

Mini-Grant Offering: Undergraduate Course Development Support

Theme: University and Community Relations: Past, Present, and Future

The Office of the Vice Provost for Undergraduate Affairs and the Division of Experience-Based Learning and Career Education through the UC Forward Program will support undergraduate coursework to be conducted in Fall 2019 that addresses essential aspects of the **University of Cincinnati's relationship to the broader community**. Up to six courses will be funded with course development awards of \$5000 each. Activities are intended to promote progressive pedagogy and associated research inquiry. Coursework interactions and outcomes are anticipated which will lead to future collaboration among diverse disciplines in both teaching and ancillary research opportunities in any related area of interest. Coursework proposals are sought from all disciplines.

Background and Challenge

In the spring of 2019, UC will begin a celebration of its bicentennial. At the same time, President Neville Pinto has identified "Urban Impact" as one of the three platforms within the university's strategic direction, "Next Lives Here." Successful proposals for this UC Forward Call for coursework will add to the university's understanding of its relationship to surrounding neighborhoods, the city of Cincinnati, or the broader Tri-State region.

Over the course of its 200 years, the University of Cincinnati and its predecessors have had a complex relationship with the city. As a municipal university, UC provided a variety of services to city residents and city government. Since 1977, as a state university, UC has continued to interact with the local community – through co-operative programs, student volunteer programs, engagement with Cincinnati Public Schools, a variety of public health initiatives, service-learning, and community planning exercises, just to name a few. At the same time, the university's growth has put pressure on surrounding neighborhoods, especially Corryville, Avondale, and Clifton Heights. The university's relationship with the African American community in particular has often been fraught.

As the university celebrates its bicentennial and strives to increase its urban impact, UC would benefit from a deeper understanding of how the community perceives institutional engagement and how community-focused pedagogy might be supported and enhanced. The sought after coursework could analyze university-community relations with an eye toward the creation of new knowledge and improved strategies to address this.

UC Forward seeks to identify and support UC faculty members who understand these issues and who may be already actively involved in exploring current pedagogical practices and future coursework opportunities that address them. This Call is a challenge to faculty members to develop best practice models for collaborative, externally engaged, and cross-disciplinary pedagogy, address the identified theme.

Suggested Format and course products

UC Forward promotes transdisciplinary interaction in the classroom and engagement with outside collaborators. Course design should be based upon analysis of pedagogy with intent to generate new knowledge and improved methods that include cross-disciplinary work and collaboration both internally and externally. Cross-disciplinary coursework proposals, team-taught by faculty of different programs in collaboration with external partners are ideal for consideration. Pairing or clustering of coordinated parallel individual courses of separate disciplines is also encouraged and the cross-listing of these courses is practical. Proposals may include existing and/or new courses.

Coursework that addresses this challenge can take many forms including seminars, studios, labs, practicums, capstones, etc. Experiential learning opportunities and service-learning courses are ideal

formats. A coordinated set of coursework is sought through this funding program that may be offered by a number of different programs during the same semester. Parallel or spin-off research or technical service is welcome but not included in this scope.

Course products are expected and may vary to include summary reports, student research papers, posters, oral interviews, web pages, public displays, or other documentation.

Funding and Timeline

\$5,000 in funding will be provided to each participating course. Funds may be used for any expense associated with the course but may not be used for faculty salaries or for adjunct faculty costs, except if it is to release the applicant faculty to teach the proposed course or to have an adjunct faculty member join in a single multi-disciplinary course. Half funding will be issued at the beginning of the semester with the remainder issued on submission of the final course products and documentation.

November 20: Call issued

December 11: Indication of Intent to apply (not mandatory) at www.uc.edu/cdc

December 12, 12:00 pm: Info Session, 220 Van Wormer

January 18, 2019, 4:00 p.m.: Grant proposals due by email to frank.russell@uc.edu.

February 1, 2019: Announcement of Awards

Selection Process: Grant proposals will be reviewed by a committee composed of representatives of the Provost and UC Forward.

Selected coursework and the production of student course products must be completed by December 15, 2019. Summary reports are due January 31, 2020.

See www.uc.edu/cdc for grant updates, FAQs, and a list of potential faculty collaborators.

Submission Requirements

Please submit a maximum length three-page document containing the following course information: (if multiple courses, length may extend to 6 pages not including attachments)

- Course information
- Describe your course and how it addresses the challenges outlined above.
- Describe the anticipated course products.
- Describe how your course fits with the UC Forward experience and vision (cf. <http://www.uc.edu/careereducation/experience-based-learning/uc-forward.html>).
- Suggest other parallel courses that your course might coordinate with.
- Indicate if this course represents a new offering or the enhancement of an existing offering. For the latter, describe how this proposal, if implemented, changes the existing course.
- What are the course's Student Learning Objectives and the metrics you will use to assess them. (attached draft syllabus if available)
- What are the anticipated enrollments by College and/or program?
- When and where the course will be offered.
- Who are the external partners (specific names) anticipated, how did they become involved, and what will be their specific role in the class?
- Who is in your team of full time instructors or visitors and what will be their roles in the course? (Proposing tenure track faculty should be the lead instructor. If multiple courses, lead instructor of each course should be tenure track faculty)
- If the proposal includes a pairing or clustering of single discipline courses, describe specifically how contact between the students and faculty of these separate courses will take place, how frequently, in what format, and where.

- Describe the funding needs and rationale. Include any other internal and external resources (dollars, in-kind) that you expect to attract in support of the new course offering.
- Indicate whether this course(s) are intended to be repeated annually.

Other Requirements

- Applicants must be full time, tenure track faculty of any rank.
- Multiple faculty members of diverse disciplines must be involved as instructors in the proposal.
- If selected as a finalist, a letter of support from the relevant college Dean(s) and school/program Director(s) will be requested.
- Selected courses must attract an enrollment of no fewer than 16 students to receive funding. If separate courses and/or cross-listed, each course must have a minimum enrollment of 16 students (unless single faculty is assigned to both cross-listed courses).
- Applicants must participate in the End of Semester Exhibit and Open House in December 2019 to share their course products (date and location tbd)
- In addition to the student produced course products, a summary report is required to document the course development, course implementation, course expenditures, and pedagogical implications for the applicants future teaching.
- During the semester, to promote communication, coordination, and interaction across classes and disciplines connected to this effort, participating faculty will be asked participate in several group meetings and coordination sessions. Ongoing reflection on the theme will also be promoted at the joint end of semester open house and exhibit.

For additional information, contact Frank Russell, Director, UC Forward, at frank.russell@uc.edu or on (513) 556-3282.

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