

College of Arts and Sciences

Program for Instructional Effectiveness Support (PIES)

Background and Introduction

The Program for Instructional Effectiveness Support (PIES) results from the commitment of the faculty and the dean to student engagement, learning and the continuous process of improvement as expressed in the strategic plan of the College. Each year a number of innovative pilot projects related to a particular academic issue or challenge are funded and evaluated as part of our collective commitment to quality enhancement and improved student learning outcomes. *The focus of the PIES for the 2004-05 academic year is to encourage faculty members to plan, implement and evaluate initiatives designed to enhance the first-year experiences of incoming students.* The expected outcomes of the program include expanding faculty development opportunities, enhancing courses, improving instructional effectiveness, empowering faculty to engage in discussions surrounding curricula review and revision, and increasing student learning.

Eligibility and Application Process

Proposals may be submitted by any full-time faculty member within the College of Arts and Sciences. Faculty members submit four (4) complete copies of their proposals to the Office of the Dean, 202 Bobet Hall no later than 4:30 p.m. on Wednesday, March 24, 2004. It is anticipated that up to eight (8) proposals will be funded at \$2,000 each for faculty stipends plus up to an additional \$1,000 in funding for materials, activities, etc. that are directly related to enhancing student engagement and learning. Funding decisions will be made and communicated to faculty by Wednesday, April 7, 2004. See Request for Proposal (RFP) for complete details regarding proposal requirements and format.

PIES Proposal Expectations

The focus of the PIES for the 2004-05 academic year is to encourage faculty members to develop and implement projects designed to enhance the first-year experiences of incoming students in order to facilitate student engagement and academic achievement. Preference will be given to proposals: a) involving common curriculum courses given the emphasis on first-year students; b) recognizing the importance of creating a seamless learning environment between curricula and co-curricula activities through collaboration with student affairs professionals; and/or c) incorporating significant writing components.

Projects were competitively chosen based on the following:

- The significance of the educational issue or challenge being addressed;
- The logic underlying the proposed project and the ability to incorporate recent research findings regarding best practices into project design;
- Clear delineation of proposed goals, objectives, and anticipated outcomes for the project;

- The potential of the proposed project to enhance teaching effectiveness;
- A clear description of the data sources that will be used to document successful implementation and outcomes associated with the project.

Successful faculty members participated in a faculty seminar during May 2004 to plan their projects. Grant recipients will co-lead these faculty seminar sessions focusing on assigned readings related to effective pedagogical strategies and “best practices” within the context of the first-year experience. Grant recipients will be publicly recognized for their academic leadership and asked to share their knowledge and experiences with other colleagues across colleges. Faculty leaders chosen to participate in the PIES may also be called upon to represent Loyola at various teaching and learning conferences throughout the year.