

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
PROGRAM REACH: 750+ STUDENTS/YEAR						
<p>BALL STATE UNIVERSITY: <u>Immersive Learning</u></p> <p>Students enroll in project-based undergraduate courses to address a community issue with a faculty mentor and community partner.</p> <p>Program launch: 2000 Institution type: Public R2</p>	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
<p>CLEMSON UNIVERSITY: <u>Creative Inquiry + Undergraduate Research</u></p> <p>Teams of undergraduate students work over multiple semesters on complex research problems in partnership with faculty mentors.</p> <p>Program launch: 2005 Institution type: Public R1</p>	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
<p>DUKE UNIVERSITY: <u>Bass Connections</u></p> <p>Faculty, staff, undergraduate and graduate/professional students work on interdisciplinary research teams to address applied societal questions, often alongside community partners.</p> <p>Program launch: 2013 Institution type: Private R1</p>	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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<p>GEORGIA TECH: <u>Vertically Integrated Projects (VIP) Program</u></p> <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 (other VIP sites 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)
<p>WORCESTER POLYTECHNIC INSTITUTE: <u>Project-Based Education</u></p> <p>Project-based learning is woven throughout WPI's undergraduate curriculum. All students complete multiple project experiences, including the <i>Great Problems Seminars</i>; an optional 1st-year project course; the <i>Interactive Qualifying Project</i>, a 7-week intensive project with partners (often in the field); and the <i>Major Qualifying Project</i> (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						
<p>ARIZONA STATE UNIVERSITY: <u>Humanities Lab</u></p> <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</u> courses	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: BU HUB Cross-College Challenge (XCC)</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: Fuqua Client Consulting Practicum (FCCP)</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: First-Year Design (FYD)</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: Office of Creative Inquiry</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						
<p>APPALACHIAN STATE UNIVERSITY: Research-to-Action Multidisciplinary Projects</p> <p>Research faculty and staff lead student groups in conducting applied research on a wicked problem through a transdisciplinary framework.</p> <p>Program launch: 2021 Institution type: Regional university</p>	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
<p>CALIFORNIA STATE UNIVERSITY, CHICO: Interdisciplinary Course on Housing and Homelessness</p> <p>Students work in interdisciplinary teams during a semester-long course to conduct community-based participatory research focused on housing and homelessness.</p> <p>Program launch: 2017 Institution type: Regional university</p>	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
<p>LOYOLA UNIVERSITY CHICAGO: Center for Urban Research & Learning (CURL)</p> <p>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.</p> <p>Program launch: 1996 Institution type: Private R1</p>	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 Trinity College and CT State Capital.</p> <p>Program launch: 2018 Institution type: Liberal arts college and community college</p>	6-10 projects (Trinity's Center for Hartford Engagement & Research (CHER) also runs 20 community learning courses per semester)	Hartford-area community partners	Community review; selection by Hartford Resident Advisory Board	1 semester with opportunities for project extension through CHER's other community-engaged learning programs	40 undergraduate students; open enrollment	Project and methods instructors receive teaching credit; faculty fellows associated with each project receive a \$1,000 stipend
<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>	4-7 summer projects	Faculty, community partners, campus organizations	All project proposals are reviewed by CoLab selection committee	6-week summer session	3-4 students per team; students can apply to multiple projects	Stipend provided for project leaders
<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>	3-5 undergraduate lab courses and 1-2 grad lab courses	Faculty propose lab courses, often in consultation with community partners, and receive development funding	Faculty peer review	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	75 undergraduates; 20 graduate or professional students; open enrollment	Teaching credit; project development funding for new versions
<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>	Students must complete 3 core project-based courses and range of "breadth" and elective courses	Varies by course — includes campus partners, students and/or community partners	Varies by course	Varies by course from 4 weeks in the gateway course to 8 months in more advanced courses	15-20 undergraduate students per cohort; 70-80 students participate in open enrollment courses, with some courses limited to the major	Teaching credit