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UF Gulf Scholars Course Development/Enhancement Grant

The Gulf of Mexico is a geographical formation, an ecologically important ecosystem, an economic engine, a cultural and spiritual resource, and a fount of aesthetic inspiration. Yet few UF undergraduates have had the opportunity to grapple with the many incarnations of the Gulf – even those who live near it. Communities along the Gulf are facing complex environmental, health, and social challenges – all of which are exacerbated by climate change.

[UF Gulf Scholars](#), housed at the UF Bob Graham Center for Public Service, aims to prepare students from diverse academic backgrounds with the knowledge, skills, and mindset necessary to address the complex and dynamic challenges facing Gulf communities.

As the program kicks off, we invite faculty applications for the UF Gulf Scholars Course Development Grant. If selected, recipients will receive \$4,000 for new undergraduate courses and \$2,000 for the enhancement of existing undergraduate courses related to the Gulf of Mexico. Note that taxes and fringe will be deducted from these lump sum payments.

We are also excited to help integrate eligible new and existing courses into UF Quest 1 or Quest 2. Visit the following link for more information: [UF Quest Faculty Information](#)

Background

UF was recently one of five universities selected as a host institution for the third cohort of the [Gulf Scholars Program](#), a five-year, \$12.7 million pilot program funded by the Gulf Research Program of the National Academies of Sciences, Engineering, and Medicine. The program aims to prepare undergraduate students to address pressing environmental, social, health, energy, and infrastructure challenges in the Gulf of Mexico region. Last fall, UF President Ben Sasse [awarded an additional \\$414,000](#) in strategic funds from the state legislature to bolster the \$475,000 grant.

UF Gulf Scholars will consist of several components: development of new and enhancement of existing classes related to the Gulf; experiential and place-based learning (research, internships, field excursions, etc.); faculty-

mentored Gulf Impact Projects; and Gulf-related public programming. Each of these components will culminate in a Gulf studies minor or certificate.

With civic engagement, public service, and leadership at the forefront of UF Gulf Scholars programming, students will explore the environmental, social, economic, historical, political, and cultural dimensions of the Gulf. Through their participation in the program, students will be better equipped to promote stewardship, resilience, and innovation as they step into the workforce. Learn more in our [web story](#).

Student learning outcomes

Aligned with the Gulf Research Program's focus areas of community health and resilience, environmental protection and stewardship, and on- and offshore energy safety, the Gulf Scholars Program specifies key learning outcomes essential for student success.

These outcomes include: Developing knowledge of the Gulf region; fostering interdisciplinary and integrative learning; promoting intercultural knowledge and competencies; encouraging social responsibility and ethical reasoning; and fostering innovation and entrepreneurialism. For a more detailed version of these student learning outcomes, visit the following link: [UF Gulf Scholars Program Student Learning Outcomes](#)

Eligibility

Applications from faculty (tenure-track and non-tenure track with renewable appointments) across campus are welcomed, for we aim to ensure the UF Gulf Scholars Program is truly interdisciplinary. Courses at all levels are encouraged, though we would like to keep upper-level courses accessible for students outside of a particular major. For this program's purpose, the Gulf region encompasses more than just its coastline, featuring diverse communities ranging from Florida to Texas, each with its own unique challenges and opportunities. Through these course offerings, we hope to help students better understand the social and ecological connections well beyond the Gulf's coastline.

Grant recipients will be required to submit a student roster at the beginning of the semester, as well as anonymized evaluation data on student learning outcomes after the semester has concluded.

Deadline

Apply by 11:59 p.m. on Sunday, April 28, 2024 to be considered. Applications will be reviewed on a rolling basis.

Application materials

Applications for new courses will require a course description (no more than two pages) outlining how the course will integrate Gulf-related themes, potential audience, student learning outcomes, and whether or not the course will include

an experiential learning component. Applications for course enhancement will require a brief course description, an existing syllabus, and a description of proposed changes.

If you would like to learn more about UF Gulf Scholars, or have specific questions about your grant application, please consider attending our info session on April 16, 2024, from 12-1 p.m. in the Pugh Hall O'Neill reading room. Lunch will be served. RSVP at the following link: [UF Gulf Scholars Faculty Info Session](#)

Contact

Rebecca Burton, UF Gulf Scholars Coordinator, Bob Graham Center for Public Service, rlburton@ufl.edu, 352-846-4723

To be considered for a course development or enhancement grant, please fill out the following.

First Name

Last Name

UF email address

Department

UFID

Are you looking to enhance an existing course or develop a new course?

- I am looking to enhance an existing course in alignment with the Gulf Scholars Program
- I am looking to develop a new course in alignment with the Gulf Scholars Program

Title and course number of existing course (non-permanent course numbers are eligible)

Brief description of existing course



Please upload a full syllabus of the existing course

Please give a description of your proposed revisions including the following (no more than two pages)

1. How the revision will relate to the Gulf Scholars Program or Gulf region, and how it will improve the quality of the course.
2. The UF Gulf Scholars Program places an emphasis on cultivating courses that prioritize active listening, the habit of student reflection, a commitment to civic engagement, and a focus on sustainability and solutions. How might your course incorporate some of these priorities?
3. Description of the current audience, the average undergraduate enrollment, and target audience for enhanced course.
4. Proposed student learning outcomes (if not included in syllabus).
5. Are there any associated excursions or field visits you would like to incorporate?

6. How many times per academic year is the course offered? Which semesters is it most frequently offered?
7. If you are enhancing an upper division course (i.e. 3000/4000 level), which prerequisites are required? How might you plan on making your course accessible to students from a variety of majors?

Would you be interested in this course being integrated into UF Quest? If so, would your course fall under Quest 1 or Quest 2? Visit the following link for more information: [UF Quest Faculty Information](#)

Statement from Department Chair of applicant's home department or appropriate supervisor stipulating that the faculty member, as part of their normal teaching load, intends to offer the enhanced course on a regular rotation, or at least every two years.

Current brief CV (no more than three pages) that outlines your relevant expertise in teaching this course.

Proposed Course Title

Please give a description of the proposed course including the following (no more than two pages)

1. How the course will integrate themes outlined in the Gulf Scholars Program and include Gulf-related content.
2. The UF Gulf Scholars Program places an emphasis on cultivating courses that prioritize active listening, the habit of student reflection, a commitment to civic engagement, and a focus on sustainability and solutions. How might your course incorporate some of these priorities?
3. Description of the potential audience. The breadth of expected student audience is important, and proposals for lower division and upper division courses are welcome.
4. Proposed student learning outcomes.

5. Are there any associated excursions or field visits you would like to incorporate?
6. How often would you propose to teach the course?
7. If you are proposing an upper division course (i.e. 3000/4000 level), which prerequisites will be required? How might you plan on making your course accessible to students from many majors?

It is our hope that some of the new UF Gulf Scholars Program courses will be integrated into UF Quest. Would you be interested in this course being integrated into [UF Quest](#)? If so, would your course fall under Quest 1 or Quest 2? Visit the following link for more information: [UF Quest Faculty Information](#)

When would you propose to first teach the course? (Earliest can be Spring 2025)

Statement from Department Chair of applicant's home department or appropriate supervisor stipulating that the faculty member, as part of their normal teaching load, intends to offer the enhanced course on a regular rotation, or at least every two years.

Current CV (no more than three pages) that outlines your relevant expertise in teaching this course.

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