

# 2012 Instructional Improvement Grants to Support Research and Scholarship Intensive Courses for Undergraduates

**Application deadline: Monday, January 2, 2012. Funding decisions will be made Wednesday, January 4, 2012.**

The Center for Teaching and Learning (CTL) and the Office of Undergraduate Research and Experiential Learning (UREL) are seeking to promote a broad expansion of undergraduate research and scholarship within and across all disciplines via a course-based approach. We invite proposals from departments / programs that advance the creation or substantial redesign of courses focused on the following student learning goals

- a. Students will understand how new knowledge is generated and disseminated through scholarship, and the importance of scholarship to society.
- b. Students will articulate a scholarly question; engage in the key elements of the scholarly process; and situate the concepts, practices or results of scholarship within a broader context.
- c. Students will create an original scholarly or creative project.

These courses should be open to students in all majors, offered for a minimum of 3 credits, and may qualify as [Discovery Learning Experiences](#). They may be based in a single department, in a single discipline, or across multiple disciplines.

Our prime interest in supporting this initiative is to provide increased opportunities for undergraduate students to participate in research and scholarly activity, particularly early in their academic career. This initiative will engage students in their own learning and contribute to a vibrant and intellectually stimulating undergraduate academic environment. In evaluating proposals, we shall be particularly interested in those that align with strategic initiatives of the University and Colleges. The proposal's Principal Investigator must be full-time, permanent faculty.

## **Submission of a Proposal and Acceptance of Funding Constitutes Agreement with the Following:**

1. The course is new or substantially redesigned.
2. The course is offered for a minimum of three academic credits. Enrollment must be open to students in all majors (i.e. it may not be restricted to majors only, nor may majors be given preference in enrollment via pre-registration requirements of courses that are open or only enroll majors, or by other means that serve to restrict a student's ability to take the course.) The department may place a reasonable restriction on course enrollment numbers.

3. The course must be sustainable within the context of program resources; and must be offered at least once every three semesters as a permanent part of the curriculum.
4. The course must articulate student learning goals that support at least two [general education goals](#).
5. Funded projects will use a common assessment instrument to gauge the effectiveness of this initiative.
6. The course must be implemented (an experimental course offering is acceptable) in the fall 2012 and/or spring 2013 semester. If this is not done, the department(s) must return the funding it received to support this project.
7. The research course proposal must be submitted to the Undergraduate Curriculum Committee of the Faculty Senate for permanent approval by or before October 1, 2012. If this is not done, the department(s) must return the funding it received to support this project.
8. The research course proposal must be accepted by the University Faculty Senate for permanent approval no later than May 30, 2013. This allows the Department time to submit any modifications or revisions requested by the University Faculty Senate. If this is not done, the department(s) must return the funding it received to support this project.
9. A Progress Report, including student learning data, evaluation of course strengths and weaknesses, and plans for course improvements, must be submitted to the CTL and UREL no later than 6 weeks after the first implementation semester.
10. Faculty responsible for the course design and implementation will attend CTL/UREL co-facilitated working session scheduled during Spring 2011. These sessions will guide the course development process building upon shared faculty expertise. See the proposed timetable at the end of this document.

### **Submission of Proposal**

Email your proposal as a Word document attachment to Karen Stein, Faculty Director, CTL, [kstein@udel.edu](mailto:kstein@udel.edu). Proposals are due on or before January 2, 2012; there can be no extensions as funding decisions will be made January 4. Therefore, early submissions are encouraged, particularly if there are questions or clarifications.

As the proposed course will be designed during Spring and Summer 2012, we do not expect faculty to have complete information regarding the proposed course description or course activities at the point of proposal submission. We do expect that the proposal will describe what you hope to accomplish through this initiative, and how the development and implementation of the course will further departmental and university goals.

***Please submit all of the following as your complete submission package (applicant information; course information; alignment with UD/College strategic initiatives; and budget.)***

### **Applicant Information**

1. Department(s):
2. Faculty Submitter(s) Name(s) and Rank(s):  
Please indicate the PI
3. Contact Information for Faculty Submitter(s): email, phone
4. Department Chair's letter of support, indicating agreement with items 1-10 in the prior section, "***Submission of a Proposal and Acceptance of Funding Constitutes Agreement with the Following.***"

### **Course Information**

1. Proposed course number, title and brief description (we recognize that this information may be subject to change during the course design process). Indicate if it is expected that the course will qualify as a Discovery Learning Experience and/or Service-Learning (meeting these qualifications is not a requirement for funding).
2. Expected enrollment limit per course offering.
3. If the proposal is for a new course, briefly address how it will further at least two general education goals, and how the course will be sustained as a permanent part of the curriculum after this initial funding period. If the proposal is for a substantial revision of an existing course, briefly address the nature and extent of the revisions, and how it will further at least two general education goals.
4. Indicate which one of the following student learning goals will be primarily emphasized in the course:
  - a. Students will understand how new knowledge is generated and disseminated through scholarship, and the importance of scholarship to society.
  - b. Students will articulate a scholarly question; engage in the key elements of the scholarly process; and situate the concepts, practices or results of scholarship within a broader context.
  - c. Students will create an original scholarly or creative project.

## **Alignment with UD / College Strategic Initiatives**

Briefly address how the resultant course will advance the following strategic initiatives, as appropriate:

- A Diverse and Stimulating Undergraduate Academic Environment (expanding enrichment activities that complement students' academic experiences).
- The Engaged University (promoting intellectual and civic engagement among students and faculty).
- A Diverse University (undergraduate research has been identified as one of the high-impact practices that lead to student success, Kuh, AAC&U, 2008: <http://www.aacu.org/leap/hip.cfm>).

## **Budget**

Proposals must include an itemized budget page and justification (ensure that there is a clear connection between the funds requested and the proposed activities in support of the course development and implementation). If faculty use funds for summer salary support, the budget justification must indicate the activities that will be completed during the summer. Note that there is no fringe associated with faculty summer salaries. At the end of the budget section, be sure to include the total amount of requested funds. The amount of the award will be determined by the merits of the proposal and the appropriateness of the budget request in relation to the scope of the project. Allowable expenses include, but are not necessarily limited to, faculty summer salaries, undergraduate/graduate student assistance, faculty professional development, and course materials. If material expenses integral to course implementation are part of the budget, indicate how these costs will be sustained after this funding period. All funds must be expended no later than June 15, 2013.

## **Support Offered by CTL and UREL**

Successful applicants are expected to participate in the following course development sessions (timelines during spring 2012 semester are approximate):

- January 2012
  - Awards announced
- February 2012
  - Course design (goals, activities, assessments)

- March 2012
  - Assessment of grant initiative's effectiveness (draft common assessment instrument)
- April 2012
  - Draft of learning-centered syllabus (with CTL/UREL feedback)
- May 2012
  - Forum to discuss course development and progress and present plans for course implementation
- Summer 2012
  - Final development of course
  - Submission of course syllabus to CTL/UREL
- October 1, 2012
  - Submission to University Faculty Senate Undergraduate Committee (following department/college procedures) for permanent course approval.
- Fall 2012 and/or Spring 2013
  - Course offered (may be offered as experimental course if permanent number not yet obtained)
  - Progress Report, including student learning data, evaluation of course strengths and weaknesses, and plans for course improvement, submitted to CTL/UREL no later than 6 weeks after the end of the first implementation semester