriculum Enrichment Grant will also provide a pathway for graduate students to participate in program level curriculum dialogues, and refine and hone skills in conducting curriculum evaluation and development. To this end, the grant monies are intended to **fund at least one GSAR during the award period** to work on the project. Project teams will identify a GSAR during spring semester to be hired for fall 2019 through the grant. The GSAR will be trained in curriculum and assessment in higher education. The hired GSAR will need to commit to the following:

- **Spring**: Two training sessions at the end of spring semester (to be scheduled)
- **Summer**: Up to 100 hours of preliminary project work during summer (GSAR stipends during summer will be paid by the Center for Teaching and Learning, separate from the PCF grant.)
- **Fall**: Attendance to GSAR-specific monthly training sessions and monthly PCF seminar sessions. Hired as 45-50% FTE GSAR during fall to complete activities identified by faculty teams in support of the project.

Upon completion of the training and the project, the graduate student will earn a recognition of completion as a Graduate Student Assessment Fellow issued by the Center for Teaching and Learning.

Monthly PCF Seminar Dates for spring and fall 2019
The seminar will be held on the following Wednesdays from 12:00-2:00 pm in Academic Innovation Studio (Dwinelle 127):

Spring 2019 sessions:
- February 6th
- March 6th
- April 3rd
- May 8th

Fall 2019 Sessions:
- September 4th
- October 2nd
- November 6th
- December 11th (Presentation

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. GSARs are also welcomed to attend.

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. Projects primarily directed at the redesign of individual stand-alone courses or electives will NOT be considered.
- Project must be endorsed by the Department Chair and/or Dean.
- Proposals that demonstrate support for the campus initiative on undergraduate Discovery Experience.

If you have questions regarding project proposal ideas, please consult with Yukiko Watanabe, a senior consultant at the Center for Teaching and Learning (yukikow@berkeley.edu).

II. Types Of Expenses That Can Be Funded

The grant funds will be used to fund one 45-50% (or two at 25%) GSAR during fall semester to help with activities, such as (a) syllabi and curriculum analysis, (b) student data gathering and analysis, and/or (c) development of discovery assignments.

The remaining funds may be used for activities and materials that directly support the project progress. Usage should be consulted with the CTL staff. Below are list of sample activities and resources that can be funded:

- Room rental, refreshments, and materials for faculty retreats or meetings that will bring all faculty together to decide what kinds of assignments and assessments should be made throughout the curriculum.

- Incentives for students to participate in focus groups, surveys, or pilot-testing of assignments

- Purchase of data gathering instruments not available through campus-wide licenses that directly support the assessment of how well students have met intended goal of Discovery Learning.

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 <u>letter of support from the applicants' department chair and/or college dean/s.</u>** 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 Spring 2019 semester and the end of the Fall 2019 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 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 until **November 9th**. Notification of awards and acceptance into the 2019 Presidential Chair Fellows program will be made by **November 30th**.

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 Spring 2020 semester.

Presidential Chair Fellows
Curriculum Enrichment Grant Program
2019

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APPLICATION

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Deadlines: Applications are accepted until **November 9th**. Notification of awards and acceptance into the 2019 Presidential Chair Fellows program will be made by **November 30th**.

I. Applicant Information

1. Applicant's name, title, department, and telephone number:
Grant funding can be made in the name of **two or more faculty members**, 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 (*). **Faculty members listed here needs to be appointed by the Department Chair to lead the project**.

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:

Letter of support will be submitted by:
- Name:
- Email:

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

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

2. Description of the project purpose and timeline:
What are the proposed activities and timeline for enhancing Discovery Learning? What is your current state of curricular offerings for Discovery Learning in your department? How can this grant contribute to scaling or providing clear paths and rich Discovery opportunities to all undergraduate students in the major? How do you plan to engage other faculty for the curricular effort you are about to launch?

2-a. Detailed project description:

2-b. Project summary (100-word max):

3. Rationale for project:
How do you expect this project to be effective at integrating/enhancing Discovery Learning into/in the curriculum? Are there key courses that align well with Discovery Learning? Are there any Discovery-related curriculum enrichment efforts that are already underway?

4. List potential key 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:	

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. Budget rationale
Give reasons that justify the expenditure of funds requested for the project.

2. Personnel:
    (a) Name, if available:
    (b) Anticipated GSAR 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 (including fee remissions):

       Total GSAR cost: **$** _____

    (f) List and describe the **specific duties and responsibilities** of the GSAR support expected as part of the grant:

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

       Total materials cost: **$** _____

4. Total cost of the project: $ _____

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

6. 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: