



2009-2010

CUE Innovative Program Proposal Guidelines

Improving Undergraduate Education at CUNY:
Adopting and Adapting Evidence-Based Practices

Office of Undergraduate Education
Division of Academic Affairs
CUNY Central Office

Deadline for proposal submission: **June 15, 2009.**

Please email proposal as PDF file (attach CAO letter of support and spreadsheets detailing budget and specifying activities to be funded) to Zhanna.Kushmakova@mail.cuny.edu.



Request for Proposals

CUNY's Office of Undergraduate Education (OUE) is pleased to announce a new request for proposals for funding Innovative Programs in 2009-2010. Up to one million dollars will be awarded, in grants ranging between \$25,000 and \$100,000, to projects that develop, adopt and adapt practices in undergraduate education that are recognized as effective in improving student learning and student success. Proposals may include but are not limited to the practices identified by The American Association of Colleges and Universities 2008 report, High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter, by *George D. Kuh* (see appendix).

Funding Priorities

Proposals may focus on significant program enhancements or innovations within the CUE priority areas of General Education Reform, WAC/WID, First Year and Transfer Programs, Summer/January Programs, and Teaching and Learning, as they relate to the featured best practices. **A letter of support from the Chief Academic Officer is required and only one proposal per campus may be submitted. Proposals should be coordinated through college CUE directors.**

OUE asks that proposals focus on one or more of the following best practices to:

1. **Integrate** first-year structures and programs.
2. **Expand and improve** learning cohort curricula, structures and services.
3. **Promote** frequent writing across the curriculum.
4. **Improve** retention rates in immersion developmental courses.
5. **Increase the number of** students who complete Summer/January immersion Programs and enroll in credit-level courses in mathematics and English.
6. **Create** integrative structures for general education, and update/reform general education curriculum and pedagogy
7. **Create or improve** systems to use data in the establishment and evaluation of proposed programs, and to employ such information in determining potential improvements.

Program Narrative Requirements

The proposal narrative, a maximum of ten pages, must specify the following:

Goals: Broad aims of the program and project-specific goals. Explain why meeting these goals is a priority.

Program Objectives: Specific measurable objectives clearly related to goals. What should proposed program be able to do? How do you know that the program will

address student outcomes? What student and programmatic outcomes will be collected, analyzed, and reported?

Implementation Strategies and Logistics: How will you execute this program? How will the implementation of these strategies achieve those goals? Make explicit your work plan/timeline for program development, implementation, data collection, data analysis, and reporting (projects should be implemented within the funding cycle of one year).

Assessment and Methods: How will you assess the program? How will you measure your stated objectives? How will these measures track toward program goals? How will you use results from your assessments to improve the program? Multiple measures for data collection are encouraged. Above all, the measures should directly relate to student outcomes.

Prospective Number of Students and/or Faculty: Total number of students and or faculty who will be served by proposed program.

Program Budget: Articulate how the activities to be funded will be accountable to reaching program goals and objectives as well as how this program can be institutionalized for future years.

Budget and work plan may be included as attachments.

Criteria for Proposal Review

The following factors will have the greatest weight in proposal review:

1. The degree to which proposed programs reflect 2009-2010 OUE funding priorities.
2. Strong connections between goals, objectives, methods, logistics and budget.

Award Information

Awards for 2009-2010 OUE Innovative Programs grants will range from 25K to 100K.

A programmatic and financial report must be submitted at the end of the year.

2009-2010 CUE Innovative Program grant recipients will be notified by July 15, 2009.

Deadline and Submission Information

Deadline for proposal submission: June 15, 2009.

Please email proposal as PDF file (with attached spreadsheet detailing budget and specifying activities to be funded) to Zhanna.Kushmakova@mail.cuny.edu.

Questions

Questions regarding the RFP may be sent to yasemin.jones@mail.cuny.edu, 212.794.5514.



Appendix

Examples of Best Educational Practices in Undergraduate Education

From: High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter, by George D. Kuh (AAC&U, 2008)

Presented below are brief descriptions of high-impact practices that educational research suggests increase rates of student retention and student engagement.

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies.

Common Intellectual Experiences

The idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community. These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Academic Advising

Key to student progression and retention is quality academic advising. Academic Advisors provide face to face counseling related to clarifying academic goals and developing plans for realizing those goals. Key elements in successful programs include Implementing training programs for advisors, drafting advisement guides and handbooks, creating early warning and intervention systems, tutoring, peer advisement, and linking academic advising to mental health counseling as appropriate.