CATL TEACHING & LEARNING GRANT: COURSE-EMBEDDED UNDERGRADUATE RESEARCH

Funding source: CATL

INTRODUCTION

Center for Advancing Teaching and Learning (CATL) grants support instructors undertaking projects intended to improve teaching and student learning. These grants foster effective teaching that is organized, evidence-based, technology-supported, inclusive, feedback-enriched, and/or programmatic in nature.

PROGRAM DESCRIPTION

Course-Embedded Undergraduate Research (CEUR) grants are designed to help instructors develop novel course-embedded undergraduate research and creative activities in their courses. Examples of novel research or creative projects could include work on a project for a client (the client could be on or off-campus) or help for students to design and implement a project of their own.

AWARD INFORMATION

CEUR grants support instructors to design and carry out a project in the summer, fall, and spring of the funding year, which begins July 1. Individual applicants are eligible to receive a $1500 stipend.

ELIGIBILITY INFORMATION

Applicants must be full-time, tenure-track faculty or instructional academic staff members during the period of the grant project.

APPLICATION PROCESS

1. Review background information about CEUR available on the [CATL grants webpage](#).
2. Complete the [CITI Online Training Course for Social & Behavioral Research Investigators](#). Institutional Review Board (IRB) approval is *not* required before submitting the grant proposal, but applicants must have completed the online training course before applying for the grant.
3. Complete an application narrative (see below).
4. Submit your application narrative as a single PDF file to grants@uwlax.edu.

APPLICATION NARRATIVE

Label the sections of your narrative with the headings below.

1. **Contact information**. Include name, email, and department affiliation.
2. **Training course**. Please indicate whether the [CITI Online Training Course for Social & Behavioral Research Investigators](#) has been completed.
3. **Learning context.** Describe the context for the study, including course title, semester taught, class level, number of students, etc.
4. **Potential topics**. Describe potential topics for student projects.
5. **Final student product**. Describe the final product that students will produce. Specify whether it will be an oral or a written report or physical product.
6. **Potential impact.** Describe the potential impact of student results to UWL, the La Crosse community, and/or the state of Wisconsin.
7. **Previous experience**. Do you already use course-embedded research or creative projects in your classes? If yes, explain how the project you are proposing is different from what you currently do in your classes.

DUE DATES AND SUBMISSION

Submit your grant narrative as a single PDF file to grants@uwlax.edu by noon on the third Friday of April.

REVIEW PROCESS

Applications will be reviewed by a committee composed of the CATL Teaching & Learning Specialist, the CATL Director, the Director of Undergraduate Research & Creativity, and the Inclusive Excellence Coordinator.

The following criteria will be used during the review process:

1. Has the CITI Online Training Course been completed?
2. Is learning context described?
3. Are potential topics included?
4. Are final products described?
5. Have potential impacts of student results been explained?
6. Is the application narrative clear and complete?

Preference will be given to:

- Instructors who have not previously received a course embedded undergraduate research grant.
- Instructors not already using course-embedded research in the selected course. (Projects should be novel.)
- Instructors who are using course-embedded research in the selected course but want to significantly revise this aspect of their course.

The Office of Research and Sponsored Programs will notify applicants of their funding status.

EXPECATIONS AND REPORTING REQUIREMENTS

Funded grant projects will be showcased in CATL resources and events.

Grant recipients are expected to

1. Arrange a meeting with the Director of Undergraduate Research & Creativity or attend a CEUR orientation workshop before beginning grant work.
2. Engage in grant activities during the summer, fall, and spring of the funding year. Activities include
   a. designing a peer-reviewed plan to embed research or creative projects into one or more of their courses.
   b. teaching their course using the embedded research or creative project.
   c. assessing the impact of working on the research or creative project on student learning and behavior.
3. Share the results of their work at the UWL Annual Conference on Teaching and Learning.
4. Submit by May 1st a final report using the following guidelines.

- **Name(s)**
- **Email**
- **Department**
- **Primary College or Division**
- **Project title**
- **Abstract** (150-200 words). The abstracts for CATL Teaching and Learning Grants will be published to provide the campus community with summaries of course embedded undergraduate research projects. Include your research topic, research questions, any clients, participants, methods, results, data analysis, and conclusions. You may also include possible implications of your research and future work you see connected with your findings.
- **Objectives**. Summarize the purpose and objectives of the project.

- **Approach**. Describe the project your students worked on in class and the role of any client or community partner.
- **Results**. Describe the results of your study.
- **Dissemination**. Describe plans to present and/or publish your project. If relevant, include a copy of, links to, or citations of any papers, posters, presentations, or publications that resulted from your grant work.

CONTACT

Questions, if any, can be directed to the CATL Teaching & Learning Specialist, Bryan Kopp: 785-6936, bkopp@uwlax.edu.