

TWO UCSF GRANTS PROGRAMS ANNOUNCE CALLS FOR PROPOSALS

ACADEMY OF MEDICAL EDUCATORS (AME) INNOVATIONS FUNDING FOR EDUCATION PROGRAM
AND
THE PROGRAM FOR INTERPROFESSIONAL PRACTICE AND EDUCATION (PIPE)
INTERPROFESSIONAL CLINICAL OPPORTUNITIES GRANT

Innovations Funding for Education 2025 Call for Proposals

[The Haile T. Debas Academy of Medical Educators](#) and the [Office of Medical Education](#), with additional support from [Academy and Matched Endowed Chairholders](#), [The Center for Healthcare Value](#), the [Office of Graduate Medical Education](#), [The Program for Interprofessional Practice and Education](#), [UCSF Fresno](#), [UCSF Center for Climate Health and Equity](#), and a generous donation from the Baum Family are pleased to announce an open call for proposals to address a range of priorities in education of all students and trainees at UCSF. The funding period is July 1, 2025 through June 30, 2026.

Funding Available

We aim to fund the largest number of high-quality projects possible. Seed Project grants are available for starter projects (typically small pilots or proof of concept projects) with budgets up to \$4,000. Full proposal budgets range from \$4,000-\$25,000.

Proposal and Funding Priorities

All Proposals should:

- Target students, residents, and/or fellows within a UCSF Health Professions field as learners; if a proposal focuses on faculty development, it is essential to show how this will directly impact the experience of learners.
- Include **junior faculty** as investigators (e.g., Clinical Instructor or Assistant Professor)
- Meet 1-2 of the **funding priorities** listed below. Proposals should not be excessively tailored or overly broad in an attempt to meet priorities.
- **Describe consultation and collaboration with and approval from anyone whose area of responsibility is impacted by the proposal.** Faculty proposing curricular innovations must coordinate with course directors and/or residency/ fellowship program directors and confirm a curricular home for their innovation. Faculty should connect with the appropriate dean who oversees a particular area (e.g., Associate Dean for Curriculum for curricular projects in the School of Medicine) to ensure that they are consulting the right people who are working in the same curricular space.
- Include a landscape assessment of, and potentially collaboration with, similar initiatives at UCSF
- Have the potential to be **disseminated** beyond a single program, institution or discipline
- Have a plan for **sustainability**, allowing for the work to benefit others after the funding period
- Have a plan for **evaluation**, presented in sufficient detail so reviewers can understand specific steps and components of the proposed evaluation approach
- Adhere to Innovations Funding program **budget guidelines**
- Acknowledge use of AI tools in preparing the proposal

Funding Priorities (includes teaching and learning approaches, curricular content areas, and assessment strategies)

- Build on current curricular innovations that promote **anti-oppression** for diverse learners, patients, and team members (e.g., new approaches to addressing inequity and discrimination in the interprofessional clinical learning environment, equity-focused assessment strategies, or novel approaches to faculty development that promote anti-oppression and anti-racism in health care).
- Projects exploring **use of technology including artificial intelligence systems** such as Versa and other generative AI systems, large language models and other AI applications for curriculum design, assessment, learner support, and faculty development in education.
- Innovations in **community engagement** in collaboration with partners within and outside UCSF, with the shared goal of training future healthcare professionals to advance anti-oppression, promote health equity, and address social determinants of health.
- Application of **principles of interprofessional education** with the goal of improving interprofessional collaboration and the delivery of care or improving assessment of interprofessional competencies. Projects involving interprofessional collaboration across the education continuum (e.g., undergraduate and graduate education) are highly encouraged. Project teams must include faculty from relevant schools or programs. *Interprofessional education involves two or more professions learning with, from, and about each other, e.g., medicine, dentistry, nursing, physical therapy. Education involving two or more subspecialties within one profession, e.g., cardiology and surgery, is not considered interprofessional.*
- Educational innovations that engage local communities, advocates, and academic experts to build knowledge and skills among UCSF undergraduate and graduate learners of **how climate change impacts health and exacerbates health and healthcare inequities**, while also identifying opportunities to promote resilience in impacted communities.
- Approaches to **optimizing the learning ecosystem and fostering belonging (e.g., encouraging social engagement necessary to sustain learning, promoting learners' professional identities, prioritizing wellness and preventing burnout and fostering professionalism)**. Projects that span multiple campuses/programs are encouraged.
- New tools or strategies that target **assessment for learning** and promote growth within a competency-based health professions education framework – may include innovations for improving use of data and analytics for longitudinal assessment (within or across courses/settings) and supporting remediation through the use of data and analytics. Projects that promote learning or assessment across the continuum from UME to GME are encouraged.
- Novel approaches to **promote faculty educator development** for key topics such as navigating and facilitating discussions around anti-oppression, anti-racism, allyship, giving and receiving feedback, building careers in medical education, wellness, and promoting equitable practices.
- Learning about and assessment around **health systems science and systems-based practice** that applies the best available evidence to deliver **safe, equitable, high value, cost conscious, patient-centered care**.

Principal Investigator eligibility

- UCSF faculty and trainees are eligible to be PIs.
- The PI must have release time sufficient to complete the proposed project in 2025-2026,

certified in advance by their department chair or equivalent chief or supervisor.

- Trainees in their final year must have a letter from their department chair certifying an academic position in the year 2025-2026 and release time sufficient to complete the proposed project in 2025-2026.
- Trainees must include a faculty partner or mentor on their investigative team.

Budget guidelines

- Budgets may include: the purchase of faculty effort (max 10% faculty FTE), necessary supplies and expenses, staff salary support, and stipends. Salary and benefit data provided by the PI's department should be included for all funded team members except those receiving stipends.
- Funds may be used to purchase equipment only if such equipment is an integral part of a substantive curricular development effort and not available from other sources at UCSF (e.g., the Library or Technology Enhanced Education).
- Conference participation is a lower priority of the Innovations Funding program due to limited resources.
- The program rarely funds travel.
- Food may be funded if integral to the project and depends on available funds.

Submission process and deadlines

Our goal is to help investigators to submit the highest quality proposals via a two-phase process.

1. Investigators submit proposal concepts [via Qualtrics survey](#) for review by committee.
2. Investigators whose concepts are ranked most highly and judged most feasible are invited to develop proposals in the Innovations Funding forum on UCSF Open Proposals, where they receive comments and suggestions from the UCSF community.

Click here to see [proposals and comments from the 2023-2024 cycle](#).

August 5 – September 17

Concept Submission Phase

Concept deadline: September 17 at midnight

- [Preview the submission survey](#)
- Concept submission link: https://ucsf.co1.qualtrics.com/jfe/form/SV_efUs2IXzKpP8P3g

The proposal concept includes:

1. Initial list of team members
2. Proposal characteristics and priorities
3. Title and description (500 word limit)
 - a. Describe the project's relevance to at least one of the funding priorities
 - b. Include an initial landscape assessment of, and potential collaboration with, similar initiatives at UCSF
 - c. Provide at least one example of potential impact and feasible dissemination beyond the proposed project
 - d. Affirm that you have consulted with anyone whose area of responsibility is impacted by the proposal (e.g., course directors)
4. Key questions about your project that you have asked or plan to ask of consultants in Technology Enhanced Education Office, Program Evaluation, the Kanbar Center for Simulation and Clinical Skills, the Office of Diversity and Outreach, and/or other resources

5. Estimated budget (items and total)
6. Components of a project evaluation plan (to be developed in your proposal)
7. Components of a plan to sustain the proposed project after the funding period ends
8. References (optional)

Concept Review Phase: notifications to PIs anticipated by November 1

Open Improvement Phase

- Investigators invited to develop proposals in the Open Proposals forum will receive comments from the selection committee and input and expertise from commenters who visit the forum.
- Proposal deadline: December 11 at 11:59 pm**

Awards will be announced by March 3, 2025. Funding period is July 1, 2025-June 30, 2026.

We encourage your participation and contributions. Please spread the word among your colleagues about this opportunity. Thank you!

Abbi Phillips, MD, Co-Director, AME Innovations Funding Committee

Andreea Seritan, MD, Co-Director, AME Innovations Funding Committee

Ann Poncelet, MD, FAAN, Director, The Haile T. Debas Academy of Medical Educators

Contact Raquel Rodriguez with questions about the AME Innovations Funding for Education program

Special Request for IPE Proposals: The Program for Interprofessional Practice and Education Interprofessional Clinical Opportunities Grant

The Program for Interprofessional Practice and Education (PIPE) is responsible for promoting and developing interprofessional learning opportunities for learners (pre- and post-licensure) in the UCSF Schools of Dentistry, Medicine, Nursing, Pharmacy, and the Graduate Program in Physical Therapy. In addition, the PIPE program promotes interprofessional practice at UCSF and its affiliated clinical partners.

The PIPE Interprofessional Clinical Opportunities Grant supports clinical sites in piloting **new** interprofessional immersive experiences for learners (students, residents and/or fellows) in the health professional programs at UCSF. Selected proposals will receive one-time funding of \$10,000 to create and pilot a new interprofessional immersive experience for UCSF learners (students, residents, and/or fellows).

Timeline

Early August – October 14	Concept Submission Phase
October 14	Concept Proposals Due
October 14 – October 29	Concept Review Phase
October 30 – December 20	Proposal Revision Phase
December 20	Final Proposals Due
Late February	Funded Proposals Announced
July 1, 2025-June 30, 2026	Project Implementation

Please visit the [PIPE Interprofessional Clinical Opportunities Grant website](#) for further information and proposal submission details. Consultations are available **September 12th (1:30-2:30)**, **November 13th (12-1 pm)**, **November 14th (1:30-2:30 pm)**, and **December 12th (1:30-2:30 pm)** or by arrangement. To arrange a consultation, please contact Wendy Brown (Wendy.Brown@ucsf.edu).