

The Arizona Board of Regents Announces

2006 Request for Proposals

LEARNER-CENTERED EDUCATION GRANTS

A Program of the Regents Innovation Fund

Proposal Postmark Date: October 12, 2005

Awards Announced: March 1 2006

Funding Begins: April 1, 2006

Arizona Board of Regents
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www.abor.asu.edu

PREFACE

CHANGES from 2005 RFP for 2006

This is the fifth year for the Regents Innovation Fund LCE Grant program and the substance of the RFP has not changed from previous years. However, the LCE Team (Regents, Provosts and faculty leaders) have established priorities for the 2006 projects. In addition, several areas have been modified or clarified, based on the recommendations of grant reviewers and other faculty involved in the grant process. The key changes are mentioned below; please read the RFP for details of each.

2006 Funding Priorities. Grants will be awarded to projects which address undergraduate education, with a priority given to those which address general education courses and foundational courses, especially those with high enrollment (sections which enroll 75 students or more).

Work Plan/Timeline. The work plan must include definable milestones.

Budget Considerations. *Matching Funds.* Budget must include a direct infusion of resources into the budget, through a commitment of matching dollars in cash or kind. Priority will be given to those projects with strong financial support.

Multiple-Unit Proposals: Proposals involving multiple departments or colleges within a campus must show evidence of a commitment to the project by all the departments involved, such as through co-PD's or key participants, financial contributions, etc., representing each unit.

Reporting: Progress reports must be submitted by Jan. 15, 2007.

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PROGRAM DESCRIPTION

Introduction

The Arizona Board of Regents (ABOR) invites the faculty of the Arizona universities to submit proposals for innovation funds. This solicitation contains program information, eligibility requirements for participants, and information for submitting proposals. **Proposals must be post-marked no later than October 12, 2005. Awards will be announced by March 1, 2006 and funding will begin on April 1, 2006.** Grant funds must be expended by September 30, 2007.

To be eligible for selection, a proposal must address one of the four categories identified in the section "Funding Categories" below and support ABOR priorities and initiatives regarding Learner-Centered Education. Collaboration, partnerships and coordinated efforts among educational, governmental or other entities are encouraged.

Three Funding Ranges. These guidelines should be followed when determining the budget requests. Additional information on budget preparation follows.

- Up to \$ 24,999: Individual faculty, course, or program projects.
- Up to \$ 49,999: Multiple departments, university-wide or campus-wide projects.
- Up to \$ 100,000: Multiple university projects. The top range will generally be reserved for tri-university proposals.

Program Background

The Regents Innovation Fund was established to support short-term, high-priority projects consistent with the enabling statutes for Proposition 301 funding. A percentage of these funds has been identified to provide grants to support implementation of techniques and technologies that will create or expand the use of learner-centered education throughout the university system. Funds are also intended to support innovative assessment and research in LCE.

Both small and large grant proposals are welcomed. Grants will be evaluated using criteria appropriate to the size and type of the request. The function of the fund is to serve as a reserve for addressing short-term needs, and funds will be limited in duration. Multi-year proposals will be funded for the first year only; continuation requests must be made each year by the posted deadline for that year's process.

2006 Funding Priorities: Grants will be awarded to projects which address undergraduate education, with a priority given to those which address general education courses, especially those with high enrollment (sections which enroll 75 students or more).

- General education refers to courses which satisfy university general education requirements (General Studies; Liberal Studies; Tier I/II). Courses may be upper or lower division.
- Foundational courses generally refer to first level courses required of all majors. Courses may be upper or lower division.

Funding Categories: Grant requests must address at least one of these four categories:

Faculty Development – Projects would address innovative or creative approaches to faculty development for faculty and staff at the universities relating to learner centered education in the classroom. A collaborative approach to a statewide effort for providing training and development materials is strongly encouraged.

Development or Modifications of Programs, Courses, or Course Modules using LCE Techniques – Individual faculty or departments could receive funds to develop new or modify existing programs, courses or course modules using principles and practices consistent with LCE to enhance student learning.

LCE Research Grants – Individual faculty or departments could receive funds to study the effects of LCE principles and practices on student learning at the program and/or course level. These funds could be targeted to study such issues as: development of methods for assessing student learning; the cost-effectiveness of LCE; satisfaction of students with LCE; or, identification of best practices.

Improved Assessment of Learning Outcomes at the Course or Program Level – Projects funded in this category would address formative and summative evaluation and assessment of student learning.

GENERAL INFORMATION

Solicitation Distribution: This solicitation is available via the Arizona Board of Regents home page, www.abor.asu.edu.

Proposers are encouraged to check the www.abor.asu.edu home page for program updates. Any updates or corrections to the solicitation will be posted there.

How to contact Arizona Board of Regents:

Phone: 602-229-2500
Fax: 602-229-2555
Web Site: www.abor.asu.edu
Email: Stephanie.Jacobson@asu.edu (LCE Grants Program Director)
Ceile.Plonski@asu.edu (Administrative Assistant)

FUNDAMENTAL CONSIDERATIONS

Proposal Requirements

A proposal should not exceed a total of 9 standard 8 1/2 x 11 inch (21.6 x 27.9 cm) pages. Each page should be numbered consecutively at the bottom. **No type size smaller than 10 point** is to be used for text or tables, except as legends on reduced drawings.

Each proposal submitted must contain the following items in the order presented:

- I. Institutional Support Form as page 1, (see **Attachment A**)
- II. Proposal Narrative (up to 5 pages), addressing specific categories
- III. Budget Summary (see **Attachment B**), and
- IV. Detailed Budget (maximum 2 pages).

To learn more about the principles of learner-centered education, [click here](#)

I. Institutional Support Form:

A copy of the Institutional Support Form is included in this RFP. The requestor shall obtain the required signatures, complete information for each item, and submit the form with original signatures. "Official authorized to enter into contractual obligations for the institution" refers to the designated individual in the institution's sponsored projects/grants office. NOTE: the Project Director (PD) may not sign as department head but must obtain the signature of the administrator over that unit.

UA	Sponsored Projects Services	520-626-6000
NAU	Office of Grant and Contract Services	928-523-4880
ASU M	Sponsored Projects Office/Debra Murphy	480-965-2179
ASU W	Sponsored Projects Office/Cheryl Lee	602-543-5405
ASU E	Sponsored Projects Office/Ben Fasano	480-727-1003

II. Proposal Narrative (5 pages maximum):

Part 1: Abstract: The first page of the proposal narrative shall begin with an abstract that summarizes the goal, key objectives, and anticipated outcomes of the proposal.

Part 2: Identification of Need: This section shall contain a brief statement describing the project and the need for short-term funding, along with a justification of how the project supports the Learner-Centered Education initiative. ***This section is where the case must be made that your project is learner-centered.*** It should describe how the project addresses the priorities established for this funding cycle and how it addresses one of the four funding categories. It should also address any creative, innovative, and collaborative aspects and activities that could result in increased learning or greater use of LCE principles and techniques.

Part 3: Technical Needs: Briefly explain the software and hardware that will be used to provide the courseware, professional development materials or support the research activities. Also mention any virtual library or

electronic media content that will be interfaced with the program. Identify if external consultants will be retained.

Part 4: Work Plan/Timeline: The work plan should indicate what will be done, and where and how it will be accomplished. The methods planned to achieve each objective or task should be discussed in detail. Also include:

- A timeline
- Schedules
- Task descriptions and assignments
- Definable milestones
- Resource allocations
- Estimated task hours for each key personnel
- Planned accomplishments including project milestones

Part 5: Key Personnel:

Identify key personnel and provide contact information for those personnel involved in the design of the programs and courses. The Project Director should supervise the project and is responsible for the successful completion of the project's goals.

Part 6: Performance Measures and Expected Outcomes: : Applicants must submit a clear plan defining

- A. The expected results or outcomes
- B. Proposed performance goals
- C. Baseline and performance measures
- D. Means of assessment for the performance measures
- E. Plans for the sustainability of the project, to the extent possible.

In addition, plans or means for disseminating results to other faculty within the Arizona University System should be addressed.

III. Budget Summary: The proposal must include a completed budget summary (**Attachment B**).

IV. Detailed Budget (2 pages): Should include an explanation for any items greater than \$250.

Key budget items also should be noted in the narrative and the narrative should account for how the money awarded will be used to accomplish the objectives of the project. Refer to the section below, "Budget Considerations", for additional information.

Budget Considerations: Please use the following guidelines for preparing the budget.

- **Matching Funds:** All proposals must include a direct infusion of resources into the budget, through a commitment of matching dollars in cash or kind. Matches must cover at least 25% of the portion of the budget requested from ABOR. Match sources may include the institutional contribution, external support, or a combination. Priority will be given to those projects that have strong financial support.
- **Multi-Year Projects: Since these grants address short-term start up funding, they should be designed for completion in the 18-month cycle.** Proposals, which are designed to be longer than that, will be funded for this cycle only, if funded; continuation requests must be submitted by the proposal deadline for the next funding cycle.
- **May not replace other state funding:** Proposals will be evaluated on the appropriateness of the budget request in light of the size and scope of the project. Funds may not be assigned to full-time 12-month faculty or staff or to full-time nine-month appointees during the academic year. Funds may be used to provide salary or stipends to nine-month appointees during the summer. Replacement costs for documented release from teaching responsibilities are allowed.
- **External Consultants:** Consultants may not be university employees. The narrative or budget detail must provide justification/role of external consultants.

- **Items disallowed:** Budgets should not include requests for permanent items such as equipment, furniture or computers. They will not be allowed and, if included, may disqualify the proposal. No international travel.
- **Software/license allowance:** Proposals may include up to \$500 for computer software, licenses or other user fees.
- **Indirect costs/overhead:** Indirect costs and overhead may be calculated into the match and must directly support the project. Check with your sponsored projects or grants office for your institution's guidelines.

MULTIPLE-UNIT PROPOSALS

Proposals involving multiple departments or colleges within a campus must show evidence of a commitment to the project by all the departments involved, such as through co-PI's or key participants, financial contributions, etc, representing each unit.

MULTI-UNIVERSITY PROPOSALS: Proposals involving more than one campus or university should follow these additional guidelines.

- Each participating university or campus should submit a complete proposal under the same title with the co-project director for that campus/university listed as PD.
- Institutional Support Form must be signed by an official in the sponsored projects office at each participating institution.
- If grant is awarded, each participating institution will receive separate funds for their portion of the total award, based on the allotment specified in the budget request. However, all reports (progress and final) must be submitted as one narrative report.
- If awarded, an advisory committee appointed by the Arizona Faculties Council will provide project oversight.

Proposal Submission: Submissions are comprised of:

1. **One** original signed paper version of the proposal, including all forms.
2. **Five paper copies of the complete proposal**
3. **One** additional electronic copy either on CD-ROM or floppy of the entire proposal. **Do not e-mail.** The label must clearly indicate the proposal title and name of the PD. Signatures are not required.

Proposals must be post-marked by **October 12, 2005**. Incomplete and late proposals will **not** be considered. Multi-campus/university projects will need a complete, signed proposal from each participating institution.

Where to Send Proposals:

Learner-Centered Education Grants
 c/o Arizona Board of Regents
 2020 N. Central Avenue, Suite 230
 Phoenix, AZ 85004
 Attn: Ceile Plonski

Verification of Receipt of Proposal:

Upon receipt of each proposal, a verification card will be mailed within seven (7) days. If you do not receive a card by October 22, please e-mail Ceile Plonski at ceile.plonski@asu.edu.

The telephone number 602-229-2500 may be used when required for reference by delivery services.

METHOD OF SELECTION AND EVALUATION CRITERIA

Evaluation Process: The Learner-Centered Education Team will select a panel of reviewers composed of faculty, students, and administrators from across the universities and across disciplines to review proposals. Panelists will be nominated by representative faculty, student, and administrative officers.

The review panel will rate and rank order the proposals in accordance with the four levels of recommendations, using established rubric based on criteria listed in this RFP.

Exemplary -- Definitely fund
Very good -- Possibly fund
Acceptable -- Fund, if resources available
Not Acceptable -- Definitely do not fund

The review panel will submit their recommendations to the Learner-Centered Education Team, consisting of regents, faculty representatives and chief academic officers, who will make the final decisions and report to the Arizona Board of Regents.

Proposals judged responsive to ABOR priorities and the LCE initiative will be funded subject to availability of funds.

Evaluation Criteria: Reviewers will give primary consideration to educational merit, feasibility, collaborative elements of the proposal, and its benefit to the Arizona higher education environment. Each proposal will be judged on its own merits using the following factors in order of importance:

For additional suggestions on proposal preparation, [click here](#)

- **Educational Merit:** The proposed program will be evaluated on whether it offers a creative, innovative and learner-centered approach to a new or existing educational program or course. Specific objectives, approaches and plans for developing the program must demonstrate a clear understanding of the subject matter and the current state-of-the-art in design.

The proposal will also be evaluated to determine that it will meet the educational needs of Arizona students:
e.g., Why will the program/course succeed at enhancing student learning outcomes?
e.g., How will the program/course be sustained after the granting period?

The proposal will also be evaluated on its ability to leverage scarce resources by collaborating with other entities and its feasibility for implementation.

- **Student Engagement:** Learner-Centered Education puts the student and student learning at the heart of the process. Projects will be evaluated on the level of student involvement, input and participation.
- **Relevance of Performance Measures:** The proposal must contain performance measures. The proposal will be evaluated on how these performance measures support the ABOR initiatives and priorities for LCE.
- **Appropriate Budget Request:** The proposal must include clear evidence that the funds will accomplish the objectives for which educational merit will be judged. Further, it must follow the guidelines as described in the section, "Budget Considerations", above.
- **Impact of Project:** The proposal will be evaluated on the extent of the impact that the changes or additions might have on a number of courses, academic programs and/or number of students.
- **Scalability and/or Portability of Project:** Proposals will be evaluated on the ability to implement the project at another institution and whether the project is scalable for different sizes and types of populations.
- **Commitment to Sustainability:** Describe the commitment of the department or college to support this project after the grant is ended.

Promoting Learner-Centered Education Throughout the Arizona University System --

Reviewers will give primary consideration to the foregoing criteria. In addition, proposals are encouraged which:

- involve inter- or intra-institutional collaboration and partnerships among faculty, academic professionals and staff,
- result in wider distribution of Learner-Centered Education, and
- demonstrate efficient use of resources.

DISTRIBUTION OF FUNDS AND REPORTING REQUIREMENTS

Payment Schedule: Depending upon the availability of funds, payments will be authorized as follows: one-half at the time of award, and one-half when the progress report has been submitted and approved.

Reporting: Each recipient of funds must submit two reports: a progress report and a final end-of-project report.

- A ***progress report*** is required at a milestone outlined in the project proposal (no later than when the project is half complete, or Jan 15, 2007). This report shall document progress made on the project and activities as outlined in the narrative, addressing completion of objectives, any outcomes to that point, and other deliverables deemed useful to provide the Arizona Board of Regents a basis for determining whether the final payment is warranted. Monies spent from the grant must be clearly documented.
- A ***final end-of-project report*** must be submitted to the Arizona Board of Regents upon completion, in accordance with contract provisions. It shall elaborate the project objectives, work carried out, results obtained, and final expenditures. The final end-of-project report shall contain the elements referenced in the interim or annual reports along with actual performance measures, outcomes and deliverables. This report will be due October 31, 2007 following the end of the grant.

Learner-Centered Education Program
Arizona Board of Regents
Attachment A
INSTITUTIONAL SUPPORT FORM

Proposal Title: _____

Institution: _____ Dept./Unit: _____

Multi-Campus/University Projects
(check other campuses or universities participating) List other participating agencies:

___ ASU Main ___ UA
___ ASU East ___ UA South
___ ASU West ___ NAU

Briefly describe the program and the development plan.

Funding Category

Indicate a primary (P) and, if applicable, secondary (S) funding category:

Professional Development _____ Program or Course Development/Modification _____
LCE Research _____ Improved Assessment of Learning Outcomes _____

Authorizations
Project Director

Signature: _____

Mailing Address: _____

Name: _____ Title: _____

Phone: _____ Fax: _____ Email: _____

Department Chair / Unit Director / College Dean / Provost (may not be PD)

Name: _____ Title: _____

Signature

Official Authorized to Enter into Contractual Obligations

Signature _____

Name: _____ Title: _____

Phone: _____ Fax: _____ Email: _____

c/o Arizona Board of Regents
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Phoenix, AZ 85004
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www.abor.asu.edu

Learner-Centered Education Grant Program
Arizona Board of Regents
Attachment B
BUDGET REQUEST

Proposer: (University and Unit) _____

Project Title: _____

Proposer Contact (name, title, e-mail and phone): _____

FUNCTION	AMOUNT REQUESTED	INSTITUTIONAL CONTRIBUTION	EXTERNAL SUPPORT* (note source)
1. Personnel:			
Key (Faculty, Administration)	_____	_____	_____
Technical	_____	_____	_____
Graduate	_____	_____	_____
Support (Clerical, Graduate)	_____	_____	_____
Fringe Benefits (ERE)	_____	_____	_____
TOTAL PERSONNEL COSTS	_____	_____	_____
2. Professional and Outside Services	_____	_____	_____
3. Staff Travel	_____	_____	_____
4. Participant Support	_____	_____	_____
5. Communication	_____	_____	_____
6. Materials & Supplies	_____	_____	_____
7. Other Operating Expenditures	_____	_____	_____
8. Indirect Costs	_____	_____	_____
9. TOTAL COSTS	<u>_____</u>	_____	_____

* All proposals must include a commitment of matching dollars in cash or kind. Matches must cover at least 25% of the requested amount. Match sources may include the institutional contribution, external support, or a combination. **Indirect and overhead costs may be included in the institutional match, but may not be included in the amount requested.**

Participant support: stipends, travel expenses, materials and other expenses. **Travel expenses are limited to the US only.