CALL FOR PROPOSALS

The C/URE Fellows Initiative FY24

With support from a Provost Innovation Enhancement (PIE) Grant and the Office of Research and Graduate Studies, the Office of Student Research invites faculty submissions for the **C/URE Fellows Initiative.**

**Deadline for Spring/Summer 2024 proposals (for projects taking place Jan 15-Jun 15) is Dec 1, 2023**

# Purpose

The purpose of the C/URE Fellows Initiative is to incentivize the creation of new undergraduate research experiences (UREs) that target first or second-year undergraduate students and students from historically under-represented groups.

# Background

Undergraduate research is widely recognized as a high-impact pedagogical practice with positive outcomes for student personal and professional development and academic success (Kuh 2008, Lopatto 2010). The institutional impact of undergraduate research experiences (UREs) is often limited because they involve relatively few students who undertake UREs later in their academic careers (as juniors and seniors) when they have already demonstrated high academic performance. Evidence suggests that early UREs may be more beneficial for student success than later experiences (Thiry et al 2012) and especially impactful for students from underserved populations (Chan et al 2018; Bhattacharyya and Chan 2021). First and second year undergraduates, however, may be reticent to seek out research experiences because they have uncertain career goals, lack confidence in their abilities, or do not see themselves as scientists. We can increase the diversity of students who engage in research by embedding UREs into lower-level courses.

Models for the inclusion of research at lower levels include research modules embedded into introductory lab or lecture courses and course-based undergraduate research experiences(CUREs) (Buffalari et al 2020). Unlike traditional lab exercises or classroom assignments with known or expected results, CUREs are learning experiences in which whole classes of students address a research question or problem with unknown outcomes or solutions that are of interest to the scientific/scholarly community (For more information, see “[CUREs: Bringing Research into the Classroom](CUREs:%20Bringing%20Research%20into%20the%20Classroom)”). Although the term “CURE” is often associated with the sciences, many examples exist in the social sciences and humanities (See Hensel et al. 2018)

Examples of possible C/URE Fellow projects include:

* Creating a CURE or participating for the first time in an established nationwide CURE (see [CUREnet](https://serc.carleton.edu/curenet/index.html) for a list of existing CUREs),
* Creating a research-based lab section for a large section course,
* Creating a research-based student project for a **large (6+)** team of students,

The C/URE initiative should be devised to include first- and second-year students or students from underrepresented groups.

UREs rely heavily on the involvement of faculty. Offering C/UREs to students with little or no prior research experience is especially challenging. The C/URE Fellows Initiative recognizes the need to incentivize and support both students and faculty to engage in C/UREs.

The C/URE Fellow initiative will provide faculty with up to $7000 to hire undergraduate student researchers, hire a GA to assist with the additional labor involved in offering a C/URE, or purchase supplies or materials needed to engage student researchers.

# Funding

C/URE faculty fellows will receive funds of up to $7000 that may be used in the following ways:

* A modest faculty stipend for developing and offering the C/URE (up to $1000)
* Project funds (up to $6000) that can be used to:
  + Hire undergraduate student researchers
  + Hire a .25FTE graduate assistant to lead/assist with a C/URE
  + Pay for materials directly related to undergraduate research

Funds must be spent in FY24 (before Jun 30, 2024).

# Proposal Requirements

Proposals must include:

* A brief description of the research question or project (2 pages maximum) including:
  + How the URE will adds to a program’s curriculum (i.e. how does the proposed program add on to current research offerings)
  + How the URE will be scaffolded to allow participation by novice researchers,
  + How permissions or training (Human Subjects) training will be ensured
* A brief description of how you will recruit or ensure the involvement of novice researchers (i.e., first- and second-year students) OR students from groups underrepresented in the field (e.g., women in STEM fields). Not all students included in the C/URE initiative need to be from the targeted populations, but faculty should contemplate how best to recruit and facilitate inclusion of these students into the larger team, 1 page maximum
* A detailed budget and justification which explains how funds will be spent:
  + Undergraduate or graduate student hourly pay
  + Graduate assistantship
  + Materials
  + Travel
* A 2-page CV
* An agreement to participate in in the assessment of the project via:
  + Surveys (we will contact involved students to request their participation in the Research on Learning and Education (ROLE) Survey (Lopatto 2003) (See <https://www.grinnell.edu/academics/centers-programs/ctla/assessment/role-survey>).
  + Sharing your experiences at a Center for Integrated Professional Development panel session or at the January Teaching and Learning Symposium

# Evaluation

Proposals will be evaluated based on the following question:

* Does the proposed URE provide a new or expanded opportunity for student research at Illinois State?
* Does the proposed project go beyond research opportunities typically offered in the disciplines?
* Does the proposed URE include a reasonable plan for including novice or underrepresented researchers among its participants
* Is the project feasible within the proposed time period?
* Is the budget clear, detailed, and justified.

# Submissions

Submit all materials to Gina L Hunter via email, [glhunt2@ilstu.edu](mailto:glhunt2@ilstu.edu)

Notification of awards will be made in within two weeks of the deadline.

# References Cited

Bhattacharyya P, and Chan CWM. Can Undergraduate Research Participation Reduce the Equity Gap*? J SoTL*. 2021 Apr; 21 (1): 287-300.

Buffalari D, Fernandes JJ, Chase L, Lom B, McMurray MS, Morrison ME, Stavnezer AJ. Integrating Research into the Undergraduate Curriculum: 1. Early Research Experiences and Training. *J Undergrad Neurosci Educ*. 2020 Dec 31;19(1): A52-A63.

Chan CWM, Bhattacharyya P, Meisel S. A model for successful cross-campus collaboration for engaging potentially at-risk students in mentored undergraduate research early in their college career. *Scholar Pract Undergrad Res.*2018;1(3):48–56.

Hensel, N. H. 2018. *Course-based undergraduate research: Educational equity and high-impact practice.*Stylus Publishing. <https://xavier.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=1865366&site=eds-live&scope=site>

Hurtado S, Cabrera NL, Lin MH, Arellano L, Espinosa LL. Diversifying science: underrepresented student experiences in structured research programs. *Res High Educ.*2009; 50:189–214.

Kuh GD. *High-impact educational practices: what they are, who has access to them, and why they matter.* Washington, DC: Association of American College and Universities.; 2008.

Lopatto D. 2010. Undergraduate Research as a High-Impact Student Experience. Peer Review 12 (2): 27–30.

Thiry H, Weston TJ, Laursen SL, Hunter A-B. The benefits of multi-year research experiences: differences in novice and experienced students’ reported gains from undergraduate research. *CBE--Life Sci Edu.*2012; 11:260–72.