

**ORGANIZED RESEARCH POLICY STATEMENT AND STANDARD  
OPERATING PROCEDURES  
ROGERS STATE UNIVERSITY  
Updated 02-2012**

**MISSION**

The purpose of the Organized Research Grant Program at Rogers State University is to provide support for research and scholarly activities. The expected outcomes will be contributions to the institution's strategic plan in academic innovation in support of research and scholarly activities.

**GOALS**

The five basic goals of Organized Research at RSU are:

- 1) To promote faculty interest in research and scholarly activities;
- 2) To provide support for faculty and student projects in research and scholarly activities;
- 3) To increase the number of faculty who are engaged in and directing research and scholarly works;
- 4) To provide more opportunities for undergraduate students to participate in research and scholarly activities; and
- 5) To enhance the reputation of RSU in the areas of research and scholarship.

In support of the five basic goals, the Organized Research Grant Program will contribute to RSU's strategic plan in the following ways:

1. Support faculty development based on short-term and long-term needs in order to improve instruction through assessment, program review, faculty development and evaluation processes, instructional methodologies, and student advisement.
2. Promote collaboration within the Rogers State University faculty and between faculty and other entities and institutions (groups, centers, projects, mentors, programs, etc.) in developing action research or action plans to enhance the processes of teaching and learning.
3. Expand the university's innovation process including research development opportunities, technical support for individual and group projects, evaluation of the project, and dissemination of successful projects to other faculty and staff.
4. Support faculty in experimenting with and implementing new pedagogies that enhance teaching excellence and student learning.
5. Support faculty to advance professionally through study, research, active participation/publication in professional organizations, and other scholarly activities.

## **ADMINISTRATIVE PROCEDURES**

It is the intent to distribute a portion of the Organized Research Grant Program by the mechanism of Mini-Grants and Regular Grants. Anticipated applications deadlines will be mid-September and mid-January\*. Specific deadlines for proposal submission will be published annually on the RSU Academic Calendar. Faculty members will need to check in their respective departments for departmental and school review deadlines. (Appendix A) The proposals will be reviewed for merit and then be given a priority ranking by the Research Committee. Approved proposals will be funded from the Organized Research Grant Program.

## **GRANT CYCLES**

There are two grant cycles: Fall grants and Spring grants. The timeline for these cycles are as follows: Fall grant awards may be used upon being awarded *through the end of that current academic fiscal year*. For example, a Fall grant is awarded in October 2011, therefore the faculty member may use the grant money until June 30, 2012. Spending may be restricted sooner than June 30 to allow for end of fiscal procedures. *It should be noted that Fall grants are for short term projects and that significant budgetary planning is needed.* Spring grants are awarded for the **following** fiscal year. These grants are designed for more long term projects and allow faculty members a full year for completion of the project. For example, grants are awarded April of 2012 but grant money is not available until July 1, 2012 through June 30, 2013. (Special note: If a faculty member plans on conference travel in the Fall, then submitting a grant in the previous Spring cycle is most appropriate)

It is recommended that faculty members plan accordingly before submitting in either of the grant cycles. Furthermore, grant money does not carry over from a previous fiscal year. If grant money is not used, the grant award is terminated and the faculty member must resubmit during the next cycle.

## **APPLICATION EVALUATION PROCEDURES**

Initial Administrative Review: Upon receipt, the Center for Teaching and Learning will conduct an administrative review and attach the Grant Review Check sheet. (Appendix B) Grants that meet specific grant guidelines will be forwarded to the chair of the Research Committee.

Grant projects requiring further review from external departments on campus may include, but are not limited to projects which contain research with human subjects or animals, technology or literature purchases, student workers, and travel.

*It is the faculty member's responsibility to be aware of all applicable university policies related to their grant project. i.e. RSU Travel Policy and Procedures*

Review by the Research Committee: the Research Committee will collectively review all applications and rank them with the appropriate review sheet (Appendix C, D) in a recommended priority order for funding. The committee will collect its recommendations and submit the proposals to the Executive Vice President for approval (via the Center for Teaching and Learning).

The total review process usually requires four to six weeks. Hence, notifications of grant awards can be expected by the end of October for fall semester applications and early-April for spring semester applications.

## **AWARD NOTICES**

When the grant is awarded, an approved budget will be provided in addition to budgetary procedures. In addition, the faculty member will be asked to sign a statement that a final report on the project will be submitted within 30 days after completion of the project. (Appendix E) In some instances the reporting period allowed may be greater than 30 days. Faculty members who fail to submit final reports will be ineligible to submit further grants for one grant cycle.

## **GUIDELINES FOR RESEARCH PROPOSALS**

These guidelines describe two types of grants: 1) Mini-Grants and 2) Regular Grants, which are differentiated primarily by the scope of the project and the size of the budget. These guidelines are to be used for reference in research proposal submission. Adherence to the standard format shown below will expedite the review and evaluation of the proposal.

### **I. MINI-GRANTS**

#### **A. Categories and Priorities**

Mini-Grants are defined as research and other scholarship activities with a total budget of \$1,500 or less. Mini-Grants normally will be used to support research/scholarly activities in the seven following categories:

- 1) a preliminary exploratory project to develop a research/scholarly idea to the point that it can be submitted to an external funding agency;
- 2) a research/scholarly activity proposed in an area where funding from other sources is not available;
- 3) a short-term faculty research/scholarly training experience (workshop, short course, visit to a research facility, etc.) to acquire specific research/scholarly skills for initiating a research/scholarly project at RSU;

- 4) support for a small research/scholarly project that significantly involves undergraduate students in research experiences (both research merit and student involvement would be criteria for evaluating the proposal);
- 5) expenses for research/scholarly publication costs in cases where the manuscript has gone through a peer review process and/or editorial review process that validates its quality; manuscript preparation expenses are supported in this category, as well as journal manuscript page charges and a reasonable number of journal reprints; it is not the intent of this category to provide for the mass printing and distribution of books and monographs;
- 6) expenses to defray research/scholarly publication costs of manuscripts printed on campus in cases where the publication will have limited circulation; in this case RSU would be granted the copyright, and all revenues would go to RSU.

Travel expenses to make scholarly presentation at a professional conference will be partially supported through the mini-grant mechanism. **Such presentations must be an integral part of the project under categories 1-4 listed above.** Travel that is partially supported by outside funding receives higher ratings by the reviewers. Partial support in the range of 25-30 percent from outside funding sources is expected because it demonstrates broad commitment to the activity.

#### B. Format for Mini-Grant Proposals

The Mini-Grant Application Evaluation Form should be reviewed as the proposal is being prepared.

1. Organized Research Proposal Routing Sheet (Appendix F)
2. Proposal Title (Second Page): State the Proposal Title, Name and Rank of the Faculty Investigator(s) and enumerate the Specific Objectives of the Project. Clearly stated objectives should be provided.
3. Provide a brief literature review of pertinent work in the proposal area and provide citations. In addition, describe any previous or preliminary work you have done in the proposal area to give the evaluator some idea of your previous experiences and qualifications. Limit to two pages if possible, and attach a current vitae as an appendix. Applications for travel expenses to make a scholarly presentation need to enclose a copy of the abstract accepted by the conference review committee.
4. Provide a specific description and details of the proposed research/scholarly activity. (Limit to maximum of four pages).
5. Budget Page and Rationale (Use Line Item Budget Format). The budget period should stop on or before the end of June; however, if you anticipate that a longer period is needed to complete the project, add a second budget page that goes from July 1 until the end of the project. Fall semester applications awarded will be used for the current fiscal year, while spring semester applications awarded will be used for the next fiscal year.
6. Submit an original and six good quality copies of the proposal to the Center for Teaching and Learning.

## II. REGULAR GRANTS

### A. Categories and Priorities

Regular Grants are defined as substantial research and scholarly activities with a total budget greater than \$1,500. A typical upper-limit for the annual budget would be \$3,500. Regular grants may have potential to:

- Generate revenues that would reimburse RSU beyond the expenses incurred in the original project;
- Be supported with funding from external agencies (foundations, state or federal agencies, or business/industry).

The categories for Regular Grants are:

1. Substantial research of a basic and/or applied nature in any discipline,
2. Scholarly activities of a substantial nature (teaching, discovery, integration, or application) in any discipline. (Appendix G)

*Course development grants should be focused beyond the technical aspects of development and reflect standards of a scholarly project; including the five characteristics of scholarship in teaching. (Appendix G)*

### B. Format for Regular Grant Proposals

The Regular Grant Evaluation Form should be reviewed prior to preparing the proposal. It should be noted that Regular Grant applications will be evaluated more rigorously than Mini-Grant applications. Moreover, the potential of the project to lead to external funding or to generate revenues is an important evaluation criterion.

1. Organized Research Proposal Routing Sheet (Appendix F)
2. Summary or Abstract Page (Second Page): Give Proposal Title, Name and Rank of Faculty Investigator(s), and summarize the project in 100-200 words.
3. Research projects must have a literature review and citations of pertinent work related to the project. Creative scholarly projects must have a background/historical section that describes the context or setting for the project. In addition, in each type of project describe any preliminary work you have done that is related to the proposal. (Limit this section to a maximum of three pages).
4. Clearly enumerate the specific objectives of this project.
5. Describe the methods, procedures, and/or technique that will be utilized in this project. Topics such as experimental design data treatment (interpretation) should also be discussed in this section. Creative scholarly project proposals should provide adequate details to enable a reviewer to assess the merit of the project.
6. Describe the facilities and equipment that are available to support the project. Has the department head (or other responsible person) authorized the use of the facilities for the conduct of the project?
7. List all funding sources both direct and indirect for this project, (other outside scholarships, stipends, grant support, in-kind donations, etc.). Give details of

- possible external agencies that will provide funding for continuing the research/scholarly activities proposed in the application. Alternately, describe the potential for generating revenues from the products/outcomes of this project.
8. List the literature references cited in this proposal. Use the format appropriate for the particular discipline.
  9. Include experience relevant to this application and attach current vitae as an appendix.
  10. Budget Page and Rationale (Use Line Item Budget Format). The budget period should not extend beyond the end of June; however, if you anticipate that a longer period is needed to complete the project, add a second budget page that goes from July 1 until the end of the project. Fall semester applications awarded will be used for the current fiscal year, while spring semester applications awarded will be used for the next fiscal year.
  11. Faculty Time Statement. List your teaching schedule and other responsibilities for the proposal budget period, and indicate how you plan to conduct the research described in the project. If adjustments to your non-teaching responsibilities are involved, the department head will need to attach a statement indicating how the responsibilities will be handled should the application be funded.
  12. Submit an original and six good quality copies of the proposal to the Center for Teaching and Learning.

## **Appendices**

- A. Sample Academic Calendar**
- B. Grant Review Administrative Check Sheet**
- C. Mini-Grant Review Sheet**
- D. Regular Grant Review Sheet**
- E. Sample Notification Letter and Award Procedures**
- F. Organized Research Proposal Routing Sheet**
- G. Standards of Scholarly Work**

**Appendix A**  
**Academic Calendar**

**Appendix B**  
**Grant Review Administrative Check Sheet**

**Appendix C**  
**Mini-Grant Review Sheet**

**Appendix D**  
**Regular Grant Review Sheet**

**Appendix E**  
**Notification Letter**

**Appendix F**  
**Organized Research Proposal Routing Sheet**

## **Appendix G**

### **Standards of Scholarly Work**

#### ***What is Scholarly Work?***

*Whether it is in inquiry, teaching, integration, or engagement, to be scholarly, work must satisfy these six criteria:*

#### ***Standards for Scholarly Work***

*Clear goals; adequate preparation, appropriate methods, significant results, effective presentation, reflective critique*

*Glassick et al., 1997. Scholarship assessed: Evaluation of the professoriate.*

#### ***Scholarship in teaching has five characteristics***

- 1. It reflects the natures, values, fundamental concepts and modes of enquiry specific to the discipline.*
- 2. It considers learning assessments and outcomes.*
- 3. It inquires into the effectiveness of aims and research into teaching and learning.*
- 4. It responds to the need for continuous improvement resulting from reflection and inquiry.*
- 5. It communicates new questions and knowledge about teaching and learning.*

*Trigwell et al. (2000) [Higher Education Research & Development](#), Volume 19, Issue 2 July 2000 , pages 155 - 168*

#### **Boyer's Four Areas of Scholarship**

**DISCOVERY:** This element of scholarship is purely investigative, in search of new information. At the core of scholarship, it is "what contributes not only to the stock of human knowledge but also to the intellectual climate of a college or university" and Boyer considers investigation and research "at the very heart of academic life" (17; 18). These scholars ask, "What is to be known? What is yet to be found?" (19)

**INTEGRATION:** This element of scholarship is what happens when scholars put isolated facts into perspective, "making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way" -- work that "seeks to interpret, draw together, and bring new insight to bear on original research" (18-9). Closely related to discovery, integration draws connections and examines contexts often in an interdisciplinary and interpretive way. Boyer sees integration as growing trend in universities, where disciplines are converging and the boundaries between fields is becoming blurry. These scholars ask "What do the findings mean? Is it possible to interpret what's been discovered in ways that provide a larger, more comprehensive understanding?"

**APPLICATION:** This element of scholarship is the most practical in that it seeks out ways in which knowledge can solve problems and serve both the community and the campus. As opposed to merely "citizenship," Boyer argues that "to be considered scholarship,

service activities must be tied directly to one's special field of knowledge and relate to, and flow directly out of, this professional activity" (22). He importantly notes that knowledge is not necessarily first "discovered" and then later "applied" -- "new intellectual understandings," Boyer writes, "can arise out of the very act of application...theory and practice vitally interact and one renews the other" (23). These scholars ask "How can knowledge be responsibly applied to problems? How can it be helpful to people and institutions?"

*TEACHING:* This element of scholarship recognizes the work that goes into mastery of knowledge as well as the presentation of information so that others might understand it. "Teaching, at its best, means not only transmitting knowledge, but transforming and extending it as well" -- and by interacting with students, professors themselves are pushed in creative new directions (24). These scholars ask "How can knowledge best be transmitted to others and best learned?"

Research Committee  
Rogers State University  
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