

Call for Proposals

Sprott Pedagogical Research Seed Grant

The Sprott Research Committee invites all full-time teaching stream faculty to apply for the Sprott Pedagogical Research Seed Grant. This program supports faculty in conducting original research on teaching and learning in the business school context, grounded in the Scholarship of Teaching and Learning (SoTL). The grant treats pedagogy as a domain of genuine scholarly inquiry, held to the same standards of rigour and impact as discipline-based research.

The grant is designed to address a gap in how pedagogical inquiry is supported at Sprott. Teaching stream faculty bring deep expertise in how students learn in business school settings, and that expertise deserves a dedicated funding pathway. This grant funds the full arc of a SoTL project, from study design and data collection through to manuscript development and conference presentation preparation.

Particular emphasis is placed on experiential and community-based learning approaches, including case competitions, community-based projects, simulations, and co-op or internship-integrated courses. These are areas where Sprott has distinctive strength and where rigorous pedagogical research can generate knowledge of value to business schools across Canada and internationally.

Program Overview

Grant Value	\$2,500
Duration	1 year (May 1 – April 30)
Number of Grants	Minimum one (1) per cycle
Application Deadline	April 10, 2026
Notification of Award	April 20, 2026
Project Start Date	May 1, 2026
Submit To	Submission via web form application
Contact	Sprott Research Office

Eligibility Criteria

Applicants must meet all the following criteria:

- Full-time Sprott faculty (teaching stream).
- Proposed research is in its initial stages and not yet sufficiently developed to support a peer-reviewed submission or conference presentation without further data collection or development.
- Projects involving human participants must comply with Carleton University's research ethics requirements. Applicants should confirm whether ethics approval is required.
- Not currently in receipt of another Sprott internal grant for the same project in the same competition cycle. If you are uncertain whether this applies to you, contact the Sprott Research Office.
- Internally Restricted Research (IRR) Fund balance does not exceed \$5,000 at the time of application. Applicants with existing IRR balances above this threshold are not eligible in the current cycle.
- Past recipients are eligible to re-apply three years after receiving their last Pedagogical Research Seed Grant award.

Strategic Alignment:

Preference is given to proposals that investigate experiential or community-based learning approaches and that connect to Sprott's strategic emphasis on teaching excellence and student-centered learning.

Proposal Guidelines

Proposals must be submitted as a single PDF document and include all sections listed below. Page limits apply to each section. Reviewers will not consider content that exceeds stated limits.

Section 1: Project Title

Provide a clear, descriptive title for the proposed pedagogical research project.

Section 2: Lay Summary | Max 350 words

Provide a concise summary of the pedagogical research objectives and anticipated outcomes written for a non-specialist audience. Describe the teaching and learning context, the problem or question being investigated, and the contribution this work will make to students and to the broader Scholarship of Teaching and Learning (SoTL) community.

Tip: Write this section as if explaining your project to a colleague in a different discipline. Avoid jargon specific to your field and focus on why this question about teaching and learning matters and what will be different as a result of your findings.

Section 3: Research Questions, Theoretical Grounding, Methodology | Max 2 pages

Clearly state the pedagogical research question or questions the project will investigate. Situate the questions within relevant SoTL literature and identify the gap or problem your study addresses.

Articulate the theoretical or conceptual framework guiding your inquiry. Describe the research methodology, including study design, data collection approach, participant population (e.g., students, faculty, practitioners), analysis methods, and any ethical considerations.

Where the project involves experiential or community-based learning approaches, such as case competitions, community-based projects, simulations, co-op or internship-integrated courses, describe how these approaches are central to the research design.

Tip: SoTL research is held to the same standards of scholarly rigour as discipline-based research. Reviewers will assess whether the methodology is appropriate to the research question and whether the proposed study design will produce findings that are credible, transferable, and meaningful to the broader teaching and learning community.

Section 4: Scholarly and Pedagogical Impact | Max ½ page

Describe the significance of this research for the Scholarship of Teaching and Learning and for teaching practice in the business school context. Where applicable, describe the expected impact on student learning outcomes, program design, or institutional practice.

Explain how this work will advance Sprott's reputation as a school that treats teaching excellence as a domain of genuine scholarly inquiry.

Section 5: Pathway to Publication or Scholarly Presentation | Max ½ page

Identify the target peer-reviewed journal or scholarly conference for the output of this work. Explain why the target venue is appropriate for the research and the anticipated findings.

Section 6: Work Plan and Milestones | Max ½ page

Present a realistic timeline for the 12-month project period. Identify key activities, decision points, and milestones including ethics approval if required, data collection, analysis, and manuscript or presentation development.

Include a milestone for submission of the manuscript or abstract to the target venue.

Section 7: Budget and Budget Justification | Max ½ page

Provide an itemized budget showing how grant funds will be used. Justify each item by connecting it to a specific research activity or deliverable.

Budgets that do not clearly connect expenditures to the proposed pedagogical research activities will not be considered competitive.

Review Process and Evaluation Criteria

All proposals are reviewed by the Sprott Research Committee. Reviews are conducted independently and adjudicated collectively. Decisions are final.

Proposals are evaluated using the following weighted criteria:

Evaluation Criterion	Description	Weight
Scholarly Merit and SoTL Grounding	Clarity and significance of the pedagogical research question. Quality of the theoretical framework and its connection to SoTL literature. Appropriateness and rigour of the proposed methodology.	30%
Pathway to Publication or Scholarly Presentation	Specificity and appropriateness of the target venue. Realism of the timeline from project completion to submission or presentation.	25%
Pedagogical Significance	Expected contribution to teaching and learning practice in the business school context. Clarity of the connection between research findings and improvements to student learning outcomes or program design.	20%
Feasibility	Appropriateness of scope, methodology, budget, and timeline. Adequacy of any ethics considerations addressed.	15%
Alignment with Sprott's Teaching Excellence Priorities	Relevance to Sprott's commitment to experiential and community-based learning, and to the School's strategic emphasis on teaching excellence as a domain of scholarly inquiry.	10%

Budget Guidance

Eligible expenses are limited to activities that directly support the conduct and dissemination of the proposed pedagogical research. Eligible expenses include but are not limited to: research assistance (RA) for data collection, transcription, or analysis; participant compensation; data acquisition or survey tools; software licences directly required for the project; and conference registration or presentation-related costs associated with disseminating findings.

Ineligible expenses: open access publication fees, computers, office supplies, cell phone plans, and internet.

Post-Award Expectations

Successful applicants are expected to:

- Use grant funds in accordance with the approved budget within the 12-month project period.
- Submit a brief end-of-grant report (maximum 1 page) within 30 days of project completion addressing: (a) research activities completed; (b) outputs generated or in progress, including manuscript drafts, datasets, or presentations; and (c) the target publication or conference submission, including the anticipated submission date.
- Unspent grant funds at the close of the project period will be returned to Sprott. Extensions and carry forwards are not permitted.

The Research Committee may use post-award reports to assess program effectiveness and inform future cycles. Faculty who successfully publish or present their SoTL research are encouraged to share their experience with colleagues to support a growing culture of pedagogical scholarship at Sprott.

How to Submit

Submit your complete application package using the application web submission form on the [Sprott Research Office website](#). Proposals must be received by 11:59 PM on April 10, 2026. Late submissions will not be considered. For questions about eligibility, the application process, or SoTL funding pathways, contact: amanda.bradfordjanke@carleton.ca