The California State University
OFFICE OF THE CHANCELLOR

ACADEMIC TECHNOLOGY SERVICES
IDENTIFYING, ADVANCING AND SUPPORTING YOUR ACADEMIC TECHNOLOGY INITIATIVES

RFP AT-A-GLANCE February 27, 2018

Program:
2018-2019 Lab Innovations with Technology RFP (formerly Virtual Labs)

Purpose:
The Lab Innovations with Technology (LIT) program provides faculty with resources and support to redesign STEM courses using virtual labs and other innovations/technologies to give students more timely access to courses in order to finish their degrees through overcoming lab facilities bottlenecks for certain lab courses.

Audience:
STEM faculty interested in redesigning courses with virtual labs technologies and other innovations, as well as engaging with other CSU faculty who are also redesigning courses with virtual labs and other innovations. In special cases, labs for non-STEM courses (e.g., nursing, physical therapy) that could be considered for LIT funding.

Funding:
Faculty assigned time will be provided at the systemwide quarter/semester-unit reimbursement rate for the total number of units of the redesigned course. Faculty teaching a one or two-unit standalone laboratory course will be reimbursed for twice the number of units. In addition, funding will be available for lab innovations software, equipment that is not part of the expected campus infrastructure, and and for instructional activities, such as supplemental instruction, to support student success in the course.

Important Dates:

February 27, 2018:	Launch and disseminate RFP for Lab Innovations with Technology
February 15, 2018:	RFP Informational Webinar, 12-1 pm. Recording available at http://tiny.cc/lit-recording. Questions may be addressed to JP Bayard (jpbayard@calstate.edu).
March 27, 2018:	Lab Innovations with Technology proposals due to the Chancellor's Office by submitting to http://tiny.cc/litapplication.
April 10, 2018:	Lab Innovations with Technology awards announced

CSU Lab Innovations with Technology Website: http://LIT.csuprojects.org

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CSU Lab Innovations with Technology Program

Introduction

The CSU is committed to developing innovative solutions for challenging courses that, otherwise, delay students from attaining their degrees. One of the problems identified by a survey of department chairs is limited facilities for lab instruction, one of the key factors determining program impaction. Enrollment demands can outpace the physical capacity of a campus to offer laboratory sections in safe, well-equipped facilities, especially in the STEM disciplines. Across the CSU, thousands of students may be dealing with the consequences of facilities bottlenecks. One strategy to address this need is to create innovative hybrid/virtual laboratory courses for general education or pre-requisite STEM courses that do not require students to have an advanced wet-lab experience. Developing courses which use virtual labs and/or other innovations and technologies as an instructional component can allow campuses with limited laboratory space to offer more sections of lab sciences without compromising learning outcomes.

In 2013-2014 the CSU Board of Trustees appropriated funds to address the lab facilities bottleneck in the CSU. These funds provide resources, services and strategies enabling CSU faculty to successfully adopt lab innovations and offer STEM courses. Initially, the program to address the lab facilities bottleneck was named Virtual Labs. Beginning this year, recognizing that there are many ways in which such bottlenecks can be addressed, including, but not limited to, virtual labs, the program has been revamped as Lab Innovations with Technology (LIT) to allow for a wider range of proposed solutions (e.g., such as lab kits, virtual/augmented reality), depending on individual campus, department, and disciplinary needs. The Chancellor's Office also developed the online "LIT Teaching Commons," http://LIT.csuprojects.org, providing faculty with a "one-stop-shop" to explore examples of free virtual and commercial labs, as well as opportunities to engage with colleagues on strategies for successfully adopting these options. The CSU is continuing to explore additional innovations for labs while consulting with CSU faculty to investigate effective and appropriate use in the curriculum.

Many STEM faculty in the CSU have been exploring and using virtual labs or other innovations to engage students in learning through active participation with online simulations and experiments. In support of the Graduation Initiative 2025, CSU Academic Technology Services is committed to supporting faculty who are adopting/adapting innovations in laboratory teaching and assessing the benefits of their use. Advances in technology and instructional design have enabled virtual labs and other technologies and innovations to become increasingly viable components in student learning. A blended model involving hands-on tactical learning and web-based learning delivery is one instructional strategy that leverages the strengths of both face to face and online learning in laboratories. When implemented effectively, a blended learning approach can make better use of instructional resources and facilities and increase class availability, thus speeding up students' progress to graduation.

Lab Innovations with Technology incorporate established practices based on past success, focused on designing courses with a laboratory component to reduce the number of bottleneck (high-enrollment/low

success) courses by increasing the number of students able to enroll in and successfully complete laboratory courses while meeting student learning goals for those courses.

Principles of Lab Innovation with Technology

- Recognize and support existing expertise and established methods for course redesign that enable greater student success within the CSU through supporting and sharing the evaluation of exemplary practices.
- Ensure a focus on department implementations which support communities of faculty and the institutionalization of the innovations within the academic programs.
- Support systemwide networks of faculty and staff committed to improving student learning through transforming course design and advancing the scholarship of teaching and learning.
- Create innovative course designs by integrating new pedagogical approaches with technology to provide increased student engagement.
- Consider open educational content, lowering costs for students and increasing available contemporary content to support their learning.
- Take advantage of systemwide partnerships with vendors and professional organizations that have technologies and services supporting CSU course redesign.
- Provide a wide range of cost-effective instructional support services, many available 24/7, with a focus on technologies designed to improve student readiness and success, including tutoring, basic skills development, online communities, high impact practices, and support from the CSU's Center of Excellence for Supplemental Instructional (http://si.csuprojects.org).
- Support faculty leadership in their disciplines through sharing exemplary practices and mentoring colleagues as they adopt/adapt practices that achieve the course redesign outcomes and student success evidenced in evaluation.
- Promote inclusivity through adopting dynamic teaching and learning practices that respect varied learning styles and incorporate multicultural content and multiple means of assessment, with the goal of promoting student academic success, as well as social, cultural, and physical well-being. Inclusive practices include, but are not limited to, Universal Design for Learning.

In addition to these principles, *Lab Innovations with Technology* is anchored by three key components of system-wide professional development: 1) Summer Institute for Course Redesign, 2) Professional Learning Communities (and additional monthly cohort meetings), and 3) Teaching ePortfolios.

Summer Institute Overview

The Summer Institute is the *first component* of a professional development program for faculty to learn about and adopt the exemplary course redesign practices that address enrollment bottlenecks. The Summer Institute is a face-to-face summer workshop where faculty colleagues learn about, discuss, and

plan the adoption/adaptation of *Lab Innovations with Technology*. Content and *LIT* Pedagogy experts, supported by a variety of campus and Chancellor's Office personnel and technology partners and vendors, lead the Summer Institute workshops. This year's Summer Institute will take place the week of June 25, 2018. In May 2019, the 18-19 LIT cohort will conclude the year-long experience with a culminating online conference.

Professional Learning Community Overview

The Professional Learning Community (PLC) is an online community that has workshops to share and discuss innovations, exemplary practices, and expertise in using lab innovations and other course redesign with technology methods. The PLC's training and professional development activities occur throughout the academic year. These activities include participation in regular webinars, discussion forums, online discipline-based projects for gathering and sharing curriculum materials and other faculty-led activities, as well as building ePortfolios of participants' course redesigns using lab innovations, concluding with outcomes and student reflections on the course redesign. All faculty members participating in *LIT* are expected to participate in the Professional Learning Community on a regular basis, either in the live sessions or through viewing archived sessions. PLCs are normally scheduled on a Friday from 12 noon - 1 pm.

Monthly Cohort Meetings

The *LIT* faculty community meets monthly (on a Friday at 12 noon - 1 pm when a PLC is not scheduled) as a cohort to share information and updates about projects. These meetings are used in part to document the progress updates of all funded projects using a shared document. Occasionally, faculty will formally present on their project as a work-in-progress; at other times, the community may invite a vendor to demonstrate and discuss a product with the group. The monthly cohort meetings will be facilitated and organized by a 2018-2019 LIT Lead Faculty with support from the Chancellor's Office.

LIT ePortfolio Overview

For each redesigned course within the *LIT* Program, **each** funded faculty member will build an individual course ePortfolio that captures the processes, outcomes and reflections, so others may learn from their experiences. In the event a course is being redesigned and taught by two or more faculty, each faculty member develops an ePortfolio which will document his/her own experience and reflections about the course redesign. The Chancellor's Office provides an easy-to-use template to create the ePortfolio, which will be constructed in four stages throughout the year. See http://courseredesign.csuprojects.org/wp/eportfolios/#virtual-labs for the ePortfolio description, requirements, and support, as well as a link to the CSU Course Redesign Showcase of ePortfolios from previous course redesign projects.

Lab Innovations with Technology Overview

Introductory and general education STEM courses can be challenging for non-science majors, who often view science as a static body of facts. Laboratory experiences are intended to involve students in science, but frequently, due to a variety of resource, safety, and support constraints, the wet lab can become a "cook-book" activity. Lack of engagement and opportunity for creativity may be reasons why some students perform poorly in these courses.

One of the advantages of such innovations as virtual labs is that they provide a risk-free environment for students to explore scientific concepts in an inquiry-based fashion. Using virtual labs and other innovations/technologies, students can formulate hypotheses and carry out experiments where "mistakes" can be made, and the knowledge gained from their attempts can be used to modify experiments toward the desired outcome. This mode of learning by doing is one of the main reasons virtual labs have been designed for use in science courses. Virtual labs and other innovations can also provide active learning opportunities for general education students to "achieve an understanding and appreciation of scientific principles and the scientific method," as specified in CSU Executive Order No. 1100 Revised August 23, 2017— General Education Breadth Requirements.

Virtual labs and other innovations/technologies can be integrated with in-class lectures and, when used with a hybrid flipped lab model with two tracks of online and in-person labs alternating every week, have the potential to increase student learning and positive attitudes towards science while simultaneously reducing bottlenecks. Once labs are online, faculty and students are freed from the equipment and scheduling constraints of the brick-and-mortar laboratory. Across the CSU, the use of virtual labs and other technology-based innovations has shown great promise.

Potential benefits of implementing the use of Lab Innovations with Technology

- Increased student learning and development of critical thinking skills by emphasizing scientific method approaches to lab activities.
- Access to experiments over a wider range of STEM topics and phenomena.
- Addition of lab experiences and experimentation to general education and introductory lecture classes.
- Reduction of bottleneck courses by increasing section offerings with less demand for limited lab facilities and lower personnel and equipment costs.
- Inclusion of laboratory experiments that cannot be conducted in wet labs due to laboratory safety concerns.
- Reduction of institutional costs for materials, laboratory support, and waste disposal. For example, transfer of a qualitative analysis lab experiment, which involved the use of various heavy metal ions (costly to purchase and dispose of waste), significantly reduced lab costs per student.
- Increased affordability for students in cases where lab fees are imposed or students must purchase lab-related items (e.g., laboratory coats).
- Improved convenience to students with 24/7 access to labs and no time constraints.

CSU Resources for Lab Innovations with Technology

The CSU *LIT* Teaching Commons website, http://LIT.csuprojects.org, provides a library of open and affordable virtual labs that can be used in course(s). The vendor services section of the site provides information about commercial providers of virtual labs, which are typically purchased by students.

In addition, the CSU has system-wide pricing agreements for Smart Science® labs and Labster. During 2018-2019, the Chancellor's Office is contributing a percentage of the student costs for use of Labster modules. Additional information on Smart Science® Labs (http://www.smartscience.net) and Labster (https://www.labster.com/) can be found on their respective website. Information is also available from eScience (http://www.esciencelabs.com/) with which the CSU has developed competitive pricing agreements for laboratory products that fall under the virtual labs umbrella.

Lab Innovations with Technology Course Redesign Focus

The *LIT* program provides an opportunity for campuses to begin or continue course redesign using lab innovations to improve student success, reduce facilities bottlenecks and/or create additional access for students in high-demand, low-success courses (high percentages of DFW grades, or other failing grades). Courses to consider for including innovations:

1. Separate but interdependent lab courses to address enrollment bottlenecks.
2. Bottleneck lecture courses for prerequisites/major or general education where virtual labs and other innovations/technologies can support the critical thinking requirements.

Lab Innovations with Technology proposals must include:

1. Identification of the high demand/low student success courses that are unique to the campus' enrollment bottleneck challenges.
2. Identification of the faculty member who is teaching the course and who will commit to redesigning and implementing his/her course during 2018-2019 (and other faculty who are involved with the project).
3. Timeline of the redesign: The term in which the faculty member will receive release time and the term in which the redesigned course will be taught. Courses in this program must be redesigned during the 2018-2019 Fiscal Year (July 1, 2018 - June 30, 2019) and taught no later than spring semester/quarter 2019.
4. Description of how the current course will benefit from *Lab Innovations with Technology* redesign strategies to produce significant improvements in student success and/or creation of larger sections.
5. Identification of the course and number of sections that are being redesigned and the number of seats in those sections.

Proposal Timeline

RFP for LIT announced	Feb 27, 2018
RFP Informational Webinar (noted below) to assist with proposal development.	Feb 15, 2018
LIT Proposals due	Mar 27, 2018
LIT Awards announced	Apr 10, 2018
Summer Institute for Course Redesign	Week of June 25, 2019
Participation in Professional Learning Community begins	Sep 2018
LIT Progress Report at Monthly Cohort Meetings	Sep 2018 – June 2019
Mid-year Meeting Webinar	Jan 2019
LIT ePortfolio to be completed in stages	Sep 2018 – June 2019
Culminating Online Conference	May 21-22, 2019

Informational Webinar to Support Proposal Development

The Chancellor's Office will host an RFP informational webinar for *Lab Innovations with Technology* to review this document and answer questions regarding any program details:

February 15, 12:00-1:00p; Register for the informational webinar, at http://tiny.cc/litinfowebinar. Recording of the webinar is available at http://tiny.cc/lit-recording. Questions may be addressed to JP Bayard (jpbayard@calstate.edu), 707-664-4337.

Submitting Proposals

- Faculty interested in applying should read and commit to Appendix, "Faculty Agreement for *Laboratory Innovations with Technology*"
- RFP applications should be submitted at http://tiny.cc/litapplication after consultation with department chair and dean. Deans will be asked to rank the proposals submitted from their college faculty.

APPENDIX, Faculty Agreement for Lab Innovations with Technology

This agreement defines the responsibilities and compensation for Faculty in the LIT program. Please review the terms and timeline of this agreement. Applicants should discuss the agreement with their department chairs and deans (and others, as appropriate). Applications should be submitted to http://tiny.cc/litapplication by March 27, 2018.

Awards will be granted based on the quality of the proposal and bottleneck course priorities described earlier in this RFP.

Responsibilities and Activities

LIT faculty chosen for 2018-2019 are expected to be active in a year-long program and must complete the following requirements:

1. **Plan and implement the redesign of their course**. Faculty will redesign their courses in fall, 2018, by applying select lab innovations tools and strategies, as well as other elements that best meet the needs of their students, program and campus, and they will teach the course in the winter or spring term. During the fall, they can test elements of their redesign strategies and/or tools as they are able to, in their other courses, and obtain feedback from their cohort colleagues.

2. **Participate in professional learning community activities**. CSU Academic Technology Services will facilitate regular webinars on lab innovations and other course redesign topics. These online Professional Learning Community activities will help faculty connect, discuss issues, solve problems, share successes, and provide support for their redesign efforts.

3. **LIT monthly cohort meetings.** In addition to the regular professional learning community webinars, the LIT cohort will meet one Friday of each month from September 2018 through May 2019 from 12 - 1 pm (on a week that a PLC is not scheduled). These cohort discussions, which may also include webinar-type presentations by LIT faculty and/or external subject matter experts, are a foundation for developing a forum for continuous discussion of topics on lab innovations. The intent of these ongoing activities is to build discipline-based, faculty learning communities for continuously improved instructional practices.

4. **Participate in the Summer Institute for Course Redesign**. The Summer Institute for Course Redesign is a, face-to-face workshop where faculty colleagues learn about, discuss, and plan for the adoption/adaptation of Lab Innovations and other practices in their course. LIT Lead Faculty will facilitate discussions of various LIT tools and strategies with specific focus on reducing facilities bottlenecks, assessment methods, and ways of promoting student success. LIT faculty will begin planning to adapt possible models to fit their own course requirements. Additionally, workshops at the Summer Institute for Course Redesign will be provided by a variety of campus and Chancellor's Office staff. They will provide course redesign and quality assurance principles, as well as resources to support faculty in their redesign. This year's Summer Institute for Course Redesign will be held during the week of June 25, 2018 (California location, to be determined).

5. **Create an ePortfolio to capture and share your course redesign.** One goal of CSU Course Redesign efforts is to enable campuses and faculty throughout the CSU to learn about exemplary practices that are developed, as well as evidence of success and additional resources. For each funded project within the CSU LIT Program, faculty will build a course ePortfolio that captures their processes, reflections, adaptations and outcomes so others may learn from their experiences. The Chancellor's Office will provide an easy-to-use template to create the ePortfolio. The ePortfolio will be constructed over 12 months, and the LIT Lead Faculty as well as previously-funded LIT faculty will provide peer reviews of their colleagues' ePortfolios. See http://eportfolios.csuprojects.org for the ePortfolio description, requirements, and support, as well as a link to the CSU Course Redesign Showcase of ePortfolios from previous course redesign projects. To view *Virtual Labs* ePortfolios, scroll to the bottom of the page....

6. **Assess student learning.** Grades and other student learning outcomes metrics are important components of evaluating the success of the redesign. It is important that faculty provide assessment strategies and evidence of improving student academic performance while maintaining the quality of instruction. Evidence to be captured in the course ePortfolio should include:

    a. A graph with grade distributions for the redesigned course in comparison to the prior course design. Ideally, the comparison would be between sections before and after redesign by the same instructor, as well as (if available/feasible), a section prior to redesign taught by another instructor.

    b. Description of quality assurance strategies implemented and additional reports from learner analytics, assessments of student learning outcomes (SLOs), and student engagement. From the earliest stage, faculty will need to articulate effectively constructed SLOs for the course and plan assessments to measure the SLOs at the course level. It is especially important that SLOs that address the major elements of the redesign be included.

    c. Student testimonials (e.g., videos, quotes, work samples; all with student permission).

    d. Student feedback on the effectiveness and impact of the redesigned courses as a critical element of the assessment process. Participating faculty will be expected to provide a list of campus email addresses for students enrolled in their redesigned courses so they may be surveyed. Survey instruments and results will be made available to the faculty to include in their ePortfolio.

7. **Complete an online survey to report on the status of their course redesign projects in December 2018**. From the online survey, the Chancellor's Office will generate a **mid-year summary** and share it during the Mid-Year Webinar meeting in late January 2019.

8. **Participate in the culminating online conference,** hosted by the Chancellor's Office on May 21-22, 2019. Funded faculty will be required to present their experience in a formal 20-30 minute presentation during the conference, which will be attended by CSU deans and department chairs, CO staff, and external guests from the scientific community.

9. **Consider Quality Assurance for Hybrid-Blended-Online Courses.** As courses are redesigned to further utilize technology for teaching and learning, it is important to thoroughly address the quality of the course. Participants in the Course Redesign with Technology program redesigning a blended or online course are strongly encouraged to complete the CSU Quality Learning and Teaching (QLT) self-assessment, available at http://qlt.csuprojects.org, and/or complete Quality Assurance face-to-face/online workshops (QLT & Quality Matters available face-to-face and online, http://qa.csuprojects.org).

10. **Consider adopting free or low-cost course material**s. The cost of course materials can impact student success in a course, and there are a variety of free and low-cost materials available, such as open etextbooks, adaptive learning solutions from publishers, ebooks and journals located in the university library databases, and faculty created custom textbooks. Over 66,000 open or low-cost resources are cataloged on MERLOT.org, COOL4Ed.org and many other online repositories.

    Most CSU campuses are participating in the Affordable Learning Solutions (AL$) program, and the AL$ coordinator (http://tinyurl.com/ALS-coord) for your campus can assist you to locate quality alternatives to costly course materials. An increasing number of CSU faculty have been replacing their expensive textbooks with quality low or no cost course materials, thus providing a greater number of their students access to their course materials and with better chances for academic success. For example, faculty may request in the application process a free two-year license for SoftChalk Cloud (http://www.softchalk.com) to develop affordable content for the web. For more information on AL$, visit http://affordablelearningsolutions.org or contact als@cdl.edu.

11. **Use accessibility strategies and services.** Ensuring that all students, including those with disabilities, have equally effective access to quality learning experiences is required. Each course should include:

    a. Accessibility services statements in syllabus and within the online learning environment.

    b. Assessment of the accessibility of instructional materials and instructional web services.

    c. Improved accessibility of instructional materials and instructional web services.

    d. Each campus has its policies and practices to fulfill responsibilities for accessible instructional experiences. While redesigning the course, the campus should take advantage of the opportunity to improve the accessibility services (if needed).

    While the Course Redesign with Technology program focuses on improving enrollment bottlenecks that many students are experiencing, it seeks to do so in ways that are inclusive and consistent with our long-standing Accessible Instructional Materials effort.

Labs Innovations with Technology Timeline

DATES	Responsibilities of Faculty in Lab Innovations with Technology	Estimated Time
June 25-29, 2018	Attend CSU Summer Institute for Course Redesign and participate in LIT cohort with the Lead faculty and colleagues in the program	# of days TBD ($500/day stipend)
Jul 2018-June 2019	Plan, redesign and implement Lab Innovations in the course, with the first offering in fall semester, winter quarter, or spring quarter	Est. 78 hrs. (part of assigned time)
Jul 2018-Dec 2018	Consider completing a CSU Quality Assurance training opportunity. To learn more about QA training opportunities offered, see http://qa.csuprojects.org.	
Sep 2018-May 2019	Participate in the CSU Professional Learning Community: Bi-weekly meetings via conference calls; monthly cohort virtual meetings, webinars or other activities.	Est. 15 hrs. (part of assigned time)
Sep 2018-June 2019	Complete the ePortfolio in stages for the first offering of the redesigned course.	Est. 15 hrs. (part of assigned time)
Dec 2018-Jan 2019	Complete mid-year and other surveys on the status of the course redesign.	Est. 2 hrs (part of assigned time)
Jan 2019	Participate in Mid-year webinar with LIT cohort. Where possible, align outcomes and assessment for redesigned courses.	Est. 3 hrs (part of assigned time)
May 2019	Attend culminating Online Conference, presenting on the project experience (including lessons learned), reporting outcomes, and providing cohort feedback on ePortfolios.	Est. 7 hrs (part of assigned time)

Funding for Lab Innovations in Technology

The maximum amount of funding for any one proposal is $15,000; however, requests are normally expected to range between $10,000-$15,000 depending on the breadth and depth of the redesign. The Chancellor's Office developed the following rules to allocate and manage the funds fairly for all approved proposals.

Unless otherwise noted, 100 percent of faculty support requested will be funded at the systemwide assigned time replacement rate. Assigned time will be awarded at the systemwide reimbursement rate of

approximately $1,716/semester unit, or $1,144/quarter unit for the total number of units of the course If being redesigned (or the official rate as of September 30, 2018). If the course is a one- or two-unit lab, the assigned time will be reimbursed at twice the number of units. If a summer assignment is used to redesign the course (in lieu of assigned time during the academic year), the stipend will be based on the systemwide reimbursement rate stated above.

1. The LIT redesign requires strong engagement and careful decision-making by faculty. Funding is focused on the initial redesign effort in the first year.
2. The maximum award for instructional personnel support [e.g., student assistants, graduate assistants, student mentors, and Supplemental Instruction support (SI Leaders) is capped at $4,000 per proposal. Typical amount for SI Leaders per term is $2,000 (e.g., $13.50 x 10 hrs/wk for 15 weeks). Typical ratio is one SI Leader per 50 students enrolled in the course. The support for Supplemental Instruction (http://si.csuprojects.org) and other student instructional support activities can be key components of student success, and the campus will need to support the institutionalization of these services. Campuses may consider using resources generated by improved student success to institutionalize such services.
3. The maximum award for new technology support is capped at $5,000 per proposal. New technology can be a key factor of the LIT redesign, but the institution must be prepared to support the technology services and to refresh the hardware and software on an ongoing basis using institutional or other available funds. The Chancellor's Office support makes the first investment easier, but in the long term, the institution must commit to funding the technology support. For example, funding requests can include:
    a. Funding for lab software from current CSU pricing agreement (e.g., Labster at https://www.labster.com/simulations/, and Smart Science® at http://www.smartscience.net or reduced pricing arrangements .
    b. Funding for lab software from commercial vendors (vendors not on current CSU LIT agreement). Consult http://LIT.csuprojects.org.
4. Allocations will be made as follows: 80 percent of total award in September 2018 and 20 percent in February 2019, after completing Phase 1 of the ePortfolios, as well as mid-year surveys and project updates.
5. All awards are one-time funds to be used for the approved LIT redesign in 2018-2019.
6. Financial allocations will be made to the campus fiscal contact. Payments and reimbursements will be transferred to the campus via CPO as expenses are incurred. All funds provided to the campus are one- time funds.

Any necessary face-to-face LIT meetings outside of the academic year calendar (such as the 2018 Summer Institute) will include $500/day stipends and travel expenses, paid/reimbursed by the Chancellor's Office.