

**Announcement  
Request for Proposals 7 (RFP 7)**

**University of California Innovative Learning Technology Initiative (ILTI)**  
*“Using Technology to Enhance UC Students’ Learning Experiences”*

**RFP 7 Application: August 22, 2018 – April 5, 2019**

In this announcement, the Innovative Learning Technology Initiative (ILTI) invites UC ladder-rank faculty, lecturers with security of employment (LSOEs) and lecturers with the potential for security of employment (LPSOEs) to submit proposals as Principal Investigators (PIs) for fully online courses to be offered during the academic year across multiple campuses and without any additional fees to students. Additionally, ILTI will fund a limited number of proposals for hybrid courses based on specific criteria outlined in RFP 7. Courses developed through RFP 7 funding may be offered during Summer sessions but do not count toward the offering requirement. Specific requirements for ILTI RFP 7 proposal funding can be found at: <http://www.ucop.edu/innovative-learning-technology-initiative/proposals/index.html>.

In 2018-19, UC’s ILTI will once again receive \$10 million in State funds to increase access to high demand courses for UC matriculated undergraduates. A portion of these funds will be used to support the development and enhancement of fully online and hybrid courses through this RFP 7. ILTI will fund proposals that demonstrate a plan to employ sound pedagogical strategies and knowledge of how students learn to create UC-quality undergraduate online and hybrid courses that are made available to students systemwide. For more information about ILTI, please visit the ILTI website at <http://www.ucop.edu/innovative-learning-technology-initiative>.

For ILTI to work well and be of maximum use to the UC system overall, cooperation and collaboration among campuses, departments, administrators, faculty, and staff are essential. For each funded course, ILTI requires a written agreement with the host campus that represents commitments by all involved parties (i.e., individual and team PIs, department chair, dean, executive vice chancellor/provost). The agreement specifies the number of times a course will be offered during the academic year, the number of consecutive years in which the course will be offered, that UC students from campuses other than the host campus will be offered opportunities to enroll during the academic year without additional fees and that the digitized instructional components of hybrid courses (such as lecture videos, simulations, eText readings, etc.) will be available to other UC faculty and students at no cost. Appendices B and C provide more information on the agreements.

**ILTI RFP 7**

**1. Funding Opportunities in RFP 7**

Funding is available for:

1. Design and development of fully online courses
2. Opening existing online courses to students enrolling from other UC campuses
3. Design and development of hybrid courses
4. Opening existing hybrid courses to students enrolling from other UC campuses

Priority funding will be focused on:

- a) transforming a face-to-face course to a fully online version;
- b) developing a new fully online course;
- c) revising an existing fully online course.

More limited funding will be available for:

- a) transforming a traditional face-to-face course to hybrid by developing digitized components to be delivered online;
- b) developing online components for a new hybrid course; and/or
- c) enhancing existing online components of hybrid courses to make them accessible/enrollable to students on other UC campuses.

Hybrid proposals selected for funding will reflect an intentional collaboration between multiple campuses (at least three), to ensure that UC undergraduates will have increased access to the awarded hybrid course and course materials. Possible approaches to offering hybrid courses on multiple campuses include:

- 1) *The “local TA” hybrid model*: in addition to offering the course at the host campus, the course is offered to students on multiple campuses by employing TAs/GSRs and/or instructors at other campuses to facilitate section meetings (in-person or online). For example, in spring 2018, UCSC’s Professor Allison Galloway offered her hybrid course - “ANTH 103: Forensic Anthropology”- to students at UCSC and UCSB. All students accessed online course content through recorded videos; students attended in-person section meetings at each of their respective campuses. These meetings were facilitated by local TAs and GSRs.
- 2) *The “course content package” hybrid model*: one set of online course components is created by collaborating PIs, and participating campuses agree to use those components in a same (or similar) hybrid course on their respective campuses. UCSD Professor Veerabhadran Ramanathan’s hybrid course “SIO 109/POLI 117: Bending the Curve: Climate Change Solutions”, was taught at five different UC campuses during AY 2017-18, including UCD, UCI, UCR, UCSD, and UCSB. Each campus utilized the same digitized content from the course (including videos and other assets), but conducted in-person discussion sections.
- 3) *The “synchronous discussion sections” hybrid model*: in this model, students at the host campus attend lectures in-person, while cross-campus students attend lectures via Zoom or other video-conferencing tools. All students in the course participate in online discussion sections, with equal opportunities to interact with one another and the instructor.

Other models for cross-campus offerings of hybrid courses may also be proposed. As always, hybrid course awards require that a course be offered for multiple years, according to the same offering requirement as a fully online course. Additionally, the digitized course components must be made available for multiple years without charge to all UC faculty and students who want to use them in UC undergraduate courses via a UC-hosted content management repository. Hybrid course proposals should include detailed, specific information about how the hybrid course can both help to alleviate space constraints **AND** provide increased access to needed courses by UC undergraduates. Additionally, proposals for hybrid courses should provide evidence that the digitized assets in the courses will be of interest and use to UC faculty and students on other UC campuses.

**Funding Criteria:** A preliminary course outline and budget will be submitted with the initial proposal. Templates for the course proposal (narrative) and budget can be found on the ILTI website (<http://www.ucop.edu/innovative-learning-technology-initiative/proposals/index.html>).

Funding amounts for the development of fully online courses and online components will vary based on several factors, including whether the course is an entirely new development or the conversion of an existing face-to-face or hybrid course to a fully online course, the complexity of the content, and/or the amount of programming necessary to develop the course. ILTI awards have ranged from \$6,500 (revision of an existing online course) to \$137,000 (development of a new fully online course), with the average award amount of approximately \$57K per course. For RFP 7, the maximum award is \$90,000 for fully online quarter courses and \$95,000 for fully-online semester courses. Depending on the course design and the number of campuses involved, hybrid courses may be funded at a lower level.

Course budgets should include detailed estimates for specific individuals involved and the time period/hours committed to the work, production of specific course digital assets, hourly rates, and the like. If a proposal is selected for funding, course outlines and budgets will be refined in consultation with PIs and campus administrators at the department, program, division, school, campus, and/or systemwide level.

Online courses funded by ILTI will be made available through the cross-campus enrollment website (<http://crossenroll.universityofcalifornia.edu>), without additional charges, to UC students from multiple campuses, at least once during the academic year, for five consecutive years. The ILTI-Campus agreement stipulates the expected minimums. The host (originating) campus may choose to offer the course for more than the minimum number of academic year offerings. At the host campus's discretion, the initial offering of ILTI-funded online courses may also be restricted to students at the host campus but will not count toward the offering commitment. Thereafter, the course should be available for cross-campus enrollment. Provided State funding continues, ILTI will fund incremental costs to host campuses for enrolling students from other campuses during the academic year until a sustainable, systemwide funding model is established.

As we have in previous years, during RFP 7, ILTI staff will be contacting campuses, departments and individual faculty where particular courses and/or a sequence of courses are needed. If requested, ILTI staff will provide input and guidance during the proposal development process.

## **2. Applicant Eligibility**

Proposals can be submitted by the following UC academic appointees as the Principal Investigator (PI): UC ladder-rank faculty members, LSOEs and LPSOEs as the Principal Investigator and should include all collaborating Co-PIs. Unit 18 continuing lecturers are encouraged to submit proposals with appropriate UC academic appointees as the PI. PIs may submit as an individual or a team, a department chair, or a department's undergraduate curriculum chair. Proposals representing collaboration among PIs and departments from different campuses and intended to serve students on all those campuses are strongly encouraged and will be given special consideration.

## **3. Important Dates and Deadlines**

The timeline below shows the important dates for RFP 7. RFP 7 will utilize a rolling review format and offer two submission dates for review, with the last submission deadline on April 2, 2018.

Submission Window Opens: Monday, August 22, 2018 3:00 pm, Pacific Time

Review Dates: Proposals will be reviewed beginning on the following targeted dates: November 26, 2018, and April 5, 2019.

Submission Window Closes: Friday, April 5, 2019, 6:00 pm, Pacific Time

Notification of Awards: 2 – 3 months after each review date

For proposals submitted during RFP 7, course development could start as early as winter 2019 and online and/or hybrid courses could be offered starting as early as spring 2019. Assuming continuation of State funding, future ILTI RFPs will be issued and proposals reviewed and funded each academic year.

#### **4. Proposal Evaluation Criteria**

The criteria for evaluation of proposals for online courses and online components of hybrid courses were developed based on extensive input from UC students, faculty, and administrators. Funding of proposals will be prioritized based on the extent to which they meet or are likely to meet the following criteria:

A. Exemplify UC Quality: Online and hybrid courses that provide rich online learning opportunities for students to engage fully with quality content, peers, instructors, and other knowledgeable educators. Online and hybrid courses that employ sound pedagogy and utilize research and information on how students learn are essential.

B. Target High-Need Areas: Online and hybrid courses that serve large numbers of UC undergraduates, that are lower or upper division general education courses, that are required for large majors or multiple majors, and/or that are gateways to a series of courses, especially courses where student need is great and course availability is impacted. Courses that are part of a sequence, e.g., Calculus 1, 2 and 3 or Microeconomics 101A, 101B and 101C, are of particular interest, as are courses that are required for a number of different majors, e.g., Calculus for STEM majors.

C. Generate System-wide Interest and Benefits: Evidence (such as letters of support from department chairs or undergraduate deans) that the course is of interest to at least four other campuses, in addition to the home campus, and is, or is likely to be, accepted on one or more campuses for GE, major, major preparation and/or gateway credit.

D. Hybrid Course: Hybrid proposals selected for funding will reflect an intentional collaboration between multiple campuses (at least three). If the proposed course is a hybrid course offered solely on the host campus to host campus students, evidence (such as enrollment history and projections, or classroom utilization information) indicating that by going hybrid as proposed, the course will support additional campus enrollments and increase the numbers of students able to take the course at the host campus is required. Additionally, detailed, specific information about the relationship between online activities in the course and the face-to-face interactions should be aligned and provide a compelling argument for how the hybrid course is designed to support instruction.

E. Involve Cross-Campus Collaborations: Proposals that involve collaborations between two or more PIs and departments from multiple campuses to develop and teach an online or hybrid course.

F. Indicate PI and Department Support for ILTI Requirements: Signed statements from both the PI/s and department chair indicating their agreement to meet program requirements if the proposal is funded. (See Appendices B and C, attached to this announcement, and on the ILTI website: <http://www.ucop.edu/innovative-learning-technologyinitiative/proposals/index.html>).

#### **5. Proposals to Offer Existing Courses to Students From Multiple Campuses**

The evaluation criteria above apply, as stated, to proposals to offer an *existing* online or hybrid course to students from campuses other than the host campus during the academic year without additional

charges. The course would have been previously developed and used on the host campus during the academic year and/or during the summer. If the proposal is funded, the incremental instructional costs (e.g., instructors, TAs, readers) to the host campus for enrolling students from other campuses during the academic year will be covered for a minimum of two years, until a sustainable, systemwide funding model is established. All usual costs to the host campus for offering the course to its students must be covered by the host campus.

## **6. Campus Responsibilities**

As described above, many elements must be in place for ILTI funding to meet both the Governor's accountability requirements and the campuses' needs. The required written agreements address how often and when online courses are offered, and opportunities for enrollment in online and hybrid courses by UC undergraduates from campuses other than the host campus. The *initial* proposal need only include two signed letters, one from all named team members on the proposal and one from the department chair. The team members' letter indicates agreement to develop and offer the course consistent with the proposal, to support arrangements necessary to ensure the course provides systemwide benefits, and to participate in ILTI evaluation and accountability processes. The department chair letter indicates support for the proposal as part of the department's curriculum. If the proposed online or hybrid course is part of an Interdepartmental or Interdisciplinary Program (IDP), the academic leader of that group can submit a letter of agreement in addition to (not in place of) the department chair.

After a proposal has been selected for an award, additional letters of agreement from the Dean of the unit, school, or division and the campus EVC/P are required indicating Dean and EVC/P support for the course development and cross-campus offerings.

## **7. Submission Process**

The proposal in response to RFP 7 will be submitted through proposalCENTRAL, using the templates at proposalCENTRAL and following the guidance provided in Appendices A, B, C, D and E. The Appendices are attached to this announcement, and can be found on the ILTI website (<http://www.ucop.edu/innovative-learning-technology-initiative/proposals/index.html>). proposalCENTRAL will guide the proposer through the various steps involved in submitting a proposal.

To begin the process, a member of the team accesses the proposalCENTRAL site (<http://proposalcentral.altum.com/>), creates a user account, uses the filter list drop down menu to search for "University of California, Office of the President", and follows the directions provided on the site.

## **8. Proposal Review Process**

Proposals will be reviewed by a committee of UC students, faculty, administrators, and staff from campuses and the Office of the President. The committee will make recommendations to the ILTI Steering Committee (UC Provost and Academic Senate leaders) for awards.

## **9. For More Information**

UC academic appointees interested in learning more about online and hybrid course development, teaching an online or a hybrid course, or offering online and hybrid courses across multiple campuses are encouraged to discuss their proposals with campus instructional designers (IDs), instructional technologists (ITs) or to contact [ILTI@ucop.edu](mailto:ILTI@ucop.edu) for more information. Additionally, resource materials and contact information for

instructional design and technology support are available on the ILTI website (<http://www.ucop.edu/innovative-learning-technology-initiative/proposals/index.html>).

The RFP 7 and details about the application process can also be found on the ILTI website (<http://www.ucop.edu/innovative-learning-technology-initiative/proposals/index.html>).

Questions about RFP 7 itself may be addressed to Ellen Osmundson (510-987-9274) or by e-mail at [ILTI@ucop.edu](mailto:ILTI@ucop.edu).