



**THE JANE AND RON  
GRAHAM CENTRE  
FOR THE SCHOLARSHIP  
OF TEACHING AND LEARNING**  
UNIVERSITY OF SASKATCHEWAN

# **SoTL Research Grants Handbook**

January 2026

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# DEFINITIONS

As you engage with the Jane and Ron Graham Centre for SoTL Research Grants Handbook, the following definitions and guiding principles may support your understanding of the values, practices, and scholarly approaches that underpin SoTL at the University of Saskatchewan.

## What is SoTL?

SoTL is research! SoTL is defined as:

The systematic study of teaching and learning with a focus on improving student learning. It is an evidence-based process that enables the use of various research methodologies with outcomes that can be applied to learning environments. This work focuses on conducting research, developing results for peer review, and publicly disseminating the research outcomes so others can learn them and build upon them.

## SoTL vs. Scholarly Teaching vs. Good Teaching

Potter and Kustra (2011) define scholarly teaching as “teaching grounded in critical reflection using systematically and strategically gathered evidence, related and explained by well-reasoned theory and philosophical understanding, with the goal of maximizing learning through effective teaching” (p.3).

## Purpose of the Graham Centre for SoTL Grants

The Jane and Ron Graham Centre for the Scholarship of Teaching and Learning advances a shared commitment to teaching as a meaningful, scholarly, and intellectually rigorous endeavour within higher education. Guided by our Strategic Plan, we recognize SoTL as a vital pathway for cultivating inquiry-minded educators, elevating evidence-informed teaching practices, and strategically amplifying innovations that enhance student learning and strengthen our academic communities.

- **SoTL Flicker Grant (for graduate students)**
- **SoTL Spark Grant (for tenure track faculty new to SoTL)**
- **SoTL Ignite Grant (for tenure track faculty experienced in SoTL)**
- **SoTL Flare Grant (for SoTL research within a College or School). Broader SoTL Research.**



# WHO ARE THE SOTL GRANTS FOR?

*See page 18 for applicant eligibility*

## SoTL Flicker Grant - Student Exploratory Projects

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### Eligible Applicants:

- Undergraduate students (typically honours students)
- Master's and doctoral students

**Intended for** students who wish to explore teaching and learning questions by integrating a small-scale SoTL project into their coursework, thesis, dissertation, or disciplinary research.

### Key Characteristics:

- Mini, exploratory SoTL projects
- Strong emphasis on learning about SoTL
- Integration with existing graduate or undergraduate research
- Faculty mentorship and support from the SoTL Centre

## SoTL Ignite Grant - Advancing SoTL Scholarship

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### Eligible Applicants:

- Mid-career faculty members
- Experience SoTL scholars

**Intended for** faculty members who have demonstrated prior engagement in SoTL and are prepared to advance the scope, rigor, and impact of their research through more sophisticated, theory-informed, or collaborative projects.

### Key Characteristics:

- Emphasis on methodological rigor and scholarly leadership
- Projects with broader impact or complexity
- Clear plans for dissemination and knowledge mobilization
- Not intended for first-time SoTL projects

## SoTL Spark Grant - Faculty New to SoTL

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### Eligible Applicants:

- Early career researchers
- Faculty new to SoTL

**Intended for** faculty members who are new to the Scholarship of Teaching and Learning and are ready to develop their first SoTL project through structured learning, mentorship, and sustained support.

### Key Characteristics:

- Two-year developmental program
- Cohort-based learning and individualized mentorship
- Focus on project design, ethics preparation, and launch
- Emphasis on readiness and learning rather than prior SoTL experience

## SoTL Flare Grant - Collaborative, Discipline-Based Research

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### Eligible Applicants:

- Established faculty teams within a single College or School

**Intended for** faculty teams ready to collaboratively investigate a significant, discipline-specific teaching and learning challenge with the potential for sustained impact on curriculum, programs, or teaching practices.

### Key Characteristics:

- Team-based, discipline-focused SoTL research
- Emphasis on collaboration, capacity building, and scale
- Encouraged involvement of undergraduate and graduate students as research partners
- Focus on sustained impact beyond the grant period

## Applicants should select the grant that best aligns with:

- Their current experience with SoTL
- The scope and scale of their proposed project
- Whether the work is exploratory, developmental, advanced or collaborative

The SoTL centre welcomes inquiries from perspective applicants and is available to support individuals and teams in identifying the most appropriate funding pathway.

## Which SoTL Grant is Right for Me?

### Start here: Who is applying?

#### 1. Are you a student?

- **Yes → SoTL Flicker Grant**

*You are exploring teaching and learning questions as part of your coursework, thesis, or disciplinary research through a small-scale SoTL project.*

- **No → Continue below**

#### 2. Are you a faculty member new to the Scholarship of Teaching and Learning?

*(e.g., first SoTL project, limited prior SoTL experience)*

- **Yes → SoTL Spark Grant**

*You are ready to develop your first SoTL project through structured learning, mentorship, and sustained support.*

- **No → Continue below**

#### 3. Do you have prior experience conducting and disseminating SoTL research?

*(e.g., completed SoTL projects, publications, conference presentations)*

- **Yes → Continue below**

- **No / Unsure → SoTL Spark Grant**

*Spark is appropriate if you are still building confidence and foundational SoTL expertise.*

#### 4. Are you proposing an individual or small-team project that advances your existing SoTL work? *(e.g., greater methodological sophistication, theoretical depth, or broader dissemination)*

- **Yes → SoTL Ignite Grant**

*You are ready to advance the rigor, space, or impact of your SoTL scholarship.*

- **No → Continue below**

#### 5. Are you part of a faculty team within a single College or School addressing a shared disciplinary teaching and learning challenge?

- **Yes → SoTL Flare Grant**

*You are collaborating on a discipline-based SoTL project with potential for sustained curricular or programmatic impact.*

- **No → Contact the SoTL Centre for guidance on the most appropriate funding pathway.**

If you are uncertain which grant best fits your experience or project goals, the SoTL Centre welcomes consultations and can help you identify the most appropriate entry point within the grant suite.

The grant suite is designed as a developmental pathway, supporting inquiry from exploratory learning to advanced, collaborative impact.

## SoTL Research Grant Comparison Chart

	FLICKER	SPARK	IGNITE	FLARE
<b>Eligibility *</b>	Master's & PhD Students	Faculty new to SoTL	Experienced SoTL Faculty	Experienced SoTL Faculty
<b>Funding Amount **</b>	\$2,500	\$5,000	\$10,000	\$25,000
<b>Number of Awards</b>	2	3	2	1
<b>Duration of Award</b>	24 months, beginning September 1			

\*Applicants may receive each award only once.

\*\* All funds not spent by the end of the grant period will be returned to the SoTL grant fund. Over expenditures of grant are not permitted and will become the recipient's personal liability.

## Eligible Expenses

Expenses	FLICKER	SPARK	IGNITE	FLARE
Conference fees	✓	✓	✓	✓
Travel Expenses	✓	✓	✓	✓
Research Assistants	-	✓	✓	✓
Participant Incentives	✓	✓	✓	✓
Design-related materials/equipments	✓	✓	✓	✓
Transcription fees	✓	✓	✓	✓
Technology	✓	✓	✓	✓
Course release **	-	-	✓	✓
Article Processing Fee	-	-	-	✓
Hardware	-	-	-	-
Personal Software	-	-	-	-
Phones	-	-	-	-

\*Research Assistants are paid \$24.87/hour. Information on roles and responsibilities of research assistants can be found at:

[careers.usask.ca/agreements/psac/agreements/graduate-students/psac-table-of-contents.php](https://careers.usask.ca/agreements/psac/agreements/graduate-students/psac-table-of-contents.php)

\*\*Course release must be approved by College Dean or designate.





## **Grant Overview**

The SoTL is committed to strengthening institutional capacity for high-quality SoTL research at the University of Saskatchewan. In alignment with our strategic priorities, the Centre provides tenure-track faculty and graduate students with the guidance, resources, and scholarly support needed to design, develop, and advance rigorous SoTL research proposals.

Recipients of these grants will be provided with 1:1 support throughout the year to assist them in developing their research proposal. Grant recipients will meet at least once per semester in a Community of Practice (CoP) format for capacity building and mentoring.

**Research fund accounts will not be opened until ethics is received;** however, a request can be made for an advancement of funds if required. All funds need to be spent by the end of the term of the grant or they will be returned to the SoTL grant fund.

## **Application and Deadline:**

- Application Deadline: **March 1**
  - *When the competition deadline falls on a weekend, the applications will be extended to the next business day.*
- Notification of the award will be provided within 8 weeks of the competition deadline.
- Extensions for grants are permitted at the discretion of the Director.

Submit your application including:

- completed online application (via link provided for each grant)
- an up-to-date CV (short version)
- a copy of your completed TCPS 2

Funds for the grants are limited, and the application process is competitive. It is very important that applicants review the submission process carefully to ensure that all necessary information is clearly and concisely provided.

- **Individuals may not apply for more than one grant at a time in the same academic year.**
- **You may receive the Spark grant only once.**

## SoTL Flicker Overview

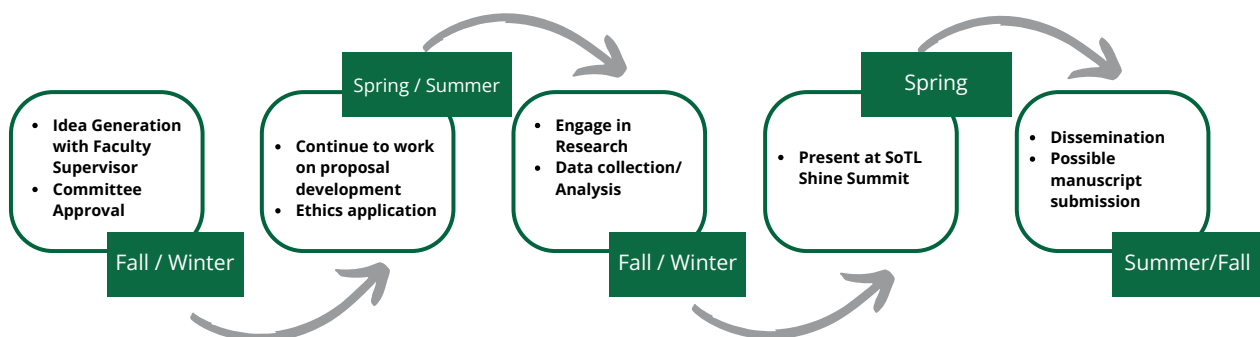
The SoTL Flicker grant supports undergraduate and graduate students who wish to explore teaching and learning questions through a small-scale, mentored SoTL project integrated into their academic studies. This grant provides an exceptional opportunity for students to enhance their research skills in the realm of teaching and learning. The support from the SoTL Centre is invaluable in assisting students in crafting high-quality SoTL research proposals that have the potential to make a tangible impact in the field of teaching and learning.

Throughout the grant period, student recipients work with their faculty mentor to develop a strong SoTL research proposal, obtain ethics approval, conduct the study, and prepare a clear plan for dissemination. Recipients are also expected to attend the annual SoTL Shine Summit, held during the first week of May.

**As a developmental grant, the SoTL Flicker Grant prioritizes learning, integration, and exploratory inquiry over fully developed SoTL research designs.**

Grant recipients are expected to:

1. **Develop a new SoTL research project** focused on a teaching and learning issue relevant to their instructional context.
2. **Complete the TCPS 2: CORE-2022** certificate to demonstrate foundational competency in ethical research practices.
3. **Obtain research ethics approval** prior to data collection.
4. **Present at the SoTL Shine Summit** in May of the first year, sharing preliminary insights from the project.
5. **Submit two progress reports:**
  - a. **Part 1 (due January 31, Year 1):** A brief reflection on project progress and any supports needed for successful completion.
  - b. **Part 2 (due September 30, Year 2):** A final report submitted within one month of project completion.





## **Evaluation Criteria**

Applications for the SoTL Flicker grant will be evaluated with emphasis on learning, integration, and feasibility.

### **1. Teaching and Learning Focus**

The proposal identifies a clear teaching and learning question, issue, or dimension that meaningfully connects to the student's graduate or disciplinary context.

### **2. Integration with Graduate Studies**

The project demonstrates a thoughtful connection between SoTL inquiry and the student's existing coursework, thesis, dissertation, or scholarly interests.

### **3. Feasibility and Appropriate Scope**

The proposed project is small-scale, realistic, and achievable within the Flicker Grant timeline and funding, with awareness of basic research and ethics considerations.

### **4. Learning Orientation and Scholarly Curiosity**

The application demonstrates curiosity and readiness to learn about SoTL concepts, methods, and ethical approaches through mentorship and support from the SoTL Centre

### **5. Potential to Inform Teaching and Learning**

The project shows potential to generate insights that may inform teaching, learning, or educational practice, even at a local or exploratory level.

## **Application Requirements**

**ETHICS** - The responsibility for ensuring that the student is adequately trained to conduct the research lies with the mentor and the student. Before receiving the allocated funds, the student must complete the TCPS 2: CORE-2022 certification and obtain ethics approval from the University of Saskatchewan.

### **ADDITIONAL REQUIREMENTS AND SoTL RESEARCH PROJECT**

The responsibilities of the applicant and the mentor, along with a mentorship plan, should be detailed, specifically outlining the mentor(s) roles in the proposed research project. The application requires a brief description of anticipated research training and educational benefits, highlighting the additional knowledge and skills to be acquired, and how this experience will contribute to the current research interest and advance career goals. The SoTL project description is a collaborative effort between the student and the mentor. It should allow for significant opportunities for both independent and advanced work. This project description should be clear and concise (maximum three pages) and including the following:

- Background and objectives of the study
- Methodology (specific details within space constraints)
- Analysis and Interpretation
- Expected outcomes (e.g. conference presentations, publications, reports, etc.)

Type	Cost	Rationale
<b>Conference travel</b>	\$2,000.00	Will disseminate findings in June at the STLHE conference: ·Conference fees for students \$800 ·Flight from Saskatoon to Edmonton return \$450 ·Hotel (conference rate of \$150/night) = \$450 ·Per Diem (\$80/day x 3 days) = \$240
<b>Project cost</b>	\$2,000.00	

When creating budgets, applicants should be as specific as possible in justifying appropriate expenditures. Applicants should also include a copy of the proposed budget.

## **SoTL Spark Overview**

The SoTL Spark Grant is a **two-year developmental program** intended for faculty (*see page 18 for applicant eligibility*) who are new to the Scholarship of Teaching and Learning and are ready to develop their first SoTL project through structured learning, mentorship, and sustained support. The grant blends structured learning, individualized mentorship, and sustained research support to cultivate confidence and capacity in SoTL inquiry.

### **Year 1: Learning, Design, and Proposal Development**

In the first year, recipients participate in monthly cohort sessions facilitated by the Director of the Graham Centre for SoTL. These sessions introduce foundational and advanced SoTL concepts—research design, methodological alignment, ethics preparation, data collection strategies, and dissemination planning.

Participants are also encouraged to attend the MRU–SoTL Symposium in the fall. This event provides an early immersion into the SoTL landscape, exposing new scholars to current conversations, diverse methodologies, and emerging areas of inquiry. The symposium often sparks creative thinking and helps faculty generate and refine ideas for their future SoTL projects.

Between meetings, participants progressively build their project materials, receiving individualized feedback as they:

- Develop a new SoTL research project (which may be informed by prior work),
- Refine research questions and methodological approaches,
- Prepare and submit their ethics application, and
- Design a dissemination plan aligned with their scholarly goals.

By the end of Year 1, each faculty member will have a fully developed, ethically approved SoTL project ready to launch.

### **Year 2: Research Implementation and Scholarly Mobilization**

The second year provides dedicated time and continued mentorship to carry the project forward. Faculty members move into:

- Data collection and analysis,
- Interpretation of findings,
- Ongoing consultations with the Director, and
- Preparation of scholarly outputs such as conference presentations, publications, reports, or other forms of knowledge mobilization.

By the conclusion of Year 2, recipients will have advanced a meaningful SoTL project from conceptualization to dissemination, strengthening both their scholarly profile and the broader culture of evidence-informed teaching at USask.

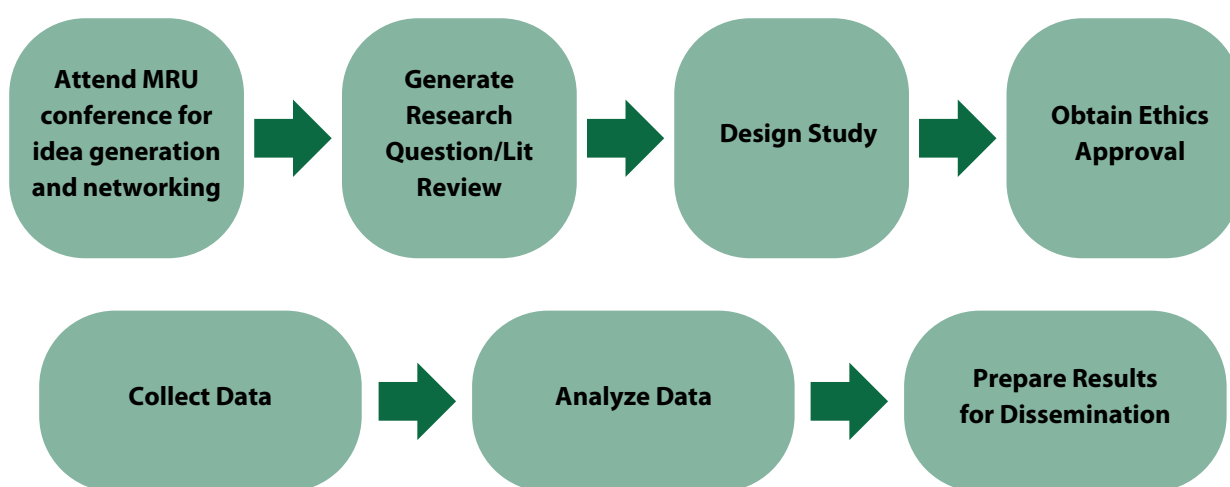
Specifically:

### **Part 1: Completed SoTL Proposal and Ethics Submission**

By the end of Year 1, participants will submit a completed SoTL research proposal alongside evidence of ethics submission (e.g., confirmation of receipt or approval).

### **Part 2: Final Project Support**

Provide a comprehensive final research project report, which should be submitted one month after the completion of the project, by September 30. This report should encapsulate your research findings and insights gathered throughout the project.



## **Evaluation Criteria**

Applications will be evaluated with attention to the developmental purpose of the Spark program.

### **1. Teaching and Learning Focus**

The proposal identifies a clear teaching and learning question, challenge or area of curiosity grounded in the applicant's instructional context and appropriate for SoTL development.

### **2. Alignment with SoTL Principles**

The project aligns with core principles by focusing on the systematic inquiry of teaching and learning, with emphasis on openness to scholarly learning rather than prior SoTL expertise.

### **3. Feasibility and Developmental Readiness**

The proposed project is realistic in scope and context and demonstrates awareness of the research process, with feasibility assessed in relation to the structure supports provided through the Spark program.

### **4. Potential Educational Contribution**

The project shows potential to generate insights that may inform teaching and learning practices at the course, program, department, or institutional level.

## **SoTL Ignite Overview**

The SoTL Ignite Grants are designed to support mid-career faculty members and experienced SoTL scholars who are ready to advance ambitious, rigorous, and impactful SoTL projects, with emphasis on scholarly leadership and contributions rather than foundational skill development.

### **Eligibility**

Applicants must be faculty members at the University of Saskatchewan (*see page 18 for applicant eligibility*) with a demonstrated track record in SoTL. An experienced SoTL researcher is defined as an individual who has previously served as a Principal Investigator (PI) or Co-Principal Investigator (Co-PI) on a successful SoTL project that resulted in at least one peer-reviewed publication or refereed conference presentation.

Recipients must propose a new SoTL research project, though it may build on findings or momentum from a previous study.

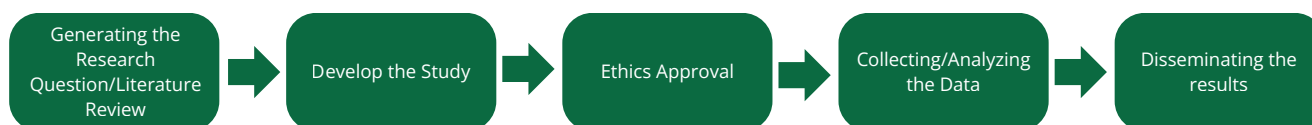
### **Collaborative Orientation**

Applicants are strongly encouraged to pursue collaborative partnerships either within their home college or across different colleges. Collaborative projects broaden perspectives, enrich methodological approaches, strengthen capacity-building, and increase the reach of SoTL at the University of Saskatchewan.

Cross-disciplinary teams are particularly encouraged, as they often yield innovative insights and more robust understandings of complex teaching and learning contexts.

All grant recipients are expected to:

1. **Develop a SoTL Research Project:** Create a Scholarship of Teaching and Learning (SoTL) research project focusing on a topic relevant to your classroom's teaching and learning. Create meaningful pedagogical insights and has potential to contribute to the program, department, or institutional practices.
2. **Complete the TCPS 2: CORE-2022 Certificate:** Successfully fulfill the TCPS 2: CORE-2022 certificate requirements, demonstrating your commitment to enhancing your teaching and research capabilities.
3. **Obtain Research Ethics Approval:** Secure the necessary research ethics approval for your project, ensuring your research is conducted ethically and responsibly.
4. **Provide Progress Reports:** Share progress updates throughout your project, including a mid-project report in the first year (part 1), and a final report in the second year (part 2).



## **Evaluation Criteria**

Applications will be evaluated with recognition that Ignite projects are led by experienced SoTL scholars and are expected to demonstrate depth, rigor, and broader impact.

### **1. Advanced SoTL Focus and Rationale**

The proposal demonstrates a clear and explicit focus on the Scholarship of Teaching and Learning and articulates a well-developed rationale that positions the project within ongoing SoTL conversations and priorities.

### **2. Theoretical and Scholarly Grounding**

The project is grounded in relevant SoTL and/or disciplinary literature, with appropriate theoretical, conceptual, or empirical framing to support the proposed inquiry; a comprehensive review is not required.

### **3. Methodological Rigor and Appropriateness**

The proposed research design demonstrates methodological soundness and alignment with the research questions, including clearly articulated approaches to data collection and analysis appropriate to the project's scope and complexity.

### **4. Scope, Feasibility, and Project Management**

The project is appropriately scoped, with realistic timelines and a clear plan for implementation, including consideration of ethics, collaboration, and resource requirements.

### **5. Scholarly Leadership and Impact**

The project demonstrates potential to advance SoTL practice, theory, or methodology through deeper inquiry, broader collaboration, or leadership within or beyond the institution.

### **6. Knowledge Mobilization and Dissemination**

The proposal includes a clear and feasible plan for disseminating findings internally and externally, such as through conferences, publications, or other scholarly or educational venues.

### **7. Budget Alignment and Justification**

The budget is clearly justified and appropriately aligned with the proposed research activities, demonstrating effective and responsible use of funds.

## **Future Grant Opportunities**

While preparing the SoTL Ignite grant application, applicants may want to consider taking advantage of the other USask internal funding opportunities available.

- SSHRC Explore Grants provide up to \$10,000 of financial assistance over 24 months to support small scale research projects within the scope of SSHRC's Insight program.
- SSHRC Exchange Grants provide up to \$7,000 of financial assistance over 24 months to support knowledge exchange or mobilization activities within the scope of SSHRC's Connection or Knowledge Synthesis programs.
- Publication Fund provides funding up to \$2,000 to offset publishing costs, including open access fees, publishing subventions, and learned journal subsidies.

How to write an Ignite Grant Budget

It is important to be as detailed in your budget justification as possible.

Step One:

Make a list of everything you plan to do within your research project and who is going to do it. Use your research design as a guide.

Step Two:

The Ignite grant is limited to a maximum of \$10,000 so be very conscientious about what funds you may need for each part of the research process. If the costs of your project exceed this amount, you may need to reconsider an alternative, eliminate some items, or scale back the scope of the project.

Sample Budget

Budget Item	# of Items	Cost per Item	Total Cost	Notes
Research Assistant Salary	12hr/week x 8 weeks	\$24.87/hr	\$2,387	Data Collection
Participant Honorarium				
Conference Fee	2 registrations	Approx \$550	\$1,100	STLHE (June)
Flights	2 return flights		\$2,000	
Per Diem	6 days x 2	\$80/day	\$960	4 days at conference (plus 2 travel days)
Hotel	5 days x 2	\$200/day	\$2,000	5 nights at conference
Total Cost			\$8,448	

Step Three:

Provide a brief budget justification for each item in your budget indicating why the costs are reasonable and necessary.



## **SoTL Flare Overview**

The SoTL Flare Grant is intended for established faculty teams (*see page 18 for applicant eligibility*) within a single College or School who are ready to collaborate on a discipline-based SoTL project with the potential for sustained impact on teaching, learning, and curriculum. Grounded in the principles of the Jane and Ron Graham Centre for SoTL, this grant provides up to \$25,000 to enable colleges and schools to undertake high-impact research that strengthens teaching excellence within their academic communities.

### **Purpose and Focus**

The Flare Grant is intended for established faculty teams seeking to investigate a substantive pedagogical issue unique to their discipline. Projects should be designed to generate meaningful and actionable insights that enhance student learning, inform curriculum or program design, and contribute to broader conversations in SoTL.

Proposed projects must:

- Address a significant teaching and learning challenge specific to the applicant's College or School,
- Advance understanding in ways that scale or disseminate meaningfully within the discipline, and
- Demonstrate potential for sustained impact beyond the grant period.

### **Team Composition**

To ensure depth of inquiry and effective collaboration, teams are encouraged to comprise 5–6 faculty members from the same College or School. This size supports diverse expertise while maintaining project manageability.

In alignment with the Students as Partners initiative and the Centre's commitment to building capacity in SoTL, applicants are strongly encouraged to involve both undergraduate and graduate students in substantive research roles.

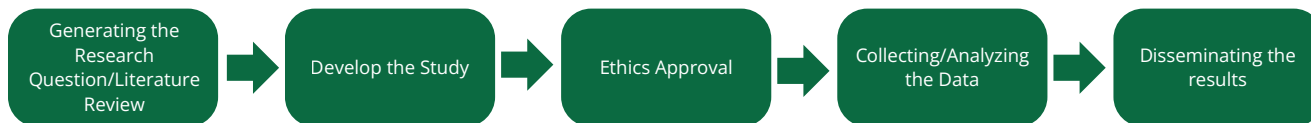
### **Collaboration and Capacity Building**

The Flare Grant is distinct within the SoTL suite in its focus on collective, discipline-based research. Successful proposals will demonstrate:

- A clear collaborative structure with defined roles,
- Mechanisms for engaging colleagues across a department or College,
- Plans for knowledge mobilization within the unit (e.g., curriculum reform, faculty development, programmatic improvement), and
- Potential pathways for external dissemination.

Funding Administration:

Research funds will be released after ethics approval for the project has been secured, consistent with the broader SoTL grant suite.



### Grant Objectives

1. Encourage interdisciplinary collaboration among faculty members.
2. Address and solve a complex teaching challenge specific to a College or School.
3. Enhance the quality of teaching and learning through evidence-based research.
4. Promote the dissemination of successful SoTL practices across the university.

### Eligibility Criteria

- The grant is open to groups of faculty researchers within any College or School at USask.
- Each College or School may submit **one** grant application. If multiple applications are proposed, the College or School must determine which one to submit. However, due to the size of the College of Arts and Science, **three** submissions will be accepted.
- Projects must focus on solving a significant teaching and learning challenge specific to the applicant's College or School.
- Proposals should demonstrate a clear plan for collaboration and impact on teaching practices.

### Examples of Complex Teaching Challenges

*These are suggestions and not mandatory topics*

- **Student Engagement in Large Classes:** Finding effective ways to engage and assess students in large lecture-based courses.
- **Keeping Up with Rapid Advancements:** Ensuring the curriculum stays current with the fast-paced development in AI technologies and methodologies.
- **Assessment of VR-based Learning:** Developing methods to assess student learning and engagement in VR environments effectively.
- **Indigenous Education:** Create assessment tools that respect and reflect Indigenous ways of knowing and learning.
- **Principles of Equity, Diversity & Education:** Implement and assess teaching methods that cater to a wide range of learning styles and backgrounds.

### Application Process

1. **Proposal Submission:** Interested faculty groups must submit a detailed proposal outlining the teaching problem, research methodology, expected outcomes, and a budget plan.
2. **Well-Developed Rationale:** The project's rationale should be robust and explicitly elucidate how it will contribute to the SoTL community.
3. **Comprehensive Literature Review:** The application should include a thorough literature review that provides context and background for the proposed research.

4. **Methodological Soundness:** The study design should exhibit methodological rigor, including well-defined research questions, data collection, and data analysis procedures.
5. **Adherence to SoTL Best Practices:** The proposal should adhere to established principles of good SoTL practice, ensuring quality and integrity in the research.
6. **Realistic Timelines:** The application should present realistic and achievable timelines for the project's various stages.
7. **Effective Dissemination Plan:** A clear plan for sharing research findings both within the University of Saskatchewan (USask) and externally through SoTL conferences or journals should be articulated. Pertinent details about the intended publications or conference presentations should be provided.
8. **Thorough Budget Justification:** The budget should be justified in detail, with a clear alignment between budget items and the associated research activities. This alignment ensures that resources are allocated effectively and efficiently to support the research endeavor.

## **Evaluation Criteria**

Applications will be evaluated with attention to the collaborative, discipline-based, and impact-oriented purpose of the Flare Grant.

### **1. Significance of the Disciplinary Teaching and Learning Challenge**

The proposal clearly identifies a substantive teaching and learning issue of importance within the applicant's College or School, demonstrating relevance, urgency, and disciplinary alignment.

### **2. Alignment with SoTL Principles and Scholarly Inquiry**

The project demonstrates strong alignment with SoTL principles, including systematic inquiry into teaching and learning, appropriate use of theory or literature, and a commitment to ethical and rigorous research practices.

### **3. Collaborative Design and Team Capacity**

The proposal articulates a clear and effective collaborative structure, including defined roles, complementary expertise, and mechanisms for sustained teamwork within the College or School.

### **4. Feasibility, Scope, and Project Planning**

The project is appropriately scoped for a team-based grant, with realistic timelines, clear milestones, and a feasible plan for implementation, including consideration of ethics, resources, and coordination.

### **5. Student Partnership and Capacity Building**

The proposal meaningfully integrates undergraduate and/or graduate students in substantive research roles, contributing to both project quality and capacity building in SoTL.

### **6. Potential for Sustained Disciplinary Impact**

The project demonstrates potential to generate actionable insights that inform curriculum, program design, or teaching practice within the discipline, with evidence of impact beyond the grant period.

### 7. **Knowledge Mobilization and Dissemination**

The proposal includes clear and feasible plans for mobilizing findings within the College or School and contributing to broader disciplinary or SoTL communities.

### 8. **Budget Alignment and Stewardship**

The budget is well-justified and clearly aligned with the proposed activities, demonstrating effective use of resources to support collaborative and high-impact research.

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## **APPLICANT ELIGIBILITY CRITERIA:**

Applicants must hold a faculty appointment at the rank of Assistant, Associate or Professor at the University of Saskatchewan. Eligibility for applicants holding Adjunct Professor appointments or Special Lecturer appointments at the University of Saskatchewan will be considered if applications meet the teaching and learning requirements of the grant. Applicants holding Lecturer appointments at the University of Saskatchewan will be considered eligible if application meets the teaching and learning requirements of the grant and if they have received approval that considers them eligible to apply for, hold, and administer research funding in accordance with university policy requirements.

Applicants should have, at the time of application, a permanent/ongoing appointment with the university (i.e. tenure track, continuing status, permanent or without term) or a term appointment that spans for a period of three years or more.

If you have any questions about the SoTL grant suite please contact the SoTL Centre at [sotl@usask.ca](mailto:sotl@usask.ca).

**BE WHAT THE WORLD NEEDS**