

Request for Proposals (RFP)

Advance Grant: Course:

Goal: The goal of the ADVANCE Course Improvement and Design Grant is to support building Course Embedded Student Research Experiences and Advance Student Research Experience (ASRE) Pathways. In time, these pathways will exist in each undergraduate program. An Advance pathway at the department level is a student research experience (SRE)-supportive curriculum map in which outcomes are vertically aligned and become progressively more challenging. A vertically aligned Advance pathway progresses from 1) introducing knowledge, skills, and abilities in exposure courses; 2) to reinforcing the skills in methods courses; 3) followed by providing students with opportunities to apply the skills in mentored SRE; 4) and then preparing students to publish, present, or perform in dissemination courses.

The Course Improvement and Design Grant is meant to encourage individual faculty or staff to create experiences that are innovative and achieve success in one of the four areas of improvement outlined above. UL Lafayette's Advance Program defines an SRE as *a sustained effort by a student to apply subject knowledge, skills, and abilities to a project that is valued by the discipline*. UL Lafayette also has a specific set of guidelines to use when designing a Course Embedded Student Research Experience.

- The SRE is embedded into the course curriculum.
- All students in the class engage in the SRE in some fashion.
- Outcomes of the SRE are unknown beforehand.
- Students work collaboratively as much as possible.
- SRE projects introduce students to the professional research methodologies of the discipline.
- Outcomes of the SRE are communicated to a stakeholder that is not the course instructor of record.

To support faculty or staff in these endeavors, up to 10 stipends of \$3,000 each will be awarded. The Student Center for Research, Creativity, and Scholarship (SCRCS) will manage the Course Improvement and Design Grant. The University's Louisiana Council for Excellence in Undergraduate Research (LaCOEUR), composed of representatives from each college, will advise SCRCS on the Course Improvement and Design Grant awards and will vote on the final selections for funding.

Scope of Grant:

The Course Improvement and Design Grant will fund course development or redesign with preference given to requests that implement new teaching methodologies, develop innovative materials, or teach new and advanced skills with a focus on student-driven discovery. Interdisciplinary projects are allowed and encouraged. A further goal of the Advance Program is that one proposal from each college that submits proposals will be funded.

Eligibility:

All full-time faculty or research active staff members, continuing, instructors, tenure-track, or tenured faculty including department heads and associate deans with faculty appointments are eligible. *Proposals will require endorsements by the Department Chair, College Dean* as well as curriculum committees that are normally required for course approval. Only one application per PI is permitted each year. Faculty who receive a stipend in an academic year must wait an academic year before submitting another proposal. Faculty may serve as co-PI on more than one proposal.

Application Process:

Proposals can be submitted online by email to advance@louisiana.edu. File names should include the PI name and Course Improvement and Design Grant, i.e. sherrykrayesky-courseimprovementdesigngrant. The due dates for proposals will be announced by SCRCS and will be posted on the Advance.louisiana.edu website. Midnight on the final day is the deadline. A copy of the proposal must be sent to the PI's Dean and Department Head before it is funded. All proposals will be reviewed, but awards will not be made without administrative approval.

Selection Process:

The Director of SCRCS will appoint a review committee consisting of members from LaCOEUR. The reviewers will rank the proposals and vote on which proposals should be funded. The SCRCS Director will be a non-voting review committee member. Each proposal will be rated on the following criteria:

- Eligibility
- Focus on student-driven discovery
- ADVANCE goal orientation ([Link to QEP here](#))
- Innovative nature of the proposal
- The probability of attaining a specified objective
- Faculty's teaching reviews

Please see Appendix A for the rubric used when reviewing proposals.

Duration:

The ADVANCE Course Improvement and Design Grant project period of performance will be one academic year.

Use of funds and reporting:**Accounting:**

University Purchasing policies apply for the use of funds, and PIs must have a LaCarte card to facilitate the use of funds. PIs are encouraged to keep a close eye on their expenditures. Overspending of the account will render the PI ineligible for future RFPs, and the PI's department may be required to reimburse the University for the overage. A final report that details project expenditures is required, as described below.

Report and Deliverables:

At the end of the project period, all PIs who are awarded an ADVANCE Course Improvement and Design Grant are required to submit a brief report describing the expenditures and the results of the project, as shown in *Appendix B*. In the case of the Course Improvement and Design Grant, PIs are asked to encourage their students to disseminate their work when possible, however the final student product may include results that are not disseminated. PIs who do not submit the required final report within 30 days of the end of the project will not be eligible for consideration in future RFPs.

Appendix C Includes the information sheet that must be filled out by the PI and template that can be utilized by the PI when completing their proposals.

Appendix A: ADVANCE Grants Evaluation Rubric

Merit of Project	Fair = 1	Good = 2	Exceptional = 3
Preliminary Material or Background: Characterize current trends.	Author includes 2-3 cited works to support proposal. Analysis provided addresses individual works, but no connections or syntheses are made.	Author provides a discussion of cited works; shares connections between different sources Describes research trends and connections related to the proposed work.	Author provides evidence of synthesis of cited works showing depth of insight/analysis through use of multiple works to support different points within the proposal. Author shares connections among cited works and communicates research trends related to proposed work. PI demonstrates a competent understanding on relevant concepts within the proposal.
Proposal Professional Impact: explain how the proposed work will impact the discipline the work focuses on.	Author suggests a relationship exists between the topic and existing information in related areas of knowledge but does not provide a definitive connection between the two. Proposal does not provide connections between the proposed work and the disciplinary foundations.	Author states a relationship exists between the topic and existing information in related areas of knowledge. Proposal provides descriptions of how the work proposed connects to disciplinary foundations.	Author develops and shares defined relationships between the topic and existing information in related areas of knowledge. Proposal provides evidence through descriptions and conclusions to document a direct connection to disciplinary foundations.
Broader Impact: description of the proposals impact on UL Lafayette students, the University as a whole and the overall community.	Project does not encourage longevity or how it will attract non-participating students to undergraduate research.	Project documents an attempt to encourage longevity for the project and how it will attract some (2-3) non-participating students to undergraduate research.	Project provides a plan to maintain longevity and how it will attract participating and non-participating students to undergraduate research.
Meets ADVANCE goals.	Proposal documents student participation and how students will demonstrate active learning but does not show how student discovery will drive the process. Planned student learning outcomes shared are limited to rudimentary cognitive tasks, such as remembering or understanding existing knowledge.	Proposal documents how students will collectively drive discovery within the project. Planned student learning outcomes include medium-level cognitive tasks such as applying and/or analyzing.	Proposal documents how students participate in individually driven discovery. Planned student outcomes will include high-level cognitive tasks such as evaluating and/or creating.

Description of methods and techniques the project will use, with explanation.	Explanation of methods are not shared or do not demonstrate a rationale for use or how they support the project.	Approach and reason for use of methods are described and align with the goals of the project.	Methods are appropriate for topic and discipline and are explained to document how this supports the goals of the project.
Proposal Timeline: outline of achievable goals within the one-year period of performance.	PI has considered and made plans for the initial steps of the project.	PI has considered and made plans for initial and intermediate steps of the project and shares how these could be achievable.	PI has considered and made plans for <i>all</i> steps of the project and explains with details how these will be achieved.
Budget: explanation of how the proposal will use the funds.	Budget explains how the funds will be used, but does not include quotes for proposed expenses.	Budget explains how the funds will be used and includes documentation for a portion of the expenses.	Budget explains how the funds will be used and has documentation such as including quotes for all proposed expenses.
Number of students involved & interdisciplinary connections described.	Proposal shows a request for supplies and equipment but lacks explanation of how these will be used over time. Interdisciplinary connections are missing.	Proposal mentions how students will be using supplies or long-term equipment over time. Interdisciplinary connections are suggested but not explained.	Proposal documents how students will be using supplies or long-term equipment over time. Interdisciplinary connections are shared and explained.
Writing: proposals should be written for a professional, but non-expert audience. They should follow conventions of academic writing.	Proposal includes 4+ grammatical errors. Writing style and format makes the proposal difficult to read. Description shared is difficult to understand, verbose, or uses too much jargon specific to a given field.	Proposal includes occasional (2-3) grammatical errors. Writing style is easy to follow. Description depicts the project well but uses some jargon within a specific field leading to difficulties for the reviewer to understand.	Proposal is free from grammatical errors. Description is clear, concise, and uses appropriate non-technical descriptions and terms or explains the terminology clearly.

Appendix B: Proposal content guidelines for all ADVANCE Program grants

Name of Recipient:

Title of Research Grant or Stipend:

College and Department Name:

Proposal Title:

1. Abstract of Project (500 words or less), including the significance of findings or work accomplished.
 - a. Impact on students.
 - b. Total number of students involved.
2. List any publications, presentations, performances, or joint inter-professional work that have or may result from this project. Attach copies of any publications or presentations.
3. Provide a detailed budget describing how the grant monies will be spent.
4. List any plans for future sustainability or funding.



UNIVERSITY of
LOUISIANA
L A F A Y E T T E

**Student Center for
Research, Creativity
and Scholarship**

Advance Grant: Course Improvement and Design Grant

Title

Name of Submitter
(Faculty or Staff Only)

Organization/College/Department

Department Head's Signature

Dean's Signature

Basic Information page (required)

Date:

Title:

Project Lead (PI)

coPI(s)

Primary Contact

Email:

Phone:

Department

College

Center or Organization

Abstract (250 words)

Checklist / Instruction Sheet:

1. Complete the cover page.
2. Complete the basic information.
3. Complete abstract.
4. Description of your proposal in 12 pt. font, single spaced, addressing the following points:
 - a. Purpose of the proposed work/plan/program.
 - i. The narrative of the proposal must include the purpose and justification for each of the items listed in the budget.
 - b. Projected impact of the work during and after the duration of the grant period.
 - c. Person(s) responsible for
 - i. Implementation
 - ii. Installation
 - iii. Maintenance
 - iv. Operation
 - v. Training (with qualifications)
 - d. Include any additional information relevant to your application
5. Complete a Budget Proposal.

ONE ELECTRONIC COPY (Microsoft Word or Adobe PDF) OF
PROPOSAL SHOULD BE EMAILED TO
advance@louisiana.edu
BY THE DEADLINE

Hardcopy will not be accepted.

Advance grants vary in their focus and purpose. The budget template will help PIs complete their budget; however, PIs should make sure the funds they are requesting match the spirit of the grant they are applying for. The categories included in this template may not apply in all cases. Travel is only paid for by Advance student travel grants and is not funded by grants using this template.

Budget Proposal

1. Equipment \$

2. Software \$

3. Supplies \$

4. Personnel \$

5. Training \$

6. Other \$

TOTAL: \$