

Research in the Classroom Fellows Program Guidelines

2025 Submission Deadline:
Friday, January 3, 2025, 11:59pm

Faculty often view research and teaching as two distinct scholarly endeavors. But there is compelling evidence that incorporating authentic research activities into classroom teaching benefits both students and faculty. For students, undergraduate research is an experiential learning opportunity that can have positive impacts on their long-term development as critical and creative thinkers and as communicators. For faculty, incorporating research into the classroom enables them to further existing research projects while developing pedagogical research experience.

The CUNY Office of Research is offering grants for innovative ideas that incorporate authentic research projects into the undergraduate curriculum. For the purposes of this competition, authentic research is defined as a plan for seeking answers to a research question for which the outcome is unknown. Successful projects may be implemented into new or existing courses but must incorporate authentic research. The research question should be based on the expertise of the PI and should involve the development of new avenues of inquiry.

Proposals should include a brief introduction to the research question and a description of how it will be operationalized in a course-based context. Awardees will be expected to implement their new course design during the 2025-2026 academic year. Proposals should also include a section describing how student learning outcomes will be assessed.

The Office of Research anticipates awarding 16 RIC Fellowships in 2025. Grants of up to **\$10,000** will be awarded. The funds may be used for course release (with college approval), summer salary, research supplies, and/or student travel.

Program Goals

1. To increase the number of CUNY students engaged in experiential learning through research
2. To support full-time faculty in best practices and methods for incorporating research ideas into their classroom teaching
3. To increase opportunities for faculty to engage in research and scholarship as it relates to teaching and learning
4. To assess student impact outcomes such as increased self-confidence, an enhanced sense of belonging, and the acquisition of hard and soft skills (see assessment guidance appended to this document)

Eligibility and Requirements

- All full-time teaching staff at CUNY are eligible to apply, including tenure-track or tenured faculty as well as lecturers.
- A faculty member may submit only *one* proposal. Previous winners of the RIC grant are eligible to apply, but preference will be given to new applicants.
- All research projects must comply with the University's policies for responsible conduct of research (RCR). For guidance refer to the [Office of Research RCR resources](#).
- If conducting research with human subjects (e.g. students), appropriate Institutional Review Board (IRB) approvals must be in place prior to the release of funds. For more information about the IRB and human subjects research, please refer to the [Human Research Protection Program](#) resources.
- Awardees will be required to attend one information session regarding: (1) research compliance and human subjects research and (2) Open Educational Resources (OER).
- The PI must submit a one-page report at the end of the funding period. Future eligibility for participation in this and other internal funding programs offered through the CUNY Office of Research is contingent on the submission of a post-award report.
- After completing their projects, RIC fellows will submit their syllabi and course materials to CUNY Academic Works.

Program Overview

The Research in the Classroom (RIC) program invites all full-time faculty and lecturers who teach CUNY undergraduates to apply for a limited number of Research in the Classroom fellowships (16 @ \$10,000 each). Faculty fellows are expected to measure outcomes in terms of student learning and research achievements. The curricular materials generated by the RIC Fellows will be available as open educational resources (OER) for others to use.

RIC Fellows will assess the program's impact on their pedagogical practices and on their professional development. They will also assess the effects of the program on students, including learning outcomes, the effect on levels of classroom participation, self-efficacy and self-confidence, and student sense of belonging.

Application Process and Selection

To apply, faculty should submit a 3-page proposal summarizing their Research in the Classroom idea. Applications will be reviewed by a panel of faculty, staff, and previous winners of the Research in the Classroom competition. Faculty whose proposals receive the most favorable reviews will be accepted into the fellows program contingent upon their eligibility. All full-time faculty, including lecturers, are eligible if they are scheduled to teach during the grant period.

Proposal Development and Structure

The proposal package should include a project summary, a signature page, a project narrative, references/citations, a budget, a budget justification, and a 2-page biosketch. A proposal template can be found on the [program website](#).

Project Narrative

The project narrative is limited to three pages (12-point font, 1" margins) and should include the following sections:

1. Project Description

Describe the research question and the method(s) students will use in a classroom setting or curricular context to address that question. Explain how students will be trained to use applicable research techniques. Describe the roles that students will serve in gathering, analyzing, and synthesizing evidence. Include preliminary data, if applicable, although this is not necessary. Demonstrate how this proposed project will contribute to innovations in pedagogical knowledge and techniques.

2. Implementation Timeline

Provide an implementation timeline specifying how the research project will be integrated into the course schedule/syllabus.

3. Project Assessment

Applicants should include plans to assess the impact of the program on students and on their professional development (see assessment guidance appended to this document). The assessment plan should include the following headings:

- a. Impact on students: Applicants should describe plans to measure the impact of their project on students. Measurable impacts may include but are not limited to: increased student engagement, enhanced student sense of belonging, familiarity with research methods and methodology, experience working with teams, and improved comprehension of course content.
- b. Impact on faculty: Applicants should plan to report on how the program affected their classroom teaching, contributed to their professional development, or whether it enhanced their capacity to conduct research.

Biographical Information

Provide a 2-page CV/biosketch or complete the "biographical information" form included on the Research in the Classroom template.

Budget & Budget Justification

We anticipate making 16 awards of \$10,000. These funds may be used for summer salary, course release (with institutional approval), course materials and supplies, student activities, and research assistants.

Submission Guidelines

Complete proposals must be submitted via the online proposal submission form, which can be accessed through the following link:

https://ybephbsyus.formstack.com/forms/ric_2025_submission_form

Proposal Package

The proposal must be approved and signed on the signature page by an appropriate administrative official (e.g. department chair, research dean, or provost) at the applicant's college and should follow the standard college proposal approval process.

The entire package (proposal summary, signature page, project narrative, citations, budget, budget justification, and 2-page CV/biosketch) must be converted into a single PDF for submission via the online system.

Please use the following naming convention: *RICFellows_2025_LastNameOfPI_proposal.pdf*

Submission Timeline

Complete submissions must be uploaded no later than **11:59 pm on Friday, January 3, 2025**. Award announcements will be made in February 2025.

Proposal Review

Each proposal will be evaluated by a committee comprised of CUNY administrators and faculty, including past winners of the RIC program. Applications will be evaluated on the basis of the following criteria: creativity of the idea, feasibility of the implementation and assessment plans, and potential impact and translatability of the research.

Please direct inquiries to:

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RESEARCH IN THE CLASSROOM ASSESSMENT GUIDANCE

Proposals for the Research in the Classroom grant should include a description of the applicant's plans to assess impacts on students and faculty members. Thorough assessments provide feedback and strengthen our awareness of which types of classroom research efforts produce strong positive results. Below are suggestions regarding the incorporation of assessment plans into your proposal, but applicants should feel free to develop their own questions and measures.

Please note that your assessment section should include two sub-headings: Impact on Students and Impact on Faculty.

Impact on Students

In this sub-section, consider the impacts you believe your proposed Research in the Classroom project may have on students. Possibilities include but are not limited to: 1) increased student engagement in the classroom; 2) increased engagement with assigned materials, including reading completion and homework assignments; 3) an enhancement of students' sense of belonging in a course, in a discipline, or in college; 4) familiarity with research methods and the process of collecting and analyzing data and verifying knowledge; 5) increased experience working with teams and developing leadership skills; and 6) improved comprehension of course content.

Briefly describe potential outcomes you plan to consider and the instrument(s) you will implement to measure them. The strongest proposals will be those that provide the most specific and detailed descriptions and connections between outcomes and choice of instrument. For instance, if a goal is to increase a student's familiarity with a particular aspect of course content, the proposal should explain how the selected instrument will gauge this increased familiarity. One option is to implement a pre-course and a post-course quiz to measure learning gains; another is to ask students to write a reflective essay about an aspect of the course material and then to compare essays from the RIC course with those from a traditional course with similar content. If you are designing a pre/post survey, or if you plan to evaluate student portfolios or group projects, provide examples of the types of questions you will ask or how you will evaluate portfolios or projects. How will you determine if your assessment indicates positive results? How do you plan to summarize results in your post-program report?

Impact on Faculty

The Office of Research is interested in how its grant programs affect recipients, and by extension, the culture of research in the University. In this sub-section, applicants should describe how they will measure the impact of the RIC grant on their teaching, on their research agenda, and on their professional development. Describe the potential impact you expect your RIC grant could make on your teaching and research. How will you gauge whether it affected your classroom efforts? For instance,

how will you measure the amount of extra time and effort required to develop the project and involve students? How will you assess whether the research project shaped your teaching experience? Did student contributions to the research affect your own research agenda and ability to publish results?

Below is the post-program survey that we will administer to awardees at the conclusion of the 2025-2026 round of the Research in the Classroom grant program. Feel free to integrate any of these questions into the faculty assessment sub-section of your proposal.

Post-Program Survey (to be administered at the conclusion of RIC 2025-2026)

A version of this survey will be administered at the conclusion of RIC 2025-2026 as part of the Office of Research's assessment of the program. The survey will be available online but is provided here as an example of the questions that will be part of the assessment.

1. What is your name?
2. What is your home college?
3. How many students participated in your Research in the Classroom project?
4. What was the name of the course in which you adopted a Research in the Classroom project?
5. Was the idea of incorporating research in the classroom a new one for you (prior to applying to the RIC program)?
 - a. RIC was a novel experience for me, and I had not previously incorporated an original research project into the classroom
 - b. RIC provided a somewhat new experience, but I had previously involved students in original research
 - c. The RIC experience was not particularly new for me, as I had employed something similar in previous courses
6. Do you expect to incorporate original research projects into subsequent courses? (please select the one best answer)
 - a. As a result of my participation in RIC, I have been persuaded to incorporate more original research projects into subsequent courses I teach
 - b. Not at this time. I am interested in incorporating research into the classroom at some time, but I have no concrete plans to do so
 - c. I had already been incorporating original research in my classes
 - d. No – RIC required considerable extra labor, and I do not see myself applying the RIC model in future courses
 - e. No – I am not likely to engage students in original research projects in future courses.

7. Was RIC a positive experience for you?
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
8. In what ways did the RIC grant impact your scholarship and teaching? (please select all that apply)
- The RIC grant resulted in a positive impact on my scholarship
 - The RIC grant had a positive effect on my teaching
 - The RIC grant led (or I expect it to lead) to a publication in a journal
 - The RIC grant led (or I expect it to lead) to further funding
 - The RIC grant led to new collaborations with colleagues
 - The RIC grant had an impact (or I expect it to have an impact) on my tenure and promotion
 - The RIC grant led (or I expect it to lead) to new research partnerships or strengthened existing ones: please describe
 - Other: please describe
9. How did you use your RIC funds?
- Course release
 - Summer salary
 - Student activities
 - Supplies: please describe
 - Other: please describe
10. Did your college provide you with additional resources to help you design or carry out your RIC project?
- Yes
 - No
11. Which of the following impacts did you believe RIC had on your students (please select all that apply)
- It increased participation in the classroom
 - It led my students to become more interested in the discipline
 - It led students to become more interested in the specific research/class topic
 - It led students to develop an interest in original research
 - It led students to take ownership of their learning process

- f. It led students to participate more in group projects
 - g. It led students to assume leadership roles
- 12. Could your RIC project serve as a model for other faculty members teaching similar courses?
 - a. My RIC project was specific to my research and depended on my presence
 - b. My project could be effectively adopted by another faculty member in my discipline or a related discipline
- 13. How likely are you to recommend RIC to other faculty members?

Please choose from a scale of one to five, with one meaning not very likely, and five meaning very likely.

Thank you!