

Innovations Funding for Education 2025 Proposal Concept Submission - Sample Survey

Resources

- [2025 IFE Call for Proposals.pdf](#)
- [2025 IFE Proposal Concept Submission Sample Survey.pdf](#)
- [UCSF Ed Tech and Simulation Resources.pdf](#)

Submit your concept by September 17, 2024 at midnight.

- Browser recommendations: Firefox or Chrome
- Best practice: draft your concept description in a text document prior to starting the survey

Questions? Contact Raquel.Rodriguez@ucsf.edu.

Q. Project PIs and Team Members (Initial list)

Please enter the details for each person who is currently part of the project. It is understood that this is an initial list and that the individuals and their roles may change.

The fields below will expand to accommodate seven team members. Please list any additional individuals in the text box at the end of this section.

- Role on project (PI, co-PI, team member, mentor)
- First Name
- Last Name
- Degree(s)
- Academic or Trainee title
- Department
- School
- Email

Q. Proposal Characteristics and 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

Q. Proposal Type: Full Proposal (max budget \$25K) or Seed Project (max budget \$4K, typically a small pilot or proof of concept)

- Seed Project
- Full Proposal

Q. Learner focus (select all that apply)

- SOM UME
- SOM GME
- SON
- SOP
- SOD
- Graduate Program in Physical Therapy
- Graduate Division

Q. Settings (select all/add any that apply)

- Anatomy Learning Center
- Asynchronous or Independent Learning Formats
- Classroom
- Group Learning Formats
- Hospital/Clinic
- Simulation
- Teaching and Learning Center
- Virtual Learning Formats
- Workshop/Symposium
- Other: [text box]

Q. Funding Priorities

Select the priority or priorities that your project addresses.

- 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**.

Q. Concept Title

Q. Concept Description (word limit: 500)

- Describe the project's relevance to at least one of the funding priorities
- Include an initial landscape assessment of, and potential collaboration with, similar initiatives at UCSF
- Provide at least one example of potential impact and feasible dissemination beyond the proposed project
- Affirm that you have consulted with anyone whose area of responsibility is impacted by the proposal (e.g., course directors)

Q. References (optional)

Q. Have you received other funding for this project? If so, please describe.

Q. Questions for consultants

To research and plan their projects, PIs often consult with UCSF experts in Technology Enhanced Education, Program Evaluation, the Kanbar Center for Simulation and Clinical Skills, the Office of Diversity and Outreach, and/or other resources. Please list your consultants and the questions you have asked or plan to ask of them about any aspect of your project.

Q. Questions for re-submission

Is this project a re-submission to the Innovations Funding for Education Program?

If so, how have you addressed the feedback you received about your previous submission?

BUDGET

Q. Estimated budget line items

Refer to the budget guidelines in the call and list the items in your budget as shown below. To calculate faculty salaries and benefits, consult with a finance analyst in your department. Request the total of the percent effort/benefits rate for each individual.

Sample (some budgets will have fewer/additional/other categories):

- PI and Co-PI salary and benefits: \$
- Other personnel: \$
- SP training: \$
- Materials/Supplies (list): \$
- GAEL, etc.: \$
- Other (describe): \$

Q. Estimated budget total (\$)

Q. Components of project evaluation plan (to be further developed in final proposal).

Q. Components of a plan to sustain the proposed project after the funding period ends.

Q. Project enhances an existing course or program (an additional letter of support will be required)

- Yes. The course or program is:
- No

Q. If you are submitting this concept on behalf of the PI, please enter your email below to receive a copy of the submission.

Q. Thank you. Please click >> to complete your submission.