

## 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

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### Innovations Funding for Education 2026 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 John and Mindy Baum 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, 2026 through June 30, 2027.

### 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 \$4,001-\$25,000.

### Timeline

#### July 28 – August 25

August 25 at 5:00 pm PST

#### October 22 - December 3

November 21 at 5:00 pm PST

December 3 at 5:00 pm PST

Early March

July 1, 2026 - June 30, 2027

#### Concept Submission Phase

Concept Submissions Due

#### Open Proposals Phase (By Invitation)

First Draft Proposals Due

Final Draft Proposals Due

Funded Proposals Announced

#### Project Implementation (Funding Period)

### Proposal and Funding Priorities

#### All Proposals should:

- Target learners (students, residents, and/or fellows) within a UCSF Health Professions field; if a proposal focuses on faculty development for educators, it should be focused on developing educational skills and show how this will directly impact the experience of learners (faculty development on clinical topics is not within the scope of Innovations funding).
- 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 (and a curricular need) 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. Teams proposing AI-related projects must consult with Christy Boscardin, PhD, Director of Artificial Intelligence, UCSF School of Medicine.

- 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, if applicable.**

### Funding Priorities

The Academy of Medical Educators seeks proposals for junior faculty to engage in curricular innovation and scholarship. A list of potential areas for innovation is below.

This list is not in prioritized or ranked order. Applicants are advised that the quality of the proposal and the likelihood of successful outcomes from the innovation are also important factors, whether the proposal addresses these priority topics or other areas.

- Use of technology including AI for curriculum design, learner assessment, program evaluation, learner support, and faculty development
- Working with partners both inside and outside of UCSF to advance anti-oppression, promote health equity, consider threats to health such as climate change, and address social drivers of health
- Optimizing learning ecosystems, belonging and promoting dialogue across differences
- Tools or strategies that advance learner assessment, promote learner growth, and/or operationalize a precision education\* framework
- Interprofessional education initiatives, with the goal of improving interprofessional collaboration and the delivery of care or improving assessment of interprofessional competencies\*\*
- Development of faculty educators
- Using health systems science, including systems-based practice, patient safety and quality to deliver safe, equitable, high-value, cost-conscious patient centered care
- Enhancing continuity of learner experiences, development, and relationships with supervisors, peers, and patients across the health professions education continuum.

\* Precision medical education is a longitudinal, developmental, data-informed approach that supports students' progression from novice to competent physician prepared to learn throughout their careers. Rooted in the principles of successful achievement of competence, personalization, equity, and systems-based improvement, this approach leverages educational data and technology to enable frequent, timely feedback. It empowers learners to partner with faculty to promote their learning and positions the program to ensure learners' readiness for advancement in their training.

\*\*Projects involving interprofessional collaboration across the education continuum (e.g., undergraduate and/or 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.*

## Principal Investigator Eligibility

- UCSF faculty and trainees are eligible to be PIs, and **all teams should include junior faculty**, as above.
- The PI must have release time sufficient to complete the proposed project in 2026-2027, 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 2026-2027 and release time sufficient to complete the proposed project during the funding period.
- Trainees must include a faculty partner or mentor on their investigative team.
- For specific salary support guidelines related to faculty, residents, trainees and staff, see the budget guidelines.

## 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.
- Salary support: resident salaries may be supported, in certain cases, such as if a resident is on a research year and needs to secure their own grant funding. Resident salaries are usually fully funded (e.g., through VA or Medicare funding) and do not meet criteria for AME Innovations grant funding
- 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). It is important that the equipment be for educational purposes (clinical equipment cannot be purchased through Innovations Funding), and there should be a clear plan for servicing/maintaining the equipment after the grant funding period.
- Conference registration 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

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

1. **Concept Submission:** Investigators submit proposal concepts [via this linked SmartSheet survey](#) for review by committee. Preview the survey questions and submission requirements [via this link](#).
2. **Open Proposals:** 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. We require an initial draft submission a few weeks prior to the deadline to enable comments and feedback. Click here to see proposals and comments from the 2024-2025 cycle.

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 [Sierra.Niblett@ucsf.edu](mailto:Sierra.Niblett@ucsf.edu) with questions about the AME Innovations Funding for Education program.

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### **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 in clinical settings 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**

August 4 – October 13	Concept Submission Phase
October 13	Concept Proposals Due
October 13 – October 27	Concept Review Phase
October 27 – December 19	Proposal Revision Phase
December 19	Final Proposals Due
Late February	Funded Proposals Announced
<b>July 1, 2026-June 30, 2027</b>	Project Implementation

Please visit the [PIPE Interprofessional Clinical Opportunities Grant website](#) for further information and proposal submission details. Consultations are available **September 16<sup>th</sup> (2:10-3:00 pm)**, **November 18<sup>th</sup> (2:10-3:00 pm)**, and **December 16<sup>th</sup> (2:10-3:00 pm)** or by arrangement. To arrange a consultation, please contact Wendy Brown ([Wendy.Brown@ucsf.edu](mailto:Wendy.Brown@ucsf.edu)).