**2017 Smathers Libraries Strategic Opportunities Grant**

**PROJECT PROPOSAL NARRATIVE and BUDGET NARRATIVE**

**Application due: May 15, 2018, 5:00PM**

Please use the format provided below to structure your proposal.

**PROPOSAL NARRATIVE**

**Length:** Maximum 4 pages of text (single-space)

1. Describe the project: goals, objectives, activities, etc.

Recently, the authors of this proposal were asked to design a 3 credit *Introduction to Quantitative Thinking* class (2000-level) for microbiology undergraduate students. The proposed course will cover data science concepts, including essential statistics and the R programming language. The goal of this project is to create 14 Canvas modules for this class. Each module will be a self-contained learning object that introduces the student to either a fundamental statistical idea (t-tests, z-scores, variance, central tendency, etc.) or a facet of the R programming language (data management, graphing, etc.).

Not only will the 14 reusable Canvas modules be used in this new class, but they will be available for UF Microbiology & Cell Science to use in their Canvas classes as well. Additionally, the proposed class will be a required pre-requisite for Dr. Ana Conesa’s upper-division class (MCB4325C – R for Functional Genomics).

The goal of this project is to create a collection of data science resources for microbiology & cell science university faculty. The collection will be housed as a data science resource in a Canvas learning object repository (http://ufl.instructure.com). The purpose of this collection is to enhance the data science resources available to faculty and students in the College of Agricultural and Life Sciences, specifically the Department of Microbiology and Cell science.

1. State why this project is important (e.g., what need does it address, what will it accomplish, who benefits, how does it support the [mission and strategic directions](http://cms.uflib.ufl.edu/portals/communications/Strategic-directions-complete.pdf) of the library).

The demand for quantitative thinking and data science skills has never been greater, especially in the life sciences. Indeed, some authors suggest that a new paradigm of scientific inquiry is emerging, a way of doing science that prioritizes data analysis skills [1]. Faculty in the life-sciences are therefore interested in having their students acquire crucial data analysis skills.

This grant proposal supports the UF Mission and UF Libraries Strategic Direction: Transformative Collaboration, goals 1 & 2 “*Become a learning organization with a culture that strengthens and encourages collaborative initiatives*” and “*Engage with the University community as an expert partner.”* The project team believes that these data science modules can serve as a foundational resources for life science faculty who wish to enhance the quantitative reasoning (data science) parts of their curriculum. Once created, the Canvas modules will provide a dependable platform for the data science case-studies and training resources.

1. What are the innovative components of this project?
2. Compare and contrast the proposed project to other similar projects in academic libraries.

This proposal is similar to two previous Mini-Grant projects. The first – *Developing a 3D Printing Education Resources Collection* – was funded in 2015 and was led by Neelam Bharti and Sara Gonzalez. The second – *Developing a UFDC Teacher Resources Collection –* was funded in 2012. That project, led by Marilyn Ochoa, created the Teacher Resources Collection within the UFDC with the goal to “increase visibility and use of collections hosted by the UFDC by building a usable digital collection of teacher resources for the UFDC.” http://ufdc.ufl.edu/AA00013459/00001?search=ochoa.

1. Explicitly describe the resources needed and committed to complete the project and impacts on other departments (e.g., personnel, equipment, supplies, travel, space, training, IT support, preservation, cataloging, other).

Dan Maxwell will act as the Primary Investigator (PI).

Christine Fruin’s replacement will serve as a copyright consultant.

Barbara Hood will create promotional materials to highlight the collection.

1. Provide a plan of action for the project. Include a timeline to show that the project can be completed in 12 months, and specify activities and roles to be performed by the principal investigator (PI) and others involved in the project.

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| Time Period | Activity | People |
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1. If the project is collection specific: Who owns the collection and where is it located? What copyright issues, if any, is the applicant anticipating?

Open source licensing will apply to the contributed case-studies.

1. Provide a means of measuring the success of the project. What are the expected results, final product, and projected use?

The project will be assessed using a variety of modalities, including surveys, usability tests, research studies, and direct faculty input. Additionally, student learning outcomes will be continually measured using proven methods to determine the effectiveness of the learning objects.

1. How will the project team disseminate information about the project, and how will it share results?

The project team plans to disseminate information about this project through direct contact with CALS faculty, to include promotional emails as well as workshops and seminars that highlight the use of case-studies in the university classroom. As well, project outcomes will be presented in a series of scholarly articles, in both peer-reviewed and popular journals.

1. What are the long-term financial implications if the project is successful? For example, if a pilot project using e-book readers is successful, what would be the cost to the Libraries, annually, to support a new loaned e-book reader service?

If this project is successful, it has the potential of becoming an essential resource in the fields of cell science and microbiology. Because the deliverables for this project are Canvas learning objects, the library will incur no ongoing technical support costs as the university’s learning management system is supported by UFIT.

1. Provide a plan for what will happen to equipment/supplies purchased with these funds after the project ends.

No equipment or supplies will be purchased.

NOTE: Please see application guidelines for additional instructions to support narrative content.

**BUDGET NARRATIVE**

**Length:** Maximum 1 page of text (single-space)

1. Provide a detailed explanation for how each expense was calculated.

Wages ($4975.00): Up to two OPS students will be hired at $20 per hour. We estimate each student will work approximately 118 hours to write sample code and narratives for the case-studies. ($20.00/hr x 2 x 118 hrs/each = $4,720.00 (salary) + $255.00 (fringe) = $4975.00).

1. Provide a justification for each expense required to carry out the project.

Funds are requested to hire at least two students to develop the case-studies and produce ancillary educational materials. Individuals hired for this project will be proficient in the R programming language and familiar with the literature of the life sciences.

1. Provide a detailed explanation of the PI’s role vis-à-vis effort (does not qualify as a cost share match).

The PI's role constitutes a large part of the planning and execution of the project. The PI will lead the project team in hiring, supervising student employees, and evaluating the Canvas learning objects. The PI will also be responsible for training the OPS students, resource development, setup of the Canvas repository, and solicitation of feedback via focus groups.

1. Provide a detailed explanation of the contributed cost share by project team members toward the required 10 % matching requirement.

Cost share includes a Copyright Librarian for consultation on primary source usage and PR staff for promotion of the collection.

NOTE: Please see application guidelines for additional instructions to support budget narrative content.