Faculty Research Residency program provides a vehicle for NCE curriculum renewal through small field engaged research projects. Interested teams of faculty are invited to submit a research proposal that 1) identifies a problem of practice in the curriculum for investigation; 2) develops a coherent research plan to investigate the problem in one or more schools; and 3) targets three or more courses that are delivered within or across programs that will be improved as a result of the proposed research.

Research residency opportunity is open to both tenure track and non-tenure track faculty. Faculty who are awarded grants will receive up to 3 semester hours of credit to be applied towards their load. Amount of hours allocated will reflect the complexity and time commitments of projects. We anticipate awarding approximately 5 research residencies for the 2017-2018.

Faculty Research Residency Priorities: Proposals must involve faculty teams (two or more faculty) and involve investigations of NCE graduates, with a particular focus on their impact on their students, schools, and/or districts. Priority will be given to projects that also address one of the following topics:

1. **Investigations of Core Practices used by NCE graduates in Schools**: Faculty teams identify a specific core educational practice (e.g., facilitating instructional discussions; facilitating cooperative group work) and investigate the impact of that core practice on the graduate and student learning in a school setting.

2. **Investigations of Learning Technologies**: Faculty teams explore the impact of NCE graduates’ use of various learning technologies (or one particular technology) in the field, with an emphasis on graduates’ views regarding professional preparation, their continuing professional needs, and the impact of their technology use on student learning.

3. **Investigations of Access, Social Justice and Equity**: Faculty teams explore a particular aspect of justice-centered practice in the field by NCE graduates, raising questions about how they enact socially just teaching into their classrooms, and what their students are learning as a result.

**Timeline**

- May 8, 2017: Submission deadline. Send to Diane Salmon at dsalmon@nl.edu
- May 15, 2017: Award notifications
- September 1, 2017-June 30, 2018: Research Residency Cycle.

**Project Award Recipient Expectations**

1. Submission of detailed project work plan in September, 2017
2. Completion of NLU’s IRRB application
3. Participation and attendance at Quarterly seminars for Faculty Residents
4. Completion of 3 quarterly reports
5. Presentation at the annual June NCE Meeting and/or Fall Connection in September, 2018
6. Completion of one final research report by September 1, 2018 to be published in Digital Commons
7. Submit revised and updated syllabi and relevant course materials, September 1, 2018
Proposed Structure
Faculty interested in completing a research residency must submit a proposal for their project plan addressing the following:

1. Statement of the research problem: What is the idea and/or problem to be explored?
   - What is the research question?
   - What is the current research and evidence base related to the problem/idea?
   - What are the school sites for the proposed investigation? Why are these sites important for the work? What steps are needed to gain access for the research?

2. What is your research design?
   - How will you answer your research question?
   - What is the unit of analysis/observation (i.e. a student, a teacher, a classroom, a lesson, a grade level cluster, subject area...)?
   - Who will your participants be?
   - What data will you need to collect to address the research questions?
   - How will you collect your data (e.g. survey, observation protocol, interview protocol)? Please provide rough draft of any data collection tool.
   - How will you analyze your data?

3. What is the timeline for your project?
   - What is the anticipated time commitment for your project?

4. What are the implications of this study?
   - Identify a set of inter-related courses and explain how you hope this project will enhance them.
   - Submit syllabi as separate attachment along with proposal
   - How will this study improve the set of courses (such as more specific connections between theory & practice, more varied and up to date concrete examples)?
   - How is this project related to improving P-12 student learning?

5. How will you share research findings with your program, the college, and others in the field?

6. If your project is approved, what will need to shift in your work load in order to successfully complete the project?

Past Project Awards
Interested faculty are encouraged to view successfully completed past projects. Reports from the 2014-2015 faculty research residency cohort can be found on the NLU digital commons at the NCE residencies site. http://digitalcommons.nl.edu/nce_residencies/

Current Projects
- Building Partnerships and the Adaptive Cycles of Teaching Curriculum – R. Freedman, & D. O’Connor
- NCE Graduates Use of Technology in Teaching – S. Imam, S. Martinez
- Applying Adaptive Cycles of Teaching to Enhance School Psychology Students’ Skills to Develop and Implement Evidence-based Mental Health Services J. Cooper, M. Neale, M. Phillips, & D. Salmon
- Developing Leadership Dispositions for Preparing Urban School Leaders in Chronically Low-Performing Schools – C. Burg, S. Carrier, J. Schott, & D. Buckman

Questions: Contact Diane Salmon, dsalmon@nl.edu or Kavita Matsko, Kavita.matsko@nl.edu