

2021 Presidential Faculty-Student Collaboration Grant Application

Application Deadline - 5 pm, Monday, February 22nd, 2021.

Please direct inquiries about applications to Sarah Wolter (swolter2@gustavus.edu).

Overview

Guidelines

Presidential Faculty-Student Collaboration Grants are available annually to support collaborative endeavors involving faculty and students.

*Grant monies may be used to support faculty summer stipends, summer compensation for students, student housing on campus, equipment, materials, transportation, etc.

*Applications will be accepted for stipends and project costs, and for stipends only.

*One faculty member cannot receive both the Research, Scholarship, and Creativity grant and the Presidential Faculty/Student Collaboration grant in the same year.

*Monies may also be used as matching funds for outside support awarded to the faculty member.

*Student eligibility is limited to full-time returning students.

*Grant recipients conducting research with human subjects must receive IRB approval prior to disbursement of grant funds; grant recipients conducting animal research must receive IACUC approval prior to disbursement of grant funds.

*Applicants whose previous grant reports are past due will not be eligible to apply.

*Awards are made in the spring for the following academic year; project expenses must be incurred and reimbursed during that fiscal year (June 1 - May 31).

Please see <https://gustavus.edu/kendallcenter/grant-opportunities/grant-examples.php> for examples of previously funded applications.

What does the Faculty Development Committee mean by "collaboration"?

Collaboration is understood to include in-depth faculty-mentored undergraduate scholarly or creative projects in any discipline. For the purposes of this grant, collaboration means the active involvement of the faculty member in the student's project. This might be a full-fledged faculty-student project partnership, a student project that is closely mentored by the faculty member, or a student's active and meaningful participation in an ongoing faculty research project. Successful proposals will demonstrate a mentoring relationship between faculty and student that encourages scholarly/creative work in a collaborative environment.

Criteria for selection

To distinguish among proposals that meet all criteria identified in the application, the committee looks for evidence of exceptional merit, compelling project design, impact on student experience, and feasibility of project. The committee encourages applications from all departments and disciplines, and from faculty at all stages. Priority will be given to quality proposals submitted by candidates who have not been funded through a Presidential Student/Faculty Collaboration grant in the past three years.

I. Personal Data

Faculty First Name *

Vera

Faculty Last Name *

Foley

Faculty Gustavus E-mail *

vrfoley@gustavus.edu

Faculty Campus Phone Number *

507-933-6087

Rank/Status *

- Visiting Faculty
- Continuing Instructor
- Assistant Professor
- Associate Professor
- Full Professor

Faculty Department(s) and/or Program(s) *

English

Administrative Assistant Name *

Jenny Tollefson

Student First Name *

Austin/Kelly

Student Last Name *

Witt/Carlson

Student Gustavus E-mail *

awitt2@gustavus.edu/kcarls16@gustavus.edu

Student Major(s) *

Austin: English/Comm Studies; Kelly: English/Environmental Studies

Anticipated Graduation Year *

2022

II. Information on Previous Grants & Permission to Share Proposal

To be completed by the faculty member applicant.

Have you previously received a Presidential Faculty/Student Collaboration Grant? *

Yes

No

If you replied "yes" to the previous question, briefly describe your previous Presidential Faculty/Student Collaboration Grant project(s) and outcome(s).

n/a

If successful, my proposal can be used as an example to assist future faculty applications. This decision will not in any way influence the evaluation of my application. Click "Yes" to give permission. *

Yes

No

III. Participant Biographies

Please compose your answers offline and copy/paste into the appropriate text boxes. While answers inputted into this form should be available if you close the form and return in the same browser, we cannot guarantee that this function will work.

Brief biography of faculty participant and explanation of how this project fits into their career trajectory. Note: applications from faculty at all career stages are encouraged. *

I am Visiting Assistant Professor of Early American Literature in the English department, a position I've held since 2018. I specialize in mid-nineteenth-century American literature by women, especially women who respond to the social changes in antebellum and Civil War-era America by adapting older genre conventions of popular literature. In 2017, I began a book project focusing on nineteenth-century American women (from approximately 1849 into the 1870s) and their adaptations of Charlotte Brontë's 1847 bestseller *Jane Eyre* for an American audience. This year, I hope to present early versions of what will become components of my chapter on Southern women adapting *Jane Eyre* at two national conferences; I've been accepted to present my paper "Bertha Mason's Retribution: E.D.E.N. Southworth and the American Rebranding of *Jane Eyre*" at the Nineteenth-Century Studies Association's virtual conference in March, and I've applied to present my paper "The Perils of Passion: Eliza Ann Dupuy and the Antebellum Premium on Feminine Self-Control" at the Society for the Study of American Women Writers in Baltimore in November. As a literary historicist, I am especially interested in understanding the tension between literary ideals and market pressures that forge the popular literature of the mid-nineteenth-century. Over the summer, as I work on my Brontë/Dupuy material, I will be working to find both antebellum reviews and modern scholarship dealing with both Brontë's reception in the US and Dupuy's (extremely under-studied) biography, and develop strategies for integrating these materials into my own project.

Brief biography of student participant and explanation of how this project fits into their educational trajectory and their qualifications to engage in this project. Note: biography and explanation must be written by the student. *

1. Austin Witt

I have taken several classes which prepared me for the responsibilities and commitments of professional research, including ENG 273: American Novel, ENG 121: American Literature I, and most recently, ENG 336: American Renaissance. In all three courses, Vera Foley was my professor, allowing me a sufficient amount of time to understand the commonalities Professor Foley and I share within research. These courses required substantial reading schedules, textual analysis, peer-review, and critical research to explore early American literatures. Professor Foley taught Kelly and me the importance of asking questions and considering a text from a different perspective to develop a strong realization of authorial intent. Under Professor Foley's guidance, I produced two research papers that examine the use of gender and sexuality in important American novels: Elizabeth Stoddard's *The Morgesons* and Margaret Atwood's *The Handmaids Tale*. Through a collaboration with Professor Foley and Kelly Carlson, I intend to expand my understanding of the forces shaping feminine authorship in the nineteenth century.

As a current junior at Gustavus, I plan to double major in English and Communication Studies. Over these previous semesters, I have formed a collaborative relationship with both Professor Vera Foley and Kelly Carlson, sharing both ENG 273: American Novel and ENG 336: American Renaissance with Kelly. The individualized research project that I hope to pursue with this grant would provide real-world, professional skills to help with my future academic goals after Gustavus: graduate school. It is with my previously mentioned skills and abilities that I intend to investigate the intersectionality of nineteenth century literature and feminine authorship. The ten-week project covers Bronte's *Jane Eyre* and Alcott's *Little Women* to evaluate important overlapping themes and issues, especially concerning gender and sexuality. Professor Foley's tentative schedule (see Question 19B) provides both Kelly and I an opportunity to enhance our skills of close reading, scholarly interpretation, and research to better prepare for graduate school.

As stated earlier, I plan to pursue a master's degree after graduating from Gustavus in the Spring of 2022, and this research project would be imperative to equipping me with valuable skills. First, the collaborative nature of the project allows for Kelly and me to critique and review each other's work while working towards a research article. Second, working alongside Professor Vera Foley would be a unique experience to participate within the creation of a scholarly work and understand the fundamentals of publishing. Third, I would graduate with hands-on, individualized researching skills to be an asset for graduate schools. Lastly, the topic of nineteenth century gender and sexuality, represented by female authors, remains relevant and widely under-studied, providing Professor Foley, Kelly, and I an opportunity to expand outside traditional classroom requirements. It is my hope that our collaborative research can act as an example for the necessity of including female authors and voices in curriculum.

2. Kelly Carlson

I have taken many courses that require extensive research similar to that of the expectations and responsibilities of this grant, both through literature and science. Professor Vera Foley and I have worked together for two of her courses (ENG 273: American Novel, and ENG 336: American Renaissance) where we processed reading management, literary analysis, and peer-review. Professor Foley has been incredibly forthcoming and helpful in shaping me as both a student and a researcher. With Professor Foley, I have written an extensive research paper detailing the importance of female authors and protagonists in 19th century literature through Gothic author, Harriet Prescott Spofford, and her Novella, "The Amber Gods." Austin Witt and I have worked together diligently in peer-review in previous semesters, finding our analysis and writing styles to be very similar. Working with Professor Foley, Austin and I have honed our research skills together, hoping to extend them beyond classroom expectations to further our interpretation on the significance of female authors within 19th century literature against a male-dominated literary scene.

I am a current Junior at Gustavus Adolphus College, and with my two majors (English and Environmental Studies: Life Sciences) I am applying to graduate school to further my education and research skills. The collaborative relationship I have developed over the past few semesters with Professor Vera Foley and Austin Witt have helped me greatly with individual and collaborative endeavors. This grant would allow an opportunity for working under a professional and real-world applicable research project. Using my previous skills and with the help of Austin Witt and Professor Foley, I intend to explore the relationship between female authors and 19th century literature: reading Charlotte Bronte's novel, *Jane Eyre* (for my second time as I worked with this text in High School), and Louisa May Alcott's novel, *Little Women*. Looking deeper into gender, sexuality, and the influence of feminine ideology, Professor Foley's own individual research aligns with that of myself and Austin's. With the schedule made by Professor Foley (under Question 19B), both Austin and I are set for success upon this close-reading analysis and scholarly research opportunity to further benefit our trajectory towards graduate school.

To conclude, this research opportunity to work with both Professor Foley and Austin Witt provides a unique and ultimately professionalized project that would allow both Austin and I to polish our skills for graduate school. Working under Professor Foley is a huge honor that Austin and I are hoping to benefit both our research, and Professor Foley's. The importance and significance of female authorship, coming into fruition within 19th century literature, remains influential to female voices today. Collaborating to further research and identify feminine ideology through literature, this grant provides opportunity for us to further push these influential voices into conversation.

Please compose your answers offline and copy/paste into the appropriate text boxes. While answers inputted into this form should be available if you close the form and return in the same browser, we cannot guarantee that this function will work.

A. Project description: Briefly describe the proposed project, its relationship to existing scholarship in the field, and the nature of the collaboration between faculty member and student. *

Austin Witt and Kelly Carlson have both taken multiple American Literature courses from me, most recently last Fall's ENG 336 American Renaissance. Both wrote research papers dealing with women authors, Kelly's based in the antebellum era and Austin's based on a novel produced during the Civil War. This summer, they wish to build on the skills they developed in this course to collaborate on two levels. Firstly, they will collaborate with one another to produce a research article on Charlotte Bronte and Louisa May Alcott that they can submit to an academic journal that features work by undergraduates; under consideration currently are the Madison Journal of Literary Criticism or the St. John's University Humanities Review. Secondly, Austin, Kelly, and I will collaborate in building the research components of our respective Jane Eyre/American literature projects. Both projects will explore the intersections between popular literature and women authors on both sides of the Atlantic, during a tumultuous period that included dramatic changes in the legal rights and social expectations for women in Britain, America, and beyond.

One major advantage that Austin and Kelly will have in collaborating to produce one academic project rather than producing two separate ones on their own is the opportunity to benefit directly from the peer review skills they have developed throughout their work as English majors. Both are considering graduate school, and this project will give them the opportunity to professionalize (many grants, projects, and elements of coursework in graduate programs are collaborative) while also learning about the conventions that shape research in their potential field. My own role in the collaboration will be an important element of this professionalization; in addition to guiding Austin and Kelly through the research and publication preparation process, I will also model for them the process that I go through as I develop my own work for consumption by scholars within the field.

B. Project design: Please describe your project design and activities, including locations, staff, schedule of work, budget rationale, and anticipated project completion date. *

As per the schedule below, Austin, Kelly, and I will begin by exchanging initial close readings of key scenes we identify in Jane Eyre; in the following weeks, Austin and Kelly will have the opportunity to model the strategies they've learned by independently identifying key passages and taking on close readings of Little Women. The second part of the collaboration will involve secondary research; Austin, Kelly, and I will work to compile an annotated bibliography that will help all of us to move forward with our respective projects. We will each contribute three annotations per week—I will assign one apiece to Austin and Kelly to give them some foundational material, and beyond that we will all explore different works of scholarship on the nineteenth-century—literary, historical, or text reception related—and share them at the end of the week. The final section of the collaboration will take place as we move from constituent parts—close readings, research—to combining our respective components to produce our respective final products. In my case, that product will be my SSAWW conference paper, and preliminary structuring to combine it with my NCSA paper to produce my “Jane Eyre in the American South” article, which will eventually become a sample chapter for my book proposal. In Austin and Kelly's case, the final written project will be a comparative research paper commenting on the relationship between Jane Eyre and Little Women, answering a scholarly question of Austin and Kelly's choice. They will combine composition time with time spent researching the genre conventions and house style of the particular journal they plan to submit to, and I will review their progress weekly, both via Zoom and in writing.

10-week schedule:

	Reading due	Writing due
Week 1	Jane Eyre: first half	2 page close reading
Week 2	Jane Eyre: second half	2 page close reading
Week 3	Little Women: first half	2 page close reading
Week 4	Little Women: second half	2 page close reading
Week 5	Jane Eyre: secondary Annotations (3 each)	
Week 6	Little Women: secondary Annotations (3 each)	
Week 7	Composition guide: TBD	Article: first half
Week 8	Composition guide: TBD	Article: second half
Week 9	Read 1 model article each from the journal you've chosen to submit to: must be an article covering 2 authors	Article: Revisions 1 page on model articles
Week 10	Review submission page for final formatting rules, submission guidelines	Article: submission prep (final edits)

With the ongoing challenges of COVID-19 still very much with us, Austin, Kelly, and I will be conducting the entire collaboration online, via a combination of Zoom and Moodle. Neither Austin nor Kelly will be applying to reside on campus over the summer; Austin will be in Mankato and Kelly in Eau Claire, WI. Both have access to transportation, and intend to use a combination of online GAC databases, public library access, and visits to the GAC library as needed to complete their research; they may also travel to meet in person should it become necessary. Both Austin and Kelly do, however, have summer jobs, and will need compensation for the time they will spend Zooming, reading, conducting research, and writing rather than engaging in paid employment. Other costs, such as travel to GAC for library research or in-person collaboration, are also reflected in the requested budget. Similarly, the time I will spend mentoring both students, reviewing their writing, and modeling research strategies is reflected in my own stipend.

Budget table:

	Faculty Stipend	Student Stipend	Travel Stipend	Materials	Total
Vera Foley	\$3,000		Broadview Jane Eyre \$16.25;		
Broadview Little Women		\$18.25=Total: \$34.50		\$3,034.50	
Austin Witt	\$2,000	14 x \$0.55 three round-trips (Mankato/St. Peter) = \$23.10		Broadview Jane Eyre \$16.25;	
Broadview Little Women		\$18.25=Total: \$34.50		\$2,057.60	
Kelly Carlson	\$2,000	320 x \$0.55 three round-trips (Eau Claire/St. Peter) = \$528		Broadview Jane Eyre \$16.25;	
Broadview Little Women		\$18.25=Total: \$34.50		\$2,562.50	

C. Desired project outcomes: What are the anticipated outcomes for this project? Where do you anticipate publishing, presenting, exhibiting, or otherwise disseminating this project? *

Because there are two levels of collaboration in this project (Austin and Kelly's collaboration, and my collaboration with Austin and Kelly), there are also two distinct intended outcomes. Firstly, Austin and Kelly will produce a submission-ready research article on Bronte's Jane Eyre and Alcott's Little Women, which they will develop to the submission standards of an academic journal that accepts undergraduate research (as noted above, the frontrunners currently are the Madison Journal of Literary Criticism or the St. John's University Humanities Review, which are the journals recommended to undergraduates by the English Department of St. Norbert College in De Pere, WI). Their preliminary plan is to focus on both authors' portrayals of gender and sexuality, which may also open up the possibility of submission to an interdisciplinary journal dealing with gender and women's studies. If the opportunity presents itself, we would be happy to share project outcomes or experiences on GAC/English Department social media, to promote further student research activities in future. Secondly, my reading and research activities alongside Austin and Kelly anticipate several scaffolded outcomes for my own scholarship. My most immediate plan for my summer research, including the collaborative annotated bibliography that I will build along with Austin and Kelly, will translate into my intended presentation at SSAWW, "The Perils of Passion: Eliza Ann Dupuy and the Antebellum Premium on Feminine Self-Control" (see Question 16). This conference presentation is part of my larger yearlong effort (which will commence officially in March with my NCSA presentation) to produce a full-length book chapter (which may double as an article) tentatively entitled "Jane Eyre in the American South" (see Question 19B). I hope to use this as a sample chapter for my larger book proposal on nineteenth-century American women's adaptations of the Jane Eyre plot, which I am currently planning to market to either the University of North Carolina Press, the University of Iowa Press, or the University of Georgia Press. After our summer project ends, I will of course keep Austin and Kelly informed of the progress of the conference paper, and answer any questions they have about my process of expanding and adapting it going forward.

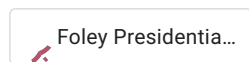
D. How will restrictions due to Covid-19 potentially affect your project? [This is not a criteria for selection of the grant.]

Option 1

V. Budget

Download the Presidential Faculty/Student Collaboration budget form here:

<https://drive.google.com/file/d/1irwyOHSXSc7tZdiCOcvuDuo87JbgAGeS/view?usp=sharing>. Then upload the completed budget form by clicking "Add File" below. *



Provide a rationale/justification for your budget.

With the ongoing challenges of COVID-19 still very much with us, Austin, Kelly, and I will be conducting the entire collaboration online, via a combination of Zoom and Moodle. Neither Austin nor Kelly will be applying to reside on campus over the summer; Austin will be in Mankato and Kelly in Eau Claire, WI. Both have access to transportation, and intend to use a combination of online GAC databases, public library access, and visits to the GAC library as needed to complete their research; they may also travel to meet in person should it become necessary. Both Austin and Kelly do, however, have summer jobs, and will need compensation for the time they will spend Zooming, reading, conducting research, and writing rather than engaging in paid employment. Other costs, such as travel to GAC for library research or in-person collaboration and the scholarly editions of our primary reading materials, are also reflected in the requested budget. Similarly, the time I will spend mentoring both students, reviewing their writing, and modeling research strategies is reflected in my own stipend.

VI. Additional Information

Have you applied for funding from another source to support this project but do not yet know the outcome of that application? *

Yes

No

If you replied "yes" to the previous question, please 1) indicate the funding source(s) and amount requested, 2) explain how the Presidential grant funds will be used in addition to the other funding if received, and 3) explain how the Presidential grant project would be impacted if external funding is not received.

n/a

Have you received funding from another source to support this project? *

Yes

No

If you replied "yes" to the previous question, please 1) indicate the funding source(s) and amount requested, and 2) explain how the Presidential grant funds will be used in addition to the other funding received.

n/a

If you apply for and receive funding for both the Presidential Faculty-Student Collaboration grant and the Research, Scholarship, and Creativity grant, which will you accept? Grant guidelines specify recipients can only accept funding for one of the grants in a year.

Presidential Faculty-Student Collaboration grant

Research, Scholarship, and Creativity grant

If there are any additional materials that you think would be helpful to the committee in deciding upon your application, please upload them here.

If there are any additional materials that you think would be helpful to the committee in deciding upon your application (e.g. links to Google Drive files), please include URLs here.

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VII. Applicants' Signature

Signature *

Vera Foley

This form was created inside of Gustavus Adolphus College.

Google Forms