



STAR

SCHOLARLY TEACHING AND RESEARCH

GRANT GUIDELINES

2022 - 2023



CENTRE FOR
TEACHING, LEARNING
AND INNOVATION

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Definitions

The Scholarship of Teaching and Learning (SoTL) movement and its supporters assert that teaching is serious, scholarly work (STHLE, 2017). You may find the following definitions helpful as you read through these Lethbridge College STAR Grant guidelines.

What is SoTL?

SoTL is research! The Lethbridge College Applied Research and Scholarship Policy (2019) defines SoTL as follows:

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

Scholarly 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).

Good Teaching

One way Lethbridge College demonstrates a commitment to "good" or "effective" teaching is by providing instructors with opportunities to develop their knowledge and skills through the following PD activities and tools:

- New Instructor Orientation Program (NIOP)
- Activities to develop reflective practice (e.g. Peer Observation)
- Instructor Certification Program (ICP)
- Workshops and Micro-Credentials
- The Teaching Excellence Framework



STAR Grant Purpose

The Lethbridge College Teaching Excellence Framework highlights the importance of scholarly activity in the Scholarly Teaching and Scholarship dimension, which “describes how instructors engage in the practice of scholarly teaching and the scholarship of teaching and learning (SoTL) to reflect on their teaching practice, teaching philosophy, and research interests for the benefit of student learning.”

Lethbridge College is committed to advancing scholarly activities, applied research, and the scholarship of teaching while recognizing that scholarship takes many forms. The Scholarship of Teaching and Learning (SoTL) is a growing movement in higher education, as expressed in the vision of the Society of Teaching and Learning in Higher Education (STLHE) and the International Society for the Scholarship of Teaching and Learning (ISSOTL).

The purpose of the Scholarly Teaching and Research (STAR) grant is to encourage applicants (faculty and staff) to engage in SoTL activities. The fund is designed to develop and build internal capacity by providing funding for the following:

- Release or backfill time for applicants
- Research assistants
- Associated project costs
- Encouraging student participation in research activities

According to Potter and Kustra (2011), both scholarly teaching and SoTL research focus on maximizing student learning. Referring to SoTL specifically, the researchers state, “[it] seeks understanding, and makes that understanding available to others through publicly shared products—which can be used by scholarly teachers to inform their teaching, potentially helping them teach more effectively” (p. 7).

Project ideas might include:

- Experimenting with the effectiveness of a new tool or technology in meeting a learning outcome
- Assessing the impact of a newly developed lesson or activity
- Exploring student satisfaction or engagement with a topic or assessment
- Testing solutions to a teaching problem or issue
- Piloting a new assessment to achieve a Student Core Competency badge

Eligibility

All full- and part-time continuing instructors and staff are eligible for the STAR Grant, pending approval from their supervisor/Associate Dean. Casual employees may apply as part of a research team. Projects involving students in the research process (where possible) are strongly encouraged. Since this is a capacity-building grant, new applicants may take priority over previous awardees. New applications from previous awardees who were non-compliant with SoTL guidelines will not be accepted. Final reports from a previous STAR Grant must be approved and submitted prior to starting a new application.



Award Value

Proposed projects may involve either one or two applicants. The value of each award for a single applicant will typically range from \$5,000–\$7,000. For projects with co-applicants, the award may be up to double that amount.

STAR Grant Intake Cycle and Project Duration

A Letter of Intent is now part of the STAR Grant application process. The purpose is to streamline approvals prior to the start of an application; to assist Deans, Associate Deans, and MLT leaders with course release and backfill planning; and to alert the Educational Development Team to the number of expected applications and budget requests.

The fixed deadline for LOI submission is the **third Monday of January**.

A fixed submission date for applications occurs on the **last Friday in February**. Approved projects will **run from July 1st to June 30th** in alignment with the college fiscal year.

All submissions must be completed using the STAR Grant LOI Form and the STAR Grant Application Form.

2022 - 2023 STAR Grant

Application timelines for the **2022–2023 STAR Grant** are listed below.

- **Applications opens November 15, 2021**
- ***New in 2022*** Letter of Intent (LOI) due date: **January 17, 2022**
- Application due date: **February 25, 2022**
- Anticipated date of notification: **March 31, 2022**
- Funding period: **July 1, 2022 - June 30, 2023**
- Project duration: **12 months (July 1 - June 30)**



Application Process

For an application to be considered by the STAR Grant Selection Committee, it must follow these steps:

Step 1: **Letter of Intent (LOI) Approval**

On the second Monday in January, submit a Letter of Intent (LOI) for approval by: a) Associate Dean, b) Centre Dean, AND c) Business Analyst (or equivalents) for the Centre(s).

The Centre Dean, Associate Dean, or equivalent(s) will ensure that the project aligns with centre plans and priorities and sign the LOI. The approval process for co-applicants is identical; however, only a single application will be considered for assessment.

The BA (or equivalent) will ensure that the costs of each budget line item, along with budget justification, are accurate. The total budget is expected to reflect the actual costs of the project vs utilizing the entire amount available regardless of what project costs are.

Step 2: **Submission**

Submit the STAR Grant Application Package to the Educational Development Team.

Step 3: **Ethics approval**

Seek and ensure appropriate approvals. Projects including humans, animals, biohazards, or radioactive materials must meet all required approvals, like research ethics approval.

No research activity can begin until all required approvals are in place and all workflows (e.g. HR workflow for research assistants) are submitted.

Research Ethics

Human Subjects

If your research involves human subjects, you must contact the Research Ethics Board Coordinator prior to beginning your application.

For research involving human subjects, applicants must complete the federal Tri-Council online tutorial TCPS 2: CORE (Course on Research Ethics), before submitting their application. CORE is an introduction to the second edition of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2). The tutorial consists of eight modules focusing on TCPS 2 guidance that applies to all research, regardless of discipline or methodology.



Applicants are strongly encouraged to begin the online CORE tutorial at least 6-8 weeks before submitting a SoTL application. The tutorial takes between 4–6 hours to complete (note: you can save your progress as you go so that it can be completed over multiple sittings). Applicants can register for CORE and find more information on the Government of Canada CORE Website.

Applicants must submit the TCPS 2 certificate of completion with their application package.

More information on Research Ethics at Lethbridge College can be found on the Centre for Applied Research Ethics webpage.

Please contact Constance Sheriff, Research Ethics Coordinator (constance.sheriff@lethbridgecollege.ca) or Sampath De Silva

(sampath.de_silva@lethbridgecollege.ca), Research Ethics Board Chair, with any questions related to research ethics.

Applicants whose grant applications are approved are strongly encouraged to complete/submit their REB application as soon as possible.

Research Ethics Board COVID Update

Please ensure you are aware of any current COVID safety measures for coming to campus. If you need more information about measures and how they may impact your research, please contact staff in the office of Occupational Health and Safety (OHS).

Please contact Adam Addison (adam.addison@lethbridgecollege.ca) or Frank Zappone (frank.zappone@lethbridgecollege.ca) in the Occupational Health and Safety office for support or questions about campus safety measures.

Animal Care

Prior approval may be required for projects involving humans, animals, biohazards, or radioactive materials. The animal care coordinator, located in the Centre for Applied Research, Innovation, and Entrepreneurship (CARIE), should be consulted early in the process to determine whether additional requirements such as Animal Care or Research Ethics Board protocols should be considered.

More information on animal care at Lethbridge College can be found on the CARIE Animal Care website.

Please note: No research activity can begin until all required approvals are in place.

For additional guidance, see Appendix A: STAR Grant Research and Ethics Proposal Development Workflow.



Intellectual Property

As per the Intellectual Property Policy, all IP is owned by Lethbridge College unless it is created by a student, in which case, the student is the sole owner unless it is licensed to the College using a Student Release Form.

IP may be licensed/transferred to industry to enable commercialization through a collaborative research agreement.

Equity, Diversity, and Inclusion (EDI)

Lethbridge College is committed to advancing EDI across the institution and throughout the research enterprise. Applicants are strongly encouraged to consult with the EDI Strategist or Educational Development Team to consider how EDI can enhance the proposed project.

Authentic EDI strategies should be incorporated where applicable. For further reference see the Government of Canada's Best Practices for Equity, Diversity and Inclusion in Research.

Indigenous Peoples and Communities

In Perspectives on Reconciliation: A Summer Institute (Yukon Territory: August 2019), representatives from 31 universities, colleges, and institutes across Canada concluded that, "reconciliation work must remain distinct from broader equity, diversity and inclusion initiatives, because of the ancestral Indigenous territories on which Canadian post-secondary institutions are located, the context of colonization, the inherent rights of Indigenous people and the responsibilities Canadian institutions hold under the TRC's Calls to Action. Participants recognized the intersectional nature of equity issues, and supported all work to enhance inclusion, but they called for special consideration and explicit acknowledgement of Indigenous people in the creation of spaces, services, programs, research, policies and programs."

Applicants who are planning to engage with Indigenous communities **MUST CONSULT** with Indigenous Services before proceeding. The Centre for Business, Arts and Sciences (CBAS) also requests that its faculty and staff consult with the CBAS Indigenous Coordinator.

It is strongly recommended that these applicants read the Niitsitapi Strategy and take the Fundamentals of OCAP Course from the First Nations Information Governance Centre (FNIGC).



Review Process

All applications are reviewed by the college's STAR Grant Selection Committee. The Committee includes both fixed members and a discipline-specific reviewer who varies from proposal to proposal.

Review Criteria

The Committee will use the evaluation criteria as described in Appendix B: Rubric for Adjudication.

Proposals may be approved but not funded. Funding decisions are based on the available budget and the STAR Grant Selection Committee's merit rankings.

Successful projects that are not funded may still be completed if the applicant so chooses. Applicants whose proposals are not recommended will be provided feedback and comments from the Committee. An optional follow-up meeting with the STAR Grant Selection Committee or chair will also be offered.



Funding Criteria and Eligible Expenses

For guidance in creating a budget and budget justification, please refer to Appendix C: How to Write a STAR Grant Budget and Budget Justification.

Eligible Expenses

1. **Release of backfill time** - Applicants can use funds to cover a one, 3-credit (45 hours) course release or backfill amount to complete their projects. The amount specific to the applicant must be calculated and included in the budget. Contact the Business Analysts in your center to determine the cost of release time/backfill, if required.

Backfill for faculty is based on actual salary costs of the individuals hired to cover their courses. A typical course release is approximately \$5,200. Staff release time is equivalent to the time required for a 3-credit course. Departments can contract out the work or absorb it into their internal workloads.

2. **Professional fees** - A small percentage of the budget can be used for professional fees if the expertise provided is specialized and critical to the project's success.
3. **Salaries for students or professional support** - Detailed tasks and activities, periods of employment, and hourly rates (with benefits) must be provided in the budget justification section for student or professional support (e.g., technologists). Applicants employing students can contact Human Resources to determine a fair wage. For more information, please refer to Appendix D in this Guidebook.
4. **Materials and supplies** - A list of materials and supplies needed to complete the project (including costs) must be provided. No cell phones or computers will be covered unless circumstances are exceptional.
5. **Equipment** - Applicants must first show that no existing equipment can be used to meet the needs of the project. If not, a list of required equipment (including costs) must be provided.
6. **Honorarium for research participation** - Researchers may include honorariums in their research budgets. Honorariums are small stipends to compensate research participants for their time. Typically, honorariums include a \$5–\$10 gift card (Tim Hortons, Starbucks). Honorariums cannot exceed this amount per research participant.



Ineligible Expenses

- Instructor/Staff Salary
 - A fee for service or "over contract" honorarium is allowed for LC instructors or staff who are not part of the project team. See Professional fees (above).
- Equipment servicing
- Technology (unless specific to project)
- Travel
- Membership fees (e.g., purchase of a subscription)
- Professional Development



Conditions of the Award

1. **Completion** - Grant recipients are expected to complete research projects within one (1) year of their start date.

- 2022–2023 STAR Grant projects must be completed by June 30, 2023.

Successful applicants must also sign a STAR Grant Agreement and work with the SoTL team and their BA to set up the project's financial account. Following acceptance of the award, a project budget unit code will be assigned by Financial Services within one month.

2. **Project monitoring and accountability** - Grant recipients are responsible for monitoring their budgets, with support from the STAR Grant Selection Committee chair or designate.

Project overruns (over-expenditure) are not permitted, and grant recipients will return unspent funds to the master STAR budget. Please contact the Educational Development Team immediately, if you are concerned about overruns on your budget.

3. **Deliverables** - All recipients will be expected to share their research findings with the college community in the 2023–2024 academic year. Results will be presented in one of the following forms:

- Poster
- Three-minute research paper
- Conference or workshop presentation.
- CTLI Blog post
- Another innovative method of your choice

A Final Report must be submitted to the STAR Grant selection committee chair and the appropriate associate dean within **one month** after the award end date.

Submission Process

To submit a proposal, please follow the instructions in the STAR Grant Application Package.

Available services and supports

For assistance with proposal development, please contact the Educational Development Specialists at the Centre for Teaching, Learning and Innovation for research, writing, and ethics support.



Contact Information

For assistance with proposal development or if you have questions, please contact:
[Nancy Barajas Jaimes](#), Educational Development Administrative Coordinator

An Educational Development Specialist on [The Educational Development Team](#)

For Equity, Diversity, and Inclusion consultation, please contact:
[Michelle Ni Dochartaigh-Derbich](#), EDI Strategist (Tel: 403-320-3202 ext. 5385)

For projects involving Indigenous Peoples and Communities, please contact:
[Lowell Yellowhorn](#), Indigenous Cultural and Curriculum Advisor, Indigenous Services (Tel: 403-320-5540)

For Centre for Business, Arts and Sciences (CBAS) faculty and staff, please also contact:
[Marcia Black Water](#), CBAS Indigenous Coordinator
(Tel: 403-320-3202 ext. 5731)

References

Hutchings, P. (2000). Approaching the scholarship of teaching and learning. In P. Hutchings (Ed.) *Opening lines: Approaches to the scholarship of teaching and learning* (pp. 8–17). Carnegie Foundations for the Advancement of Teaching and Learning.

Lethbridge College. (2019). Applied research and scholarship policy. <https://lethbridgecollege.ca/document-centre/policies-and-procedures/college-wide-policies-and-procedures/applied-research-and>

Lethbridge College. (2019). Comprehensive institutional plan 2019–2022: Leadership and transformation. <https://lethbridgecollege.ca/document-centre/publications/comprehensive-institutional-plans/comprehensive-institutional-plan-7>

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Appendix A: STAR Grant Research and Ethics Proposal Development Workflow

Research and ethics proposal development workflow

Securing approval to undertake a research project and developing a research proposal itself are multi-step processes. The steps below, organized into three phases, provide a high-level overview of key actions and draw attention to the scope of work required to complete a STAR Grant application and a successful research project.

Research proposal and application

1. Complete the Letter of Intent (LOI) and seek signatures from your supervisors.
2. Complete the STAR Grant application template, describing your project in detail.
3. Complete the **TCPS 2 online certificate** (to submit with your application).
4. Submit your research proposal and associated documentation to the Educational Development Team.

Ethics

1. Access information about research ethics at Lethbridge College from the Applied Research site.
2. Review the section titled "Submitting a Research Ethics Protocol."
3. Download a copy of the General Protocol Review form.
4. Complete and submit an ethics application to the Research Ethics Board (REB).

Research project

1. Carry out research; collect and collate data.
2. Analyze the data and interpret your findings.
3. Identify the implications of your research.
4. Complete the report and disseminate your findings.



Appendix B: Rubric for Adjudication

	Exemplary (3 pts.)	Adequate (2 pts.)	Needs Improvement (1 pt)	Missing (0 pts.)	Score
Project Synopsis	The project synopsis is detailed and concise. Project is well thought out.	The project synopsis is generally straightforward but could be more fully explained.	The project synopsis is confusing.	It is difficult to discern the project synopsis.	
Objectives and Rationale	The rationale is well-developed and grounded and demonstrates consideration for the needs and context of Lethbridge College. The applicant clearly explains how students will benefit.	The rationale is sufficient and shows some consideration for the needs and context of Lethbridge College. The applicant explains how students will benefit.	The rationale is sufficient and shows some consideration for the needs and context of Lethbridge College. The applicant explains how students will benefit.	The rationale and objectives are not articulated.	
Research Question	Research question(s) are clear, concise, and measurable.	Research question(s) appear to be measurable and achievable; however, some clarification is required.	Research question(s) are confusing and may not be measurable.	Research question(s) are missing.	
Literature Review	The applicant provides a clear introduction for review; review is a well-organized synthesis of the literature. The conceptual or theoretical framework is well-developed and, key terms/ concepts are clearly defined.	The applicant provides a clear introduction for review; review offers an adequately well-organized synthesis of the literature. The conceptual or theoretical framework is underdeveloped, and some key terms/ concepts are not clearly defined.	The applicant provides a vague and incomplete literature review. There is evidence of synthesis; however, it is not well-organized. The conceptual or theoretical framework seems incomplete.	The applicant clearly explains how students will benefit.	



	Exemplary (3 pts.)	Adequate (2 pts.)	Needs Improvement (1 pt)	Missing (0 pts.)	Score
Methods and Methodology (Research Design)	A detailed explanation of the steps required to complete the project is provided. Methods and methodology are well articulated. There is evidence that findings from the literature review are integrated into the project design.	A sufficient explanation of the steps required to complete the project is provided. Methods and methodology are sound. There is some evidence that the literature review has informed the research design.	It is not clear how the project will be carried out. Methods and methodology require further development.	Methods and methodology are absent.	
Data Collection and Analysis	The applicant clearly states what will be measured and how it will be measured. Detailed information is provided concerning data collection (e.g., instruments) and data analysis (e.g., coding). The link between evaluation methods and the research goals/objectives is clear.	The applicant states what will be measured and how it will be measured. Information is provided concerning data collection (e.g., instruments) and methods used for data analysis (e.g., coding). The link between evaluation methods and the research goals/objectives is generally straightforward. Minor clarification of details may be required.	The description of what the applicant will measure and how it will be measured is vague. Some information about data collection, instruments, and methods used for data analysis is provided. The link between evaluation methods and the research goals/objectives is vague.	Evaluation methods are not provided or do not link to project goals/objectives.	
Knowledge Dissemination	Provides a clear and well-organized description of how results will be communicated internally (Lethbridge College) and externally (conferences/journal publication). Pertinent details (e.g., timelines) for publication, conferences, presentations are provided.	Provides a clear description of how the results will be communicated internally (Lethbridge College) and externally (conferences/journal publication). Some pertinent details are unanswered and will require follow-up with the applicant.	Provides incomplete information about knowledge dissemination. Specific details are not provided. Follow-up with the applicant will be required.	Does not include a plan for knowledge dissemination.	



	Exemplary (3 pts.)	Adequate (2 pts.)	Needs Improvement (1 pt)	Missing (0 pts.)	Score
Timelines	Provides a logical (e.g., sequence) and feasible (e.g., duration) timeline for proposed activities. Proposed activities are clearly aligned with dates, and it appears the project can be completed in one year.	Provides a clear timeline for proposed activities, including clear alignment with dates. Project activities, however, may not occur in a logical order or be feasible given available resources.	A timeline is provided but is disorganized or missing essential information.	Does not include a timeline.	
Budget	The alignment between budget items and research activities is evident. The budget is complete, and the narrative is straightforward. The project does not exceed the allowable amount.	Alignment between budget items and research activities is generally clear. The budget narrative is incomplete and will require follow-up with the applicant.	Alignment between budget items and research activities is not always clear. Some items seem to be missing from the budget. Budget narrative raises questions that require clarification.	Minimal to no budget is provided to support the research proposal.	



Appendix C: How to Write a STAR Grant Budget and Budget Justification

Your budget tells the review committee how you plan to spend your grant funds. What items do you need? How much do they cost? Are they necessary to answer your research question?

Step 1: List all your research activities

Make a list of everything you plan to do and who is going to do it. Use your methodology as a guide. For example, if you are going to conduct three focus groups with six people who will each receive an honorarium, write this on your list. Here are some points to consider:

- Do you need a course release? If so, you must specify which term you will take the release and what it will be used for.
- Do you need a device/technology to capture data?
- Do you require a research assistant?

Your list of budget items might look like this:

- I will conduct three focus groups with six people.
- I will conduct three focus groups with six people.
- I will employ one student for data collection. The student will work 15-20 hours.
- I will take a course release in the Winter Term to collect and analyze data.
- I will need to buy a device/technology and software to analyze data.

Step 2: Research the cost of your activities/budget items

The SoTL grant is limited to a maximum of \$7,000, so if your activities' cost exceeds this amount, you will have to find cheaper alternatives, eliminate some items, or scale back the scope of your project. Use a spreadsheet to plan the costs of your activities. A sample budget might look like this:

Budget items	Number of items	Cost per item	Total cost	Notes
Honorariums for participants	18	\$10/gift card	\$180	Tim Horton's gift cards
Research Assistant salary	4 hours/week for four weeks	\$16/hour including benefits	\$256	Data collection
Course release	1	\$5,200	\$5,200	Winter term
Analysis software	1	\$250	\$250	Such as data analyst software
Total cost				\$5,886



Step 3: Write a Budget Justification

Now that you have identified your costs, you need to write a budget justification for each item indicating why the costs are reasonable and necessary. A reasonable budget justification should follow your project work plan and clearly support all your proposed activities.



Appendix D: Hiring a SoTL Research Assistant

Overview

- Research assistants (RA) in the context of SoTL research projects are typically hired for a "casual assignment."
- RA positions do not have to be posted internally/externally. Therefore, in situations where the researcher has a RA candidate in mind, the researcher can directly contact the candidate.
- The researcher needs to be able to provide the following information about the RA and position:
 - Full name, including middle initial
 - Date of birth
 - Social Insurance Number
 - Resume with current contact information
 - *Note: RAs can only commence work once they have received their employment letter from HR.
 - Provide position start date, end date, and description
- Student labour rates generally fall into two categories:
 - Diploma students - \$19 / hour (includes 10.8% in lieu of benefits)
 - Degree students and recent grads - \$22 / hour (includes 10.8% in lieu of benefits)
 - If you plan to request a higher rate, please explain why in the budget justification.
 - *Note: : If the applicant requires additional skills (e.g., technical knowledge), HR might look to see if there are similar positions at the college to benchmark the wage.

Hiring Process

The researcher will send information about the RA to the Educational Development Administrative Coordinator before the commencement of work. The Administrative Coordinator will initiate a workflow for the RA position. HR will approve the workflow and issue an employment contract to the RA. It is recommended to submit this information at the beginning of the semester to avoid delays with workflows.

PLEASE NOTE: Work on the project can only begin after the research assistant contract is official. There is potential risk and liability if any work is done prior to being officially hired by the college.

Once the RA is hired, the researcher is responsible for supervising the research assistant and assisting them with the college onboarding process.

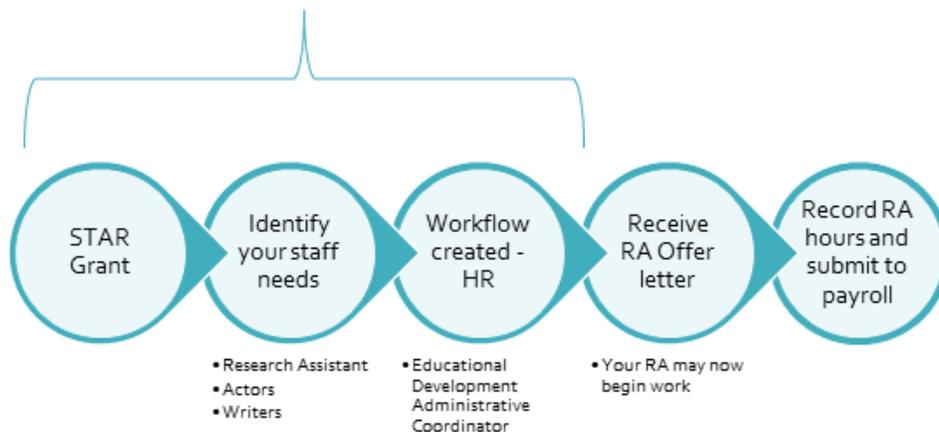


Supervisory activities may include: submitting or approving timesheets for payroll; training students with appropriate technology and processes; setting up work expectations; and assisting RAs with completing the college onboarding processes and forms. The Educational Development Administrative Coordinator can provide assistance to research supervisors.

Payroll - Researcher responsibilities

- At least two weeks before the scheduled start date, provide the following information to the Educational Development Administrative Coordinator to begin workflow set up
 - Research assistant name
 - Research assistant S number
 - Expected start date
 - Expected end date
 - Designated research assistant direct supervisor (if multiple researchers in a project)
- Record hours worked in timesheet template - monthly
- Submit time sheet to payroll

No RA work before receiving the offer letter, please



Important Tips

- Applicants should read the STAR Grant Guidelines carefully. Applications must be prepared in accordance with these guidelines.
- Before submission, applications must be approved by the following:
 - Associate Dean and Dean (or equivalents) and
 - Business Analyst (or equivalent) for the Centre
- Final reports for previous STAR Grant research projects must be received and approved by the Centre for Teaching, Learning, and Innovation (CTLI) before submitting new STAR applications.

Application Checklist

Complete all applicable sections of the application package

Obtain signatures and submit the Signature Pages

Attach your approved/signed Letter of Intent (LOI)

Attach TCPS 2 Certificate of Completion

Email application package to the Educational Development Team

