

Key Program Information and Features

| Program + Institutional information | Courses or projects/ year | Source of project idea | Mode of project selection | Project duration | Number, level and selection of students | Faculty incentives |
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| PROGRAM REACH: 750+ STUDENTS/YEAR | | | | | | |
| BALL STATE UNIVERSITY: <u>Immersive Learning</u> Students enroll in project-based undergraduate courses to address a community issue with a faculty mentor and community partner. Program launch: 2000 Institution type: Public R2 | 130-150 courses | Faculty; sometimes a community partner sparks the collaboration | Any faculty member can offer a course; grant-funded projects are selected through faculty peer review | Many are semester-long, others extend for years; offer 1-year pilot grants and 3-year sustaining grants are offered | 1,500-2,000 undergraduate students; open enrollment | Teaching credit or course release possible through grants; paid professional development |
| CLEMSON UNIVERSITY: <u>Creative Inquiry + Undergraduate Research</u> Teams of undergraduate students work over multiple semesters on complex research problems in partnership with faculty mentors. Program launch: 2005 Institution type: Public R1 | Approx. 400 academic-year projects; 40-70 summer projects | Faculty and staff, students, community or industry partners | All project proposals are reviewed by the CI office | Multi-semester projects preferred; average student participates for 2.5 semesters; projects may extend for years; summer project awards require participation during the academic year | 4,500 students, primarily undergraduates; graduate students only as mentors; selection of students varies by project — some are open to all; others require applications with selection by project leaders | Teaching credit at discretion of depts. but generally not provided; faculty can request project funds of approximately \$4,000 per year plus supplemental funds for conference travel and summer student stipends |
| DUKE UNIVERSITY: <u>Bass Connections</u> Faculty, staff, undergraduate and graduate/professional students work on interdisciplinary research teams to address applied societal questions, often alongside community partners. Program launch: 2013 Institution type: Private R1 | 60-70 year-long project teams; 40-50 summer projects; 40-50 semester-long courses | Faculty, sometimes in partnership with graduate students or community partners | Faculty peer review | 1-year projects, eligible for renewal, with many continuing for multiple years; summer projects also offered through affiliated programs | 550-700 undergraduates; 150-200 graduate and professional students (doesn't include courses); students apply with selection by project leaders; emphasis on diverse teams | Teaching credit at discretion of depts. but generally not provided; faculty can request project funds up to \$40,000 |

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| GEORGIA TECH: <u>Vertically Integrated Projects (VIP) Program</u> <p>Vertically integrated, long-term, large-scale, multidisciplinary teams of undergraduates are embedded in the creative activities of faculty members and their graduate students, often with external partners and funding via faculty grants.</p> <p>Program launch: 2001 Institution type: Public R1 (<u>other VIP sites</u> include R1, R2, MSI, HBCU and int'l institutions)</p> | 105 multi-year project teams | Faculty (academic faculty, research faculty and researchers at Georgia Tech Research Institute) | Each project is vetted for scale and duration through discussions between faculty proposing projects and the VIP director. Minimum 4-year duration expected | Minimum of 4 years; total lifetime of a project is unlimited — the longer the better. Longest-lived team is now 23 years old | Teams average 25 undergraduates, 0-4 graduate students and 1-3 faculty; 2,600 undergraduates in fall 2024; ~5,000 enrollments per year. Students apply to teams, with selection by VIP director and staff; low barriers to entry — no screening of students by GPA, CV or interview; selection based on enthusiasm | Teaching credit at discretion of depts. (recommendation: credit for 1 course over the year and credit available when students on a VIP team are using their work for capstone requirements) |
| WORCESTER POLYTECHNIC INSTITUTE: <u>Project-Based Education</u> <p>Project-based learning is woven throughout WPI's undergraduate curriculum. All students complete multiple project experiences, including the <u>Great Problems Seminars</u>; an optional 1st-year project course; the <u>Interactive Qualifying Project</u>, a 7-week intensive project with partners (often in the field); and the <u>Major Qualifying Project</u> (team-based capstone).</p> <p>Program launch: 1971 Institution type: Private R2</p> | 1,000+ projects across all courses | Varies by course — includes faculty, students and community partners | Faculty vet and approve projects identified by community or students | Varies by course from 7 weeks to 9 months | 5,000+ undergraduate students; generally open enrollment (Interactive Qualifying Projects by application) | Teaching credit |

PROGRAM REACH: 100-749 STUDENTS/YEAR

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| ARIZONA STATE UNIVERSITY: <u>Humanities Lab</u> <p>Interdisciplinary instructional teams (faculty, librarians and often community partners) work with undergraduate and graduate/professional student teams to pursue collaborative, public-facing research that addresses pressing social issues.</p> <p>Program launch: 2017 Institution type: Public R1</p> | 12 courses ("Labs") with multiple projects in each course; 1-2 <u>Beyond the Lab courses</u> | Humanities Lab staff and faculty across the university suggest overarching Lab challenges, sometimes with an external partner | Project ideas are student-generated, often in partnership with community leaders | 7.5-week session or 15-week semester with option to continue through Beyond the Lab program | 643 undergraduate and graduate students, including on-campus, online and hybrid; open enrollment | Teaching credit |
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| <p>BOSTON UNIVERSITY: <u>BU HUB Cross-College Challenge (XCC)</u></p> <p>Through semester-long courses led by 2 faculty from different disciplines, undergraduate student research teams work with campus and community partners on substantial real-world problems.</p> <p>Program launch: 2018 Institution type: Private R1</p> | 16 courses, 80-100 project teams | Faculty and community partners | Faculty and program leaders | 1 semester | 370-400 undergraduate juniors and seniors; open enrollment | Teaching credit or stipend for overload |
| <p>DUKE UNIVERSITY FUQUA SCHOOL OF BUSINESS: <u>Fuqua Client Consulting Practicum (FCCP)</u></p> <p>FCCP is an experiential learning course where a small team of Fuqua students collaborates with an external client to address a business challenge.</p> <p>Program launch: 2012 Institution type: Private R1</p> | 60-70 projects | External clients through referrals from staff, faculty, alumni and students | Staff, faculty and mentors review client submissions; MBA students rank projects of interest while MMS students are assigned to projects | Ranges from 6 to 16 weeks based on student program (MMS vs. MBA vs. exec. MBA) | 170-200 MBA students take FCCP as an elective with project placement based on selection; 230-250 MMS students take FCCP as a required course | Teaching credit |
| <p>DUKE UNIVERSITY PRATT SCHOOL OF ENGINEERING: <u>First-Year Design (FYD)</u></p> <p>Teams of undergraduate students engage in the engineering design process and build low- and medium-fidelity prototypes to solve a community-based need or problem.</p> <p>Program launch: 2017 Institution type: Private R1</p> | 8 course sections in the fall semester, 1 section in the spring; 50+ distinct client projects in the fall offered to 70-80 teams; ~5 distinct client projects in the spring offered to 5-6 teams | Projects in the community are identified by faculty and staff; in recent years, community members also contact the FYD administrative team with ideas | Project ideas are vetted and ultimately selected by the FYD administrative team | At least 1 semester; some projects continue for 2 or more semesters | Approximately 350 first-year students in the fall sections; 20-30 students in the spring section | Instructors indicate interest and are chosen by FYD director in agreement with home department |
| <p>LEHIGH UNIVERSITY: <u>Office of Creative Inquiry</u></p> <p>The Office of Creative Inquiry supports a wide range of interdisciplinary initiatives that help students and faculty pursue new intellectual, creative and artistic pathways leading to transformative new innovations, expressions and questions.</p> <p>Program launch: 2017 Institution type: Private R1</p> | 50 multiyear projects across five "Impact Fellowship" programs; 45-50 summer projects continue through the academic year | Faculty and program leadership, typically in conjunction with external partners | Discussions between faculty and program leadership | Strong preference for 3-5-year time horizons; sometimes end early due to lack of viability/proof of concept or faculty bandwidth; re-evaluated annually | ~300 undergraduates, 25-30 graduate students; students apply, ranking their top choices for projects; faculty mentors conduct interviews and make final selections with support from program management | No teaching credit or stipends; nominal project expenses are covered; for summer projects, faculty are offered research discretionary funding and project expenses |

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| PROGRAM REACH: UNDER 100 STUDENTS/YEAR | | | | | | |
| APPALACHIAN STATE UNIVERSITY: Research-to-Action Multidisciplinary Projects Research faculty and staff lead student groups in conducting applied research on a wicked problem through a transdisciplinary framework. Program launch: 2021 Institution type: Regional university | 1 course with 5 project groups | Program leadership chooses overarching problem/issue; faculty develop related, locally relevant projects | Faculty develop a set of cohesive projects in consultation with an instructor of record who leads course planning | 1 semester | 10 undergraduate sophomores and juniors; open enrollment (half of seats reserved for honors students) | Faculty receive stipends based on level of engagement but not teaching credit; projects receive minor funding |
| CALIFORNIA STATE UNIVERSITY, CHICO: <u>Interdisciplinary Course on Housing and Homelessness</u> Students work in interdisciplinary teams during a semester-long course to conduct community-based participatory research focused on housing and homelessness. Program launch: 2017 Institution type: Regional university | 1 offering that includes 2 classes that meet concurrently | Faculty and community partners; students select from a variety of projects | Faculty, in consultation with community partners or consultant | 1 semester to 1 year | 80-100 students, primarily undergraduates, with graduate student teaching assistants; open enrollment | Teaching credit |
| LOYOLA UNIVERSITY CHICAGO: <u>Center for Urban Research & Learning (CURL)</u> CURL brings together community and university partners to do collaborative, action-oriented, interdisciplinary research on topics that are of greatest concern to local, national and international partners. Program launch: 1996 Institution type: Private R1 | 4-6 courses; 15-20 research projects at any given time (no set schedule) | Collaboration among community, faculty and funding partners | CURL staff/faculty consensus | 1-year projects, eligible for renewal; some semester-long courses and summer projects also offered | 25 undergraduates and 10 graduate/professional students; student fellows apply for paid positions; classes are open enrollment | Faculty fellows receive supplemental salary or course buyouts; funding comes from research grants and/or CURL endowment |

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| <p>TRINITY COLLEGE AND CT STATE COMMUNITY COLLEGE CAPITAL: <u>Liberal Arts Action Lab</u></p> <p>Community partners in Hartford propose semester-long research projects to pursue in collaboration with student and faculty teams from <u>Trinity College</u> and <u>CT State Capital</u>.</p> <p>Program launch: 2018 Institution type: Liberal arts college and community college</p> | <p>6-10 projects (Trinity's <u>Center for Hartford Engagement & Research</u> (CHER) also runs 20 community learning courses per semester)</p> | <p>Hartford-area community partners</p> | <p>Community review; selection by Hartford Resident Advisory Board</p> | <p>1 semester with opportunities for project extension through CHER's other community-engaged learning programs</p> | <p>40 undergraduate students; open enrollment</p> | <p>Project and methods instructors receive teaching credit; faculty fellows associated with each project receive a \$1,000 stipend</p> |
| <p>UNIVERSITY OF MARYLAND, BALTIMORE COUNTY: <u>UMBC Interdisciplinary CoLab</u></p> <p>Interdisciplinary teams of undergraduate students work with a project leader to utilize diverse humanities research methods, modes of analysis and technical tools to produce public-facing final projects for community partners.</p> <p>Program launch: 2018 Institution type: Public R1</p> | <p>4-7 summer projects</p> | <p>Faculty, community partners, campus organizations</p> | <p>All project proposals are reviewed by CoLab selection committee</p> | <p>6-week summer session</p> | <p>3-4 students per team; students can apply to multiple projects</p> | <p>Stipend provided for project leaders</p> |
| <p>UNIVERSITY OF MICHIGAN: <u>U-M History Labs</u></p> <p>Faculty, undergraduates and graduate students collaborate on curricular and extracurricular projects with a mission of public engagement, digital humanities, community partnerships and real-world impact.</p> <p>Program launch: 2018 Institution type: Public R1</p> | <p>3-5 undergraduate lab courses and 1-2 grad lab courses</p> | <p>Faculty propose lab courses, often in consultation with community partners, and receive development funding</p> | <p>Faculty peer review</p> | <p>1 semester with option to continue through paid internships in select labs; many labs run for 1 semester, but 2 backbone labs have been running an annual course for 5+ years</p> | <p>75 undergraduates; 20 graduate or professional students; open enrollment</p> | <p>Teaching credit; project development funding for new versions</p> |
| <p>UNIVERSITY OF WATERLOO: <u>Knowledge Integration</u></p> <p>This undergraduate honors degree program teaches transferable skills in interdisciplinary, collaborative problem solving by providing an array of "breadth courses" across disciplines and flexibility for students to develop customizable specializations.</p> <p>Program launch: 2008 Institution type: Public research university</p> | <p>Students must complete 3 core project-based courses and range of "breadth" and elective courses</p> | <p>Varies by course — includes campus partners, students and/or community partners</p> | <p>Varies by course</p> | <p>Varies by course from 4 weeks in the gateway course to 8 months in more advanced courses</p> | <p>15-20 undergraduate students per cohort; 70-80 students participate in open enrollment courses, with some courses limited to the major</p> | <p>Teaching credit</p> |