History:
At Ball State University, faculty integrate their scholarship, teaching and service in what has become known as the teacher-scholar model. This integration is not a recent phenomenon on campus. Rather, a clear originating momentum began in 1980, when Provost James Koch started a movement to increase teaching effectiveness and scholarly productivity. In Koch’s words: “Research enhances instruction by contributing to a better quality of faculty and better course content.”

By the late 90’s, faculty engaged in Pew Foundation sponsored Round Table Discussions to further define the Ball State interpretation of the teacher-scholar model and to integrate this into the fabric of the university. Principles of the teacher-scholar model were added to the P&T Document for use in 2009-10 as details became fleshed out in the Faculty and Professional Staff Handbook, providing underlying guiding principles from Boyer’s view of scholarship for how the teacher-scholar model is implemented within Ball State University. Thus, our teacher-scholar model is rooted in our history as an institution of higher education within the State of Indiana and fostering this model aligns with our 2040 Strategic Goals.

The success of this approach was revealed in a recent survey when quality of education emerged as a leading positive attribute of Ball State University for prospective students, for undergraduate and graduate alumni, and for the general public. As we enter our second century, our enduring value of excellence is articulated through our teacher-scholars and Teacher-Scholar Research grants provide necessary resources for engaging students in their scholarship within a classroom setting.

Target audience:
Faculty members engaging undergraduate students in research projects where high impact learning outcomes are achieved for course based, credit bearing, student-driven work that will result in scholarly output such as poster/platform presentations and peer-reviewed publications.

Rationale:
Research provides exceptional settings for student-driven projects that foster high impact learning and develop core competencies in undergraduate students, regardless of discipline. In these settings, students create a hypothesis, design the series of experiments to test that hypothesis, compile the protocols to execute those experiments, continually evaluate results to make data-driven decisions in trouble-shooting and in the development of next steps, and ultimately communicate novel findings to the larger community. By doing so, students are engaging in key facets of high impact and immersive learning, including creativity, innovation, critical thinking, problem solving, communication, and collaboration. Moreover, the reiterative nature of scientific research provides the opportunity to experience risk taking and failure as normal parts of the process and aids in the development of flexibility and adaptability. In other words, the research laboratory and field setting provides students with an opportunity to fail and to experience this real-world facet of scientific research within the safety net of an educational setting.

Eligibility:
Applicants must be faculty members or graduate students with designation of instructor of record, able to conduct this project with undergraduate students earning course credit. Proposals that do not include meaningful roles for at least 2 undergraduates will not be scored.

Research Program Description:
In general, projects submitted to the undergraduate research program through the Office of Immersive Learning and Sponsored Projects Administration involve a process of study or discovery that will produce new insights, theories, or will apply such knowledge to problem solving. Results of research should be worthy of submission for publication in refereed journals and could contribute to an external funding application.

Funding Availability:
Applications may be submitted up to a maximum amount of $5,000. Funds can be used for equipment, expendable supplies and for travel to research sites. Funds cannot be used for salaries, course buyouts, wages, to attend meetings, support institutional or overhead costs, tuition, or pay wages. Costs need to be itemized and justified, and must follow accepted university accounting policies and procedures. The project period will be May 13, 2019 - May 1, 2020.

GENERAL REQUIREMENTS FOR PROPOSALS
Proposals must be submitted via Submittable. See requirements for specific proposal components below.

APPLICATION COVER SHEET (Includes Budget Form)
Completed in Submittable

PROJECT DESIGN
Proposal Narrative (uploaded to Submittable): Five pages; double-spaced, no smaller than a size 11 font, with at least 1 inch margins in all directions. Label the required sections as stated below and address each topic completely, but concisely. Proposals should be written in understood by the educated lay person outside of the discipline Material should be organized in such a way that a clear outcome of the project is readily discernable.

1. **Executive Summary** - An overview of the proposed project and its significance in no more than 300 words that clearly delineates how the project is student-driven.

2. **Background Information/Literature Review** - The history of the idea, the current status of the research in this area. Clearly indicate how this project is student-driven and state the hypothesis to be investigated.

3. **Goals, Objectives, and Significance** - A discussion of the scope of the project, focusing on the overall goals and specific objectives of the research. Material should be organized in such a way that a clear outcome of the project is readily discernable. Project significance should clearly state the anticipated impact in the field. Clearly indicate the credit-bearing course number that will fulfill the enrollment requirement.

4. **Research Methods & Timeline** – Describe in detail the methods, procedures, steps or activities to be undertaken, and a timetable for completing the work, and include plans for dissemination, publication, and/or presentation. The research methodology description should provide a reader with a clear mental picture of the proposed work as it relates to the goals and objectives of the research. Be sure to include a description of controls. A well-controlled study design is imperative for funding. This section is one of the most important for evaluating whether the study is robust. A significant portion of the narrative should be devoted to this section. This section needs to clearly describe how the project is student-driven.

A good description contains the following information:
• What hypothesis-driven research question(s) will the data propose to answer?
• How will the data be collected and analyzed?
• If humans, animals, or biological agents requiring biosafety measures are to be involved,how would institutional review board, animal care and use, or biosafety protocol approval be pursued and how would the students be engaged in this process?
• What is the expected outcome or what further research questions may be prompted by the results?
BUDGET & BUDGET NARRATIVE
The goal of the budget section of the proposal is to identify the type and amount of funds required to carry out the project. There should be a clear connection between the budget items and their contribution to the proposed project.

Budget Form (within Submitable)

Budget Narrative (uploaded to Submitable) **Two** pages; **double-spaced**, no smaller than a size **11 font**, with at least **1 inch margins** in all directions. Use the budget narrative section to:

- Give a complete explanation of the amounts listed on the Budget Form.
- Explain rationale for figures in budget itemization.
- Name the source of the contribution for the "BSU-Other" column (e.g. Department, College, External Grant, etc.)

Please keep in mind the following when preparing the Budget and Budget Narrative.
- Funds can be used for equipment, expendable supplies, and for travel to research sites.
- Funds **cannot** be used to attend meetings, support institutional or overhead costs, tuitions, or pay wages.
- Awards may **NOT** pay salaries, course buy-outs, or wages.
- Provide sufficient detail regarding how various budget items were calculated and proposed budget amounts are justified.
- Funds not encumbered or spent by the end of the project period will be reclaimed by the program.

PROPOSAL ATTACHMENTS
Please include the following required and optional materials as attachments, to be uploaded separately via Submitable.

Required:
- **Literature references** (1 page maximum)
- **Curriculum Vitae** showing qualifications of the Faculty mentor in relation to the project. (1 page maximum)

Optional:
- **Glossary of Terms** It may be beneficial to the reviewer to refer to a glossary of terms used in the narrative or methodology. (1 page maximum).

SUBMISSION

A complete proposal submission includes the following, clearly labeled:
- Application Cover Sheet, which includes requested budget information.
- Proposal narrative, not to exceed 5 pages,
- Budget narrative, not to exceed 2 pages
- Required attachments: Literature references and Curriculum Vitae
- Optional attachment: Glossary of Terms

The submission deadline is **April 1, 2019 by 5pm**. Completed proposals must be uploaded through Submitable. **Applications missing information or not adhering to the guidelines will be returned without review.**
REVIEW

Review Criteria
Reviewers assign points and an overall rating (fund / do not fund) to the proposals prior to the review meeting. Proposals are scored out of a possible 30 points:

Proposal Background (maximum of 5 points)
Origin of idea or project – clearly is student-driven
Literature review

Significance of Project (maximum of 10 points)
Goal of proposal is clearly stated
Benefits to discipline and practice
Impact of expected outcome of the project
Plans for dissemination
Includes the existing undergraduate credit-bearing course that students will enroll in

Research Methods (maximum of 10 points)
Project plan (e.g., development of creative design, or data collection and analytical procedure)
Clear description of project controls
Feasibility of project within time frame
Use of resources and budget
Clearly indicates project is student-driven

Adherence to Format (maximum of 5 points)
Text is lucid
Proposal adheres to the format described in this guide
Accuracy in grammar and spelling

PROJECT PERIOD
The project period will be May 13, 2019- May 1, 2020.

FUNDING AWARD STIPULATIONS
- Funding requests may be reduced based on funding limitations
- Projects involving the use of humans, animals, radioactive or biohazardous material, must receive approval from the appropriate research compliance review committee to ensure compliance with federal regulations and established university guidelines. While not required at the time of application, proof of compliance approval must be sent to jsblackmer@bsu.edu before funds can be released. See the Office of Research Integrity (ORI) for forms and submission requirements.
- Applicants currently holding Aspire awards (Junior Faculty or Advance) OR have outstanding materials due to the Aspire program will not be eligible for funding. If you need to know your eligibility in regards to the Aspire program, please email aspire@bsu.edu.
**FINAL REPORT**


The Final Report Form will be completed via Submittable.