

# REQUEST FOR PROPOSALS

**Proposal Deadline: February 8, 2016**  
**Anticipated Announcement of Funding: Week of March 21, 2016**  
**Program Dates: June 6 - July 29, 2016**

## PROGRAM MISSION

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The mission of the Mentored Undergraduate Summer Experience (MUSE) is to foster a vibrant campus culture of faculty-student collaboration on scholarly and creative projects. Faculty members advance their scholarship and creative activities as mentors to a select number of students who train as junior collaborators. Students benefit from a powerful learning experience, while gaining necessary preparation for graduate education and professional endeavors as apprentice practitioners. Together they enhance the scholarly community at The College of New Jersey.

The MUSE program encourages proposals from full-time, tenure-track faculty members from **all academic programs and Schools**. The program recognizes that research methods and practices differ across the disciplines. Any proposal that meaningfully includes undergraduate students in some aspect of the faculty member's scholarly/creative program is welcome.

Faculty members and students collaborating on externally funded projects are also invited and encouraged to participate in the MUSE program. No application is required; details on how to be included are at the end of this RFP.

## PROGRAM GOALS

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The Mentored Undergraduate Summer Experience involves student-faculty collaborative partnerships from a broad range of academic disciplines in an intensive 8-week, residential summer program. Ideally, faculty and students from **all seven academic Schools** will participate. The program aims to:

- Provide a cohesive set of coordinated activities and experiences designed to foster the intellectual independence, professional growth, and personal growth of the student participants;
- Support faculty scholarship and creative activity;
- Facilitate a cross-disciplinary MUSE community (e.g., discussions, workshops, research forums, peer review of presentation/manuscript drafts, professional development programming, social events);
- Foster outcomes from faculty-student projects (e.g., performances, conference presentations, manuscripts, grant proposals);
- Foster early engagement of students in original projects;
- Support student competitive entry into graduate programs and employment; and
- Attract external funding (grants, gifts, sponsorships) to augment the ongoing funding provided by the Office of Academic Affairs, in order to grow the program.

## TYPES OF PROJECTS

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Successful MUSE projects in past years have engaged students in a meaningful fashion in the scholarly/creative program of faculty members from a wide variety of disciplines across The College of New Jersey. The manner in which these collaborations have taken place has reflected the diversity of scholarly/creative practices in the disciplines. For examples, refer to the MUSE section of the faculty-student collaboration web site, which includes summaries of past projects

(<http://fscollab.pages.tcnj.edu/muse>). Applications can propose any project that will support the faculty member's scholarly/creative program while also fostering student learning and intellectual independence.

## PROGRAM STRUCTURE

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**Timeline:** The 2016 MUSE program will begin on June 6 and run through July 29, 2016. Faculty and students should be available to train collaboratively during the majority of this 8-week time period and generally should not plan extended absences from campus during the program. However, some projects may require extensive off-campus training; this should be explained in the proposal and, when possible, an effort should be made by the faculty member and student(s) to be on campus regularly for community activities.

**Faculty:** Each faculty mentor will sponsor up to two students to collaborate on a scholarly or creative project. Faculty mentors will receive a stipend of \$1,000 to train their student collaborator(s) and may also apply for up to \$500 in project-related expenses. Mentors should plan to attend and participate in MUSE community activities as their schedules allow, and attend mentor meetings. Faculty mentors may teach summer classes; however, their schedule should provide ample time to advance the proposed project, deeply engage their student mentee(s), and participate in MUSE community activities. By February 1, 2017, funded faculty members are required to submit a brief report of their accomplishments during the MUSE program to the Director ([fscollab@tcnj.edu](mailto:fscollab@tcnj.edu)). Faculty are also required to provide a pdf of their final MUSE poster or oral presentation for archiving at TCNJ Library's Institutional Repository. (*Note:* These materials will be made accessible online through the repository only if MUSE students sign a FERPA [Family Education Rights and Privacy Act] waiver form and consent to their release. By default, poster or oral presentations will be archived solely within the TCNJ network; mentors may elect to make these materials publicly available, at the mentor's request.) Information about uploading the poster/oral presentation will be sent to mentors at the end of the 2016 MUSE program.

**Students:** Students will train full-time with their faculty mentors for the 8 week period from June 6 - July 29, 2016. Students will receive a research stipend of \$2,500 plus on-campus housing (worth \$1,616 per student for the eight weeks). MUSE students will be housed together and will have the opportunity to participate in community-building social activities and trips in the evenings and on weekends, coordinated by a student committee. Meals are not included (students may purchase meals in the Student Center and use kitchen facilities available in the dormitory and approved appliances in their rooms). The coordinated activities associated with housing are an important aspect of the MUSE community and program, so students are strongly encouraged to live on campus. However, some students may have reasons to opt out of the on-campus housing, in which case the student receives only the \$2,500 stipend. Because housing is a significant expense for the MUSE program, students who request the on-campus housing must fully intend to live on campus all week for the duration of the program. Students participating in MUSE will be required to 1) train full-time on their MUSE project during the 8-week period as agreed with their faculty mentor prior to the end of the spring semester, 2) participate in MUSE community activities when possible, 3) prepare a final abstract and presentation of their project for an end-of-program event, 4) deliver a presentation at TCNJ's annual College-wide Celebration of Student Achievement in the spring of 2017, 5) deliver other department-based, school-based, and off-campus conference presentations as determined in consultation with their mentors, and 6) complete evaluations of their summer experience.

**Community Activities:** Students and mentors who receive funding are encouraged to participate in cross-disciplinary MUSE community activities as their project schedules allow. The Director of Faculty-Student Scholarly and Creative Collaborative Activity will be responsible for organizing these activities, with input from mentors and students. These activities will consist of:

- **Community Lunches:** The community will meet for presentations and discussions over lunch (provided) on general topics such as networking, resume preparation, publicity, awards, and presentations to a lay audience. Participation at the opening and closing lunches are strongly encouraged (Monday, June 6, 2016, and Thursday, July 28, 2016).
- **Informal Meetings:** Funding will be provided to purchase group breakfast so that related fields can meet on a weekly basis to discuss their needs and issues (tentatively Mondays at 9:00 am). The discussions, developed by the participants, can include topics such as reading the primary literature, writing, ethics, graduate schools, poster preparation, and careers.
- **Networking Activities:** Opportunities to network with no particular learning agenda, such as ice cream socials, sports, and weekend/evening activities. Activities will be planned just for students, just for faculty, and community wide.

- **End-of-program celebration:** Students will present their scholarly achievements at a campus-wide poster session at some point during the first three weeks of Fall Semester (Tentatively, September 13, 2016 from 12:30 to 1:30 pm).
- **Post-program event:** An opportunity during the following academic year to reunite and publicize MUSE projects in the greater TCNJ community.

## APPLICATION PROCESS

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Faculty members will submit proposals for MUSE by 9:00 am, Monday, February 1, 2016 to the Faculty-Student Collaboration Award Committee for review and recommendation to the Provost via an online process.

SUBMIT YOUR ELECTRONIC COPY OF YOUR APPLICATION AS A *SINGLE PDF* USING THE FOLLOWING QUALTRICS LINK: [https://tcnj.qualtrics.com//SE/?SID=SV\\_2rv0Xr2tJLYhDnv](https://tcnj.qualtrics.com//SE/?SID=SV_2rv0Xr2tJLYhDnv)

Previous to the submission, the faculty will select the participating students, and append the selected student application materials to the faculty proposal. Therefore, the process has two steps: 1) selection of students by the faculty, and 2) submission of the complete proposal.

A variety of funded proposals are available for viewing at <http://fscollab.pages.tcnj.edu/muse>, and there will be a MUSE proposal workshops on Tuesday, December 8, 2015, from 11:00 am to 12 pm in Social Science Building 105. In addition, the MUSE Director, Jarret Crawford, will be available for faculty proposal consultation by appointment ([crawford@tcnj.edu](mailto:crawford@tcnj.edu)).

### Step 1. Selection of students by faculty

Each Department with faculty members who are interested in participating in MUSE should determine a method for recruiting and selecting students. It should be fair, equitable, and mindful of student diversity (e.g., in terms of number of years at TCNJ, gender, and race/ethnicity) while also providing excellent matches between faculty and student interests. In some cases, an individual faculty member will wish to collaborate with a particular student; in other cases the opportunity will be open to any student and the faculty will need to select from a group of student applicants. In either case, the student(s) must complete the *Student Application*. The faculty mentors can use this either to confirm the pre-selected students' readiness for the summer project or as the basis for selection. Selection criteria must include qualifications and interests of the student(s) and readiness for a full-immersion experience. Mentor(s) and student(s) should discuss their expectations and how they will interact during the summer. MUSE is appropriate as a first collaborative experience for students, so participation by rising sophomores is encouraged. If two students are requested, it may be very effective to include one more experienced student who can peer-mentor a less experienced student. Grade information should be used only to confirm that a student has a 2.0 or higher GPA, not as a primary criterion for selection. **[Note:** students should be committed to participation if they are selected. However, in the event that a student's plans change and a different student must be chosen by the faculty mentor as a replacement, the new student's application must be forwarded to the MUSE Director immediately].

#### Student Application

- **Student information:** name, email address, PAWS ID, major, year in school, number of completed course credits, expected graduation date, and overall GPA and in-major GPA (minimum 2.0 required for both), and whether or not on-campus housing is requested.
- **Student statement:** (One single-spaced page per student maximum, 1 inch margins, Times New Roman 12 pt font). Each student should prepare and submit a brief description that addresses 1) how participation in MUSE will contribute to the student's academic and career goals; 2) the student's qualifications to train on the project as a junior collaborator; 3) the student's related experience in the classroom, lab, or studio, and/or in past research, internships, practicums, competitions, or performances, 4) what (if any) relevant discussions the student has had with the faculty mentor about the project and mentoring plan; and 5) an explanation of the student's interest in the specific project (for applications in which the student is pre-selected by a particular faculty applicant).

**Step 2. Faculty Proposal and Submission.** The proposal must follow this format; **otherwise it will not be reviewed.**

- **Cover page:** name, faculty email, professional title, tenure status, number of years at TCNJ, department, title(s) of project(s), names of student collaborator(s) (1-2), email address(es) of student(s), requested dollar amount, whether

approval by IACUC (certain animal studies) or IRB (human subjects) is needed, and date of most recent MUSE award funded by Academic Affairs. [NOTE: notice of IACUC or IRB approval should be forwarded to Jarret Crawford at [crawford@tcnj.edu](mailto:crawford@tcnj.edu), by March 20, 2016]. The Qualtrics survey will ask for similar information.

- **Project and Learning Plan:** Up to two single-spaced pages maximum per proposal (*proposals that include more than one specific project are still limited to two pages total*), 1 inch margins, Times New Roman 12 pt font, with three titled sections:

**I) Intellectual Merit** – Describe the ideas, goals, and methods of the scholarly/creative project(s) you and your student(s) will be conducting, its importance to your discipline, and an indication of the eventual scholarly/creative outcomes of the project. Explain the feasibility of doing this training within the eight week program (a timeline may be helpful). If the project is related to an externally funded project, explain how additional MUSE funding is necessary and will enhance the project. If the project is separate but related to that of another faculty member who is applying to MUSE, highlight the connection between the related projects. The proposal will be read by colleagues who are not specialists in your discipline, so be certain to use non-technical language that is accessible to any educated lay person; this will benefit your review.

**II) Role of Student(s) and Mentor** – Describe, *in detail*, the nature of student engagement in the project(s), the relationship between the mentor's scholarly and creative agenda and the student's project, the learning objectives for the student, and relevant mentoring approaches and strategies to be used to achieve the learning and scholarly/creative objectives. Please be as specific as possible about the scope of student activities and skills that will be developed during the summer experience. No one model for faculty-student collaboration is expected, since the models will vary across the various disciplines; however, the mentor must clearly explain how the proposed model will work, is appropriate for the particular discipline, and will deeply engage the student(s) for the eight week program. Please provide a rationale for why one or two students are requested. If more than one student is requested, the faculty mentor must justify how the project(s) is/are significantly enhanced by the participation of multiple students.

**III) Broader Impacts** – Clearly explain how participation in the summer program will be a pivotal experience for the mentor and/or student(s), and/or will diversify faculty-student collaboration at TCNJ by broadening participation. Examples may include whether (and in what manner) the faculty applicant is re-engaging in a scholarly/creative area and/or student mentorship; or whether the faculty mentor is new to student engagement at TCNJ; whether the faculty is pre-tenure; or whether the student is a first-generation college student or belongs to a group that is underrepresented in the discipline (please explain); or how the students' future plans will be supported by the MUSE activity; or whether faculty-student collaboration in this discipline is historically underrepresented in the MUSE program. Examine the rubric to determine specific items to include in the Broader Impact section.

**Special Instructions for Collaborative, Inter- or Multi-disciplinary Projects:** Multiple faculty members who are proposing to engage collaboratively on a single interdisciplinary or multidisciplinary project should submit one joint proposal that follows the format described above, with these alterations:

- a) The Cover Page must include the information for each collaborating faculty member,
- b) The Project and Learning Plan may be up to three pages, and *must include an additional section IV* (within the 3-page limit) describing the collaborative nature of the project, including the specific, necessary roles of each faculty member and their students, and how the faculty members will jointly mentor the student(s). Such joint projects must have at least a 1:1 faculty-student ratio.

- **Required Appendices:**

**I) Faculty Vita:** Provide a professional CV of scholarly and creative work, and *specifically highlight* information about experience and outcomes in mentoring students in scholarly/creative activity.

**II) Budget:** Provide a brief itemized budget, as follows:

- a) Student stipend: \$2,500 per student.
- b) Student housing, if requested: \$1,616 per student.

- c) Faculty stipend: \$1,000 (note that this is the faculty stipend regardless of whether one or two students are sponsored).
- d) Project-related expenses (supplies, equipment, books, travel etc.): An itemized list with brief justification must be provided. The amount is not to exceed \$500 total. Poster printing costs are NOT included in this budget; the MUSE program will cover the cost of poster printing.

**III) Past MUSE award reports:** (one single-spaced page maximum per project, 1-inch margins, Times New Roman 12 pt font). Include your last two MUSE reports. Provide a brief report of the accomplishments related to the award(s), in non-technical language. These may include details about presentations, performances, reports, manuscripts submitted/accepted for publication that are co-authored with MUSE students, as well as information on student application/acceptance to other internships, graduate school, continued research involvement (e.g., senior thesis), competitions, fellowships and awards.

#### **IV) Student Application(s) (one or two per faculty member)**

### **PROPOSAL REVIEW**

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#### **Review Process:**

Submitted proposals from faculty members will be reviewed and evaluated by the interdisciplinary Faculty-Student Collaboration Award Committee (FSCAC), which is an all-faculty sub-committee of the Faculty-Student Collaboration Program Council. It is chaired by the Director of Faculty-Student Scholarly and Creative Collaborative Activity and MUSE, Jarret Crawford, and strives to include faculty representation from each School. The current members include Curt Elderkin (School of Science), Connie Kartoz (School of Nursing, Health, and Exercise Science), Jerry Petroff (School of Education), Susan Ryan (School of Arts and Communication), and Anthony Deese (School of Engineering). (At the time of RFP posting, no faculty from the Schools of Business or Humanities and Social Sciences had self-nominated for a seat on the Program Council.)

The Director will present the committee's evaluations to the Provost, who will award funding based on the FSCAC's evaluations and the available budget.

#### **Review Criteria:**

Each proposal will be reviewed based on intellectual merit and feasibility of the project, the degree of student engagement, broader impacts, and the qualifications of the faculty applicant and past accomplishments in mentoring students. The evaluation rubric that will be used by the committee can be found on the last page of this document; *all applicants are advised to consider the rubric as they prepare their proposals*. Applications from FSCAC members will be reviewed by an ad-hoc committee to be assembled by the Provost, composed of past Faculty-Student Collaboration Committee members and previous MUSE awardees. Prior to the review process, the FSCAC and the ad-hoc committee will conduct a norming process to help standardize the members' approaches to scoring.

### **EXTERNALLY FUNDED PROJECTS**

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Faculty and students who will be training collaboratively on externally funded projects in the summer of 2016 are encouraged to participate fully in the MUSE community. No proposal is necessary; however, the Director of Faculty-Student Collaborative Activity should be informed of the activity in a timely manner for planning purposes. If the student(s) are to be housed on-campus they will be housed with the MUSE-funded students (but housing must be paid by the external funding), and all externally funded students and faculty are encouraged to participate in coordinated community activities and the end-of-program event. The faculty project director for externally funded projects should provide the following information to Jarret Crawford (crawford@tcnj.edu, subject line: "externally funded MUSE project"), by March 27, 2016 or as soon as possible thereafter:

1. Title of the project, beginning and end dates.
2. Source of funding.
3. The names and departments of all participating faculty.
4. For each student: name, email address, PAWS ID, gender, and whether or not he or she will be housed on-campus.

## Evaluation Rubric for MUSE 2016 Applications

Proposer's Name \_\_\_\_\_

Are qualified students identified, with applications attached?      **Yes**   **No**      Correct format?   **Yes**   **No**

Date of most recent MUSE award: \_\_\_\_\_      1<sup>st</sup> Year faculty member?   **Yes**   **No**

**Score definitions:**

0 absent / 1 poor / 2 barely adequate / 3 fair / 4 good / 5 very good / 6 excellent / 7 outstanding

*Score the following categories based on how they are presented in the proposal, in both content and clarity.*

**Intellectual merit**

Average score = (max 7 pts.)

Coherence and quality of the project idea	0	1	2	3	4	5	6	7
Specificity of goals during the MUSE period	0	1	2	3	4	5	6	7
Clarity and feasibility of scholarly/creative process (e.g. design, methods)	0	1	2	3	4	5	6	7
Importance to the discipline	0	1	2	3	4	5	6	7
Potential for high quality outcomes (publications, grants, performances, presentations, new scholarly/creative directions, etc.)	0	1	2	3	4	5	6	7

**Role of student(s) and role/qualifications of mentor**

Average score = (max 7 pts.)

Level of discipline-appropriate student engagement in the project and potential for new skills and learning outcomes	0	1	2	3	4	5	6	7
Level of discipline-appropriate faculty-student interaction (nature of interactions; include explanation for two students if requested)	0	1	2	3	4	5	6	7
Developed mentoring plan and strategies (how the mentor will train the student to achieve learning and scholarly/creative outcomes)	0	1	2	3	4	5	6	7
Past accomplishments in mentoring students in scholarly/creative activity, relative to length of time at TCNJ as highlighted in the CV (leave blank for first-year faculty; will not be included in the average score)	0	1	2	3	4	5	6	7
Quality of outcomes from past MUSE funding (leave blank if no past MUSE funding)	0	1	2	3	4	5	6	7
Qualifications of the faculty applicant for this project	0	1	2	3	4	5	6	7

**Broader impacts : Score ½ pt. for each “Yes” = (max 1.5 pts.)**

Faculty applicant is newly engaging or re-engaging in mentorship of students at TCNJ OR is re-engaging in scholarship/creative activity after a period of relative inactivity	Y	N
Student is from a group underrepresented in the discipline, or is a first generation college student	Y	N
Student's future plans are strongly supported by MUSE scholarly/creative activity	Y	N

Reviewer  
Total

**Broader impacts : Score ½ pt. for each “Yes” = (max 1.5 pt.)**

Determined by the committee, from cover page information, and past MUSE Programs

Faculty-student collaboration in this discipline is underrepresented in past MUSE programs	Y	N
Faculty member did not receive MUSE funding last year	Y	N
Faculty applicant is pre-tenured	Y	N