RISE to the IUPUI Challenge/Center for Research and Learning
Curriculum Development Grant
Request for Proposals

Submission Deadline – February 23, 2018 for Summer 2018 Grant Support

The RISE Program and the Center for Research and Learning are pleased to announce a collaboration that will offer one grant for $2500 to support the development of RISE courses specifically in the Research discipline. The RISE to the IUPUI Challenge initiative aims to engage undergraduate students more deeply in their learning and to contribute to their intellectual and professional development.

Purpose

This grant is intended to increase course offerings that respond to the RISE to the IUPUI Challenge and expand the amount of 100, 200, and 300 level Research courses. Faculty are encouraged to apply for up to $2500, which might support professional development, summer salary, and/or a stipend to develop a new RISE Research course or to redesign an existing course as a RISE Research course.

RISE courses must incorporate qualified experiences, integration of knowledge, and structured reflection to link the experience with targeted learning outcomes, and assessment as outlined below.

RISE Research courses developed in the summer of 2018 must initially be offered no later than in the 2019-2020 academic year.

Who May Apply

Full-time faculty members (including full-time lecturers) from all academic units at IUPUI are welcome to apply. Support of department Chair or Dean must be demonstrated in application materials.

RISE Criteria

In order for an undergraduate course to qualify for RISE course development funds, it must include the following elements:
1. **Qualified experiences:**
   
   - Students must engage in directed, first-hand immersive experiences in the “real world”, laboratory, or studio that are appropriate to the educational goals of the course and that occur beyond a normal classroom or on-line format. The purposes of these experiential learning opportunities are: 1) to apply, practice, or test concepts, methods, and skills learned in the classroom; and 2) to develop new knowledge through original research including research based in community and international settings. In this process students will discern how contextual nuances change the dynamics of a learning situation and recast abstract theory. They will also gain knowledge of how to use various research resources. These qualified experiences must fall under one of the four areas of RISE described below.

2. **Integration of knowledge:**
   
   - Students must be provided with an intellectual framework that enables them to integrate knowledge with application, and theory with real world experiences. The concepts, theories and information that constitute the course learning objectives must be purposefully integrated with the experiential learning opportunities so as to integrate abstract learning with real world situations, independent research, and/or artistic production. Selected PULs relevant to the course must become “real” to students through their assignments and experiences within the course.

3. **Reflection:**
   
   - Students must engage in critical analysis and structured reflection about the meaning of the experiential learning in the context of the course objectives, professional and personal development, and the PULs. Typically, some, but not all reflection activities are integrated as assignments within the course. The course must require, foster, and evaluate such reflection, which may cover any or all of the following domains:
     i. Personal growth,
     ii. Academic and professional development,
     iii. Civic learning, ethical judgment or social responsibility.

4. **Assessment:**
   
   - The course must have a clear plan of assessment, both of student learning and the effectiveness of the experiential learning component of the course. Students must be appraised in relation to the learning objectives for the course as a whole, the learning objectives identified for the experiential learning component of the course, and the relevant PULs.
RISE Research description:

- **Undergraduate Research Experience Courses**
  - To qualify under this area of RISE, courses must generally involve students in conducting research or artistic work under the mentorship of a faculty member.
  - Undergraduate research experience courses may include any scholarly or artistic activities that lead to the production of new knowledge; to increased problem solving capabilities, including design and analysis; to original critical or historical theory and interpretation; or to the production of original works of art or artistic performances. The RISE research requirement will not be met by courses that solely teach about research methods and/or current research in the field.
  - Those interested in creating a RISE Undergraduate Research Experience Course should contact Dominique Galli (dgalli@iu.edu), Executive Director, Center for Research and Learning (CRL) at 317-278-1936 to learn about more specifics that will assist in course development in this area.

**Additional Support**

For additional assistance on applying for a course development grant there will be two workshops available through the Center for Teaching and Learning.

“CEG, RISE, and ePortfolio Teaching Grants: All You Need to Know”:

- December 8, 2017, 10:30-12:00 (UL 1116)
- January 10, 2018, 12:00-1:30 (UL 1116)

You can register for either workshop on their website at: ctl.iupui.edu.

**Procedure**

Electronic applications (Word or PDF), including a completed form (below) and a letter of support from your department chair or dean, must be submitted by 5:00 pm on Friday, February 23, 2018. Submit your work to Heather Davis (hacarson@iupui.edu). All applications will be reviewed and scored by the RISE Steering Committee. Award notification will be made on or before April 14, 2018. **Please note that grant recipients will be expected to complete a report to be submitted to the RISE Steering Committee. Recipients will also be expected to present on the work conducted at an organized forum such as a local, regional, or national conference/workshop/symposium. All reports will be added to the RISE website as a useful resource for other faculty interested in applying for the grant. Recipients may be called upon to help review future grant proposals or serve as mentors to others who apply.** Please direct questions and concerns to: Dr. Jennifer Thorington Springer, itspring@iupui.edu. For additional information regarding the RISE initiative, please visit the RISE homepage at go.iupui.edu/rise.
IUPUI RISE/Center for Research and Learning Grant 2018-2019
Proposal Cover Sheet

Applicant name

Email

Project Title

School/Department/Unit

Undergraduate Course
Name and Number

Course Description

Average Enrollment/Semester (include all applicable sections)

Projected number of students/semester included in project

**Project Director(s)** (If there will be two or more faculty or staff engaged in the project, please list the primary Project Director first. If there are more than four such participants, please add rows to the table as needed.)

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II. Faculty Profile Section

A current CV should be submitted together with the application. In addition, provide a brief description of relevant experience (e.g., experiences with facilitating experiential learning) that enhances qualifications for successfully completing the proposed work.

III. Department/School Support

RISE to the IUPUI Challenge Curriculum Development Grant applications must include a letter of support from the relevant department chair or dean. This letter should clearly demonstrate support for program participation, commitment to include the RISE course in the curriculum, and verification of summer release time (where needed) with the understanding that time would be used for course development.

IV. Proposal Section

A. Abstract - Describe the project (200 - 250 words)

B. Description of the course and the RISE area to be developed in the course.
   a. Course Name
   b. Course Number
   c. Official Course Description
   d. Average enrollment in course per semester (include all applicable sections)
   e. If applicable, how many sections will RISE course development impact?
   f. Targeted area of RISE
      i. Specific student experiences planned
      ii. Description of the reflection activities to be used within the course
      iii. How the experiential component will be integrated into the course content.

C. How will the course redesign be of significance to the department and/or the campus RISE initiative? (200 words)
D. Outline the goals, activities, and timeline for completing the project (250 words). When will the redesigned course be offered? How often will it be offered?

E. Itemized budget and narrative explaining the intended use of the requested funding. Allowable expenditures include faculty course replacement, summer salary or stipend, and/or student assistance. Under University policies, hospitality is not an allowable expense.

F. What student learning outcomes are intended for this course? Include learning outcomes related to key Principles of Undergraduate Learning appropriate to the course. How does the experiential learning relate to these PUL’s?

G. Outline how student learning, including the PULs will be assessed in the course. (200 words)

H. Describe how the effectiveness of the RISE portion of the course will be assessed and the means by which the results of the assessment activities will inform future practice. (200 words)

I. Discuss your plan for disseminating what is learned locally, regionally, or nationally through presentations or publications. (200 words/1000 characters max)
RISE Curriculum Grant Checklist

You have completed the application if you have:

- Completed the proposal coversheet
- Provided information for the faculty profile section (current CV and brief description of relevant experience)
- Department/School Support letter
- Proposal section
- Contact designated person for additional support (strongly suggested)