



REQUEST FOR PROPOSALS

Proposal Deadline: February 7, 2011
Announcement of Funding: March 18, 2011
Program Dates: June 6 - July 29, 2011

PROGRAM MISSION

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 work 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 program is welcome.

Faculty members and students working on externally funded collaborative 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

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

Successful MUSE projects in past years have engaged students in a meaningful fashion in the scholarly program of faculty members from a wide variety of disciplines across the sciences, social sciences, the arts and humanities. The manner in which these collaborations have taken place has reflected the diversity of scholarly 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.wordpress.com/muse>). In addition, the program will consider any original, collaborative project

that fosters both student and faculty creative activity or scholarship, but in disciplines that were not represented in past years. Applications can propose any project that will support the faculty member's scholarly program while also fostering student learning and intellectual independence.

PROGRAM STRUCTURE

Time Line: The 2011 MUSE program will begin on June 6 and run through July 29, 2011. Faculty and students should be available to work 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 work; 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 on Mondays for community meetings.

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 for working with 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 several mentor meetings, including one in late May. 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. Funded faculty members are required to submit a brief report related to the MUSE project by February 6, 2012, which either should be included in their proposal for MUSE 2012 or as a separate document to Academic Affairs, if no proposal is being submitted that year.

Students: Students will work with their faculty mentors for the 8 week period from June 6 - July 29, 2011. Students will receive a research stipend of \$2,500 plus on-campus housing (worth \$1,365 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) work full time on their MUSE project during the 8-week period, 2) participate in MUSE community activities, 3) prepare a final abstract and presentation of their work for an end-of-program event, 4) deliver a presentation at TCNJ's annual College-wide Celebration of Student Achievement in the spring of 2012, 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 will be expected to participate in cross-disciplinary MUSE community activities *as their project schedules allow*. The Director of Faculty-Student Collaborative Activity will be responsible for organizing these activities, with input from mentors and students. These activities will consist of :

- **Monday Community Lunches:** The community will meet weekly for presentations and discussions over lunch (provided), led by faculty members from different disciplines, on topics such as writing research proposals and articles, reading the primary literature, strategies for collaboration in the arts and humanities, ethics in research, etc.
- **Informal Thursday Afternoon Gatherings:** An opportunity for faculty and students from different disciplines to drop in for conversation or presentation of on-going work, and enjoy refreshments (provided).
- **Social Activities:** Opportunities to socialize with no particular learning agenda, such as ice cream socials, canoeing, sports, and weekend/evening activities.
- **End-of-program celebration:** A banquet and venue for presenting faculty-student accomplishments and on-going work from the summer experience (talks, exhibits, posters, performances, MUSE booklet).
- **Post-program event:** An opportunity during the following academic year to reunite and publicize MUSE projects in the greater TCNJ community.

APPLICATION PROCESS

Faculty members will submit proposals for MUSE by 4:00 pm, Monday, February 7, 2011 to the Faculty-Student Collaboration Committee (through the Office of Academic Affairs) for review and recommendation to the Vice-Provost. 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.wordpress.com/muse>, and there will be two MUSE proposal workshops on Tuesday, January 25, 11:30-12:30 and 12:30-1:30, in the Library Auditorium.

SUBMIT 10 COPIES OF THE COMPLETE PROPOSAL TO THE OFFICE OF ACADEMIC AFFAIRS BY 4:00 PM, FEBRUARY 7, 2011 (please make double-sided copies to save paper).

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 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 work 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*. This will be used by the faculty mentors 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. 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 older, more experienced student who can peer-mentor a younger 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, 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 work 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, and what (if any) relevant discussions the student has had with the faculty mentor; 4) 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, professional title, number of years at TCNJ, department, contact information, title(s) of project(s), number of student collaborators (1-2), whether approval by IACUC (certain animal studies) or IRB (human subjects) is needed.
[NOTE: notice of the approval should be forwarded to the Director at morrisja@tcnj.edu, by March 4, 2011].
- **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 outcomes of the project. 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 the nature of student engagement in the project(s), the relationship between the mentor's work and the student's work, and relevant mentoring approaches and strategies to be used. 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, it is important to clearly explain how the proposed model is appropriate for the particular discipline and deeply engages the student(s). Please provide a rationale for why one or two students are requested. It is often beneficial to the students to have a partner in a project or to work on related projects, but it also must be made clear that the project(s) is/are significantly enhanced by the participation of two students.

III) Broader Impacts – Explain how participation in the summer program will be a pivotal experience for the mentor and/or student(s). Examples may include whether the faculty applicant is re-engaging in a scholarly area and/or student mentorship or is new, pre-tenure, and/or pre-promotion; whether the student is a first-generation college student or belongs to a group that is underrepresented in the discipline; how the students' future plans will be supported by the MUSE activity; whether faculty-student collaboration in this discipline is relatively new or novel at TCNJ; or anything else deemed noteworthy.

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

- a) the Cover Page must include the information for each collaborating faculty member,
- b) the Project and Learning Plan page limit is increased to two times the number of participating faculty members (e.g. for a team of two faculty members, four pages may be used),
- c) The Project and Learning Plan must include an additional section IV (within the page limit) describing the collaborative nature of the project, including the specific, necessary roles of each faculty member and their students.

NOTE: Because of finite resources for MUSE and our goal of offering opportunities for many different projects, funding may be less likely for a large collaborative group working on a single project, since it would require a large share of the MUSE budget.

- **Required Appendices:**

I) Faculty Vita: Provide a professional CV of scholarly and creative work, highlighting information on experience and outcomes in mentoring undergraduate scholarly/creative activity.

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

- a) Student stipend: \$2,500 per student.
- b) Student housing, if requested: \$1,365 per student.
- c) Faculty stipend: \$1,000 for working with 1-2 students (i.e., the faculty stipend is fixed 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.

III) Past MUSE award report: (one single-spaced page maximum per project, 1-inch margins, Times New Roman 12 pt font). If you received a MUSE award for 2008, 2009, and/or 2010, 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

Review Process:

Submitted proposals from faculty members will be reviewed and evaluated by the interdisciplinary Faculty-Student Collaboration Committee (FSCC), which is an advisory committee to the Provost. It is chaired by the Director of Faculty-Student Collaborative Activity and MUSE, Janet Morrison, and includes faculty representation from each School. The current members are Matt Bender (School of Culture and Society/Humanities), Benny Chan (School of Science), Paul D'Angelo (School of the Arts and Communication), Andy Leynes (School of Culture and Society/Social Sciences), Donka Mirtcheva (School of Business), Nick Ratamess (School of Nursing, Health, and Exercise Science), Greg Seaton (School of Education), and Karen Yan (School of Engineering),

The Director will present the committee's evaluations to the Vice-Provost, who will award funding based on the FSCC'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. Applications from FSCC members will be reviewed by an ad-hoc committee to be assembled by the Vice-Provost, composed of past FSCC members and previous MUSE awardees. Prior to the review process, the FSCC and the ad-hoc committee will conduct a norming process to help standardize the members' approaches to scoring.

EXTERNALLY FUNDED PROJECTS

Faculty and students who will be working collaboratively on externally funded projects in the summer of 2011 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 Janet Morrison (morrisja@tcnj.edu, subject line: "externally funded MUSE project"), by March 18, 2011 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, gender, and whether or not they will be housed on-campus.

Evaluation Rubric for MUSE 2011 Applications

Proposer's Name _____

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

Correct format? **Yes** **No**

Previous MUSE funding? **Yes** **No** 1st 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.)

Quality of the project idea	0	1	2	3	4	5	6	7
Specificity of goals	0	1	2	3	4	5	6	7
Quality of methods (clarity and feasibility)	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, new scholarly 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	0	1	2	3	4	5	6	7
Level of discipline-appropriate faculty-student interaction (including explanation for two students if requested)	0	1	2	3	4	5	6	7
Developed mentoring plan and strategies	0	1	2	3	4	5	6	7
Past accomplishments in mentoring students in research/creative activity, relative to length of time at TCNJ (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 (only include for applicants with 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 3 pts.)

Faculty applicant is re-engaging in scholarship/creative activity OR is newly or re-engaging in mentorship of students	Y	N
Faculty applicant is pre-tenure and/or pre-promotion to Associate or Professor	Y	N
Student is from a group underrepresented in the discipline, or is a first generation student	Y	N
Student's future plans are strongly supported by MUSE scholarly activity	Y	N
Faculty-student collaboration in this discipline is relatively new or novel at TCNJ	Y	N
Faculty member did not receive MUSE funding last year	Y	N

Total