

Loyola University New Orleans
College of Arts and Sciences

Program for Instructional Effectiveness Support (PIES)
Request for Proposals (RFP)

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. It is anticipated that each year a number of innovative pilot projects related to a particular academic issue or challenge be 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, 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 should 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 below for 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.

The following offers a **selected** listing of ideas that may be pursued for funding under this program in order to support educational innovation and instructional effectiveness:

- ◆ The creation of experimental, first-year academic seminars;

- ◆ The development of interdisciplinary team-taught courses designed to help students synthesize ideas from diverse disciplines;
- ◆ The incorporation of service-learning in courses designed for first-year students;
- ◆ The inclusion of innovative student-centered teaching methods relying on extensive writing and/or speaking, group projects, and other non-lecture formats;
- ◆ Direct involvement of undergraduate students in collaborative research projects with faculty;
- ◆ The creation of learning communities involving at least one common curriculum course;
- ◆ Other ideas based on documented research suggesting the effectiveness of the idea or innovative practice.

The following offers a **selected** listing of some ways that funding may be used to support the goals of the program:

- ◆ Summer stipends for faculty to participate in faculty dialogue seminars to discuss pedagogical research designed to enhance the quality of instruction in the proposed first-year course or project (i.e., funds to support research and planning);
- ◆ Support for attendance at conferences related to innovative pedagogical approaches designed to enhance student engagement and learning outcomes;
- ◆ Resources for the purchase of books, faculty development materials, and/or assessment tools related to the proposed project;
- ◆ Funding for faculty forums to disseminate findings from research surrounding student-centered pedagogy as well as findings from successful pilot projects;
- ◆ Resources to support first-year service learning activities or other out-of-class activities designed to enhance student engagement and learning (e.g., educational excursions);
- ◆ Funding to support events and programming to increase the quantity and quality of faculty/student interaction which is directly correlated with student engagement and academic achievement.

Proposal Requirements and Format

The following requirements and format for PIES proposals is strongly suggested:

- 1) **Cover Page** (see attached)

2) **Project Summary** (not to exceed 200 words): The project summary should provide a clear description of the proposed project along with a statement of objectives. A brief description of how the project will operate and how it will contribute to enhanced student engagement and learning should be included.

3) **Narrative:** The narrative should not exceed three single-spaced pages and should address the following points:

a) *Current Context* – This section should explain the educational issue or challenge that your proposal seeks to address. This section should also clearly state how the proposed project addresses perceived student and/or college needs.

b) *Plan of Proposed Project* – This section should explain the logic underlying the proposed project. The ability to incorporate recent research findings regarding best practices into project design will strengthen the proposal. An outline of proposed goals, objectives, and anticipated outcomes for the project should also be included.

c) *Impact on Curriculum, Instruction, and Faculty Development* – Describe how the proposed project will impact existing course offerings and programmatic initiatives. Explain how the proposed project will enhance your own teaching effectiveness. Does the proposed project make any provision for faculty development among your colleagues?

d) *Evaluation Plan* – Explain how you will evaluate the success of the proposed project. Clearly describe the proposed data sources that you will use to document successful implementation and outcomes associated with the project. *Priority will be given to proposals that focus on student learning outcomes.*

Note: Awardees may be asked to collect and submit specific process and outcome-oriented evaluation data related to their projects in order to facilitate an overall assessment of the PIES.

e) *Project Personnel* – Identify key personnel and explain why they are appropriate for this work given their skills and experiences. Attach a current curriculum vita for key personnel.

f) *Budget* – Please include a budget narrative that explains how you intend to expend resources provided under this program during the project period.

If the proposed project involves collaboration across departments or divisions then documentation must be provided describing the nature of the shared responsibility for the work.

Criteria for Assessment

Proposals will be assessed based on the quality and specificity of each subsection as determined by reviewers. Proposals will be reviewed by a committee including an Associate Dean from the College of Arts and Sciences, a faculty representative who has either been nominated for or received a teaching award (e.g., the College Teaching Award or the Dux Academicus Award) in the recent past, a faculty member who received funding in the first cycle of PIES projects and a student representative chosen from the Dean's Student Advisory Council (DSAC).

Project Deliverables and Schedule of Payment

It is anticipated that successful faculty members will be available from May 3rd – 21st (approximately three weeks) to plan their projects and attend three-hour faculty seminar sessions at least twice each week during this period. Grant recipients will co-lead these faculty seminar sessions focusing on assigned readings and discussion related to effective pedagogical strategies and “best practices” within the context of the first-year experience. At least five hours of training will be provided in the area of incorporating and assessing significant writing assignments in courses.

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.

Faculty members awarded funding under this program will receive 50 percent of their faculty stipend upon completing the faculty dialogue sessions in June 2004. The remaining 50 percent of the stipend will be distributed upon submission of a new or revised syllabus corresponding to a course to be offered in Fall 2004 or Spring 2005, course and project evaluation data/results, and a completed evaluation of the PIES experience. Additional funds to purchase materials or support student activities will be distributed upon submission of appropriate documentation verifying expenses.

Questions or Comments

Any questions about the PIES internal grant initiative or this RFP should be directed to Dr. Laurie Joyner at 865-3049 or ljoyner@loyno.edu.

**College of Arts and Sciences
Program for Instructional Effectiveness Support (PIES)
Grant Proposal Cover Sheet**

Name: _____

Department: _____

Mailing Information: _____

Title of Project: _____

Funding Requested: _____

Your Signature: _____

Chair Signature: _____