

**Student Grant:**

**Professional Presentation Travel Proposal Narrative**

## PROPOSAL NARRATIVE

***Questions 1-6 limited to 2 pages.***

**Student Principal Investigator(s) Name (s):**

**Faculty Mentor(s) Name(s):**

1. Professional Conference Presentation Plans

*Presentation Title:*

*Names of all Presenters:*

*Conference Name:*

*Conference Location:*

*Conference Date(s):*

*Presentation Type:*  Paper  Poster  Other:

*Date Accepted by Conference to Present:*

**Applicants must attach proof of acceptance documentation to this application**

1. Project Significance: *Explain how the scholarly project being presented fits within your discipline or aligns with your coursework or degree requirements? (i.e. research, methodology, nature, research approach, fieldwork)*

1. Project Significance:*Explain the importance of this conference/venue in your field and why it was the best choice for you?*
2. Project Significance: *Explain how the project demonstrates the various dimensions of the Husky Compact* (*think creatively and critically, seek and apply knowledge, communicate effectively, integrate existing and evolving technologies, engage as a member of a diverse and multicultural world, act with personal integrity and civic responsibility*).
3. Budget Justification: *Explain how the grant budget will be used and justify each expense’s the connection to the project*.
4. Dissemination: *In addition to the conference listed above,* *explain further plans for professional presentations, publications, etc. (include plans for all students and mentors).*

## HUSKIES SHOWCASE PRESENTATION PLANS

1. All students accepting an award agree to present at Huskies Showcase which is held mid-April each year. Failure to present at the colloquium may require repayment of the student research award. Please indicate the type of presentation you are considering:

|  |  |
| --- | --- |
| Yes | Presentation Types |
|  | **Poster Presentations** include an academic poster with a summary of your research, scholarly, or creative project in a visually engaging way. It must be academically sound, highlighting the context of your work (through photographs, maps, etc.), your methods, and results (with graphs, charts, photographs, etc.). In addition to the poster, presenters prepare an “elevator speech” – a one to two-minute summary of your project to share with audience members. |
|  | **Applied Experience Displays** *(similar to the Poster Presentation listed above; however, it does not need to be research based)* include displays (tri-fold board, a laptop, a poster on an easel, or a visual, 3-dimensional display on a table) of applied community engagement experience (internship, field experience, service-learning, volunteer experience or other high-impact practice). The display should highlight the context of your work (through picture, photos, charts, etc.). In addition to the display, presenters prepare an “elevator speech” – a one to two-minute summary of your project to share with audience members. |
|  | **Oral Presentations** are 15 minutes in length with five additional minutes allotted to each presenter for questions. This schedule is strictly enforced. Oral presentations are held in technology-enhanced, or "smart" classrooms. The typical smart classroom has a computer, projector, projection screen, DVD/CD player, sound system, and podium with AV controls and laptop connections. |
|  | **Artistic Performance** include live performances include spoken work, theatre, music or dance and are original or interpretation/research based on an existing work. Maximum of 30 minutes allotted for each performance, including a question and answer period. |
|  | **Gallery Exhibit** include all forms of visual art, including original painting, sculpture, photography, prints, textile arts, drawings, pottery, metal, etc. Special equipment and space needs are arranged based on individual projects. Presenters will be available to discuss their exhibit at the assigned presentation time. |
|  | **3-minute Thesis** provides graduate students the opportunity to present a compelling discussion on their research topic, its significance, and relevance to the general public in three minutes. |
|  | **Demonstrations** include active displays of scholarly work (e.g., Sales Lab, Visualization Lab, engineering projects, etc.) that will occur in activity’s existing location (e.g., Centennial Hall, ISELF, ECC, etc.). |

## APPLICATION SUBMISSION CHECKLIST

Submit complete applications on Proposal SharePoint portal, and INCLUDE all of the following:  
 Student Grant Application (complete in Proposal SharePoint portal)

SIGNED Proposal Narrative (PDF format)

Budget Spreadsheet (PDF format)

Budget justification documentation (i.e. quotes or verification of item prices in PDF format)

Conference presentation acceptance documentation

Evaluation Form (To be completed by a review panel committee.)

***\*All uploaded SharePoint attachments must be in PDF format***

**ACCEPTANCE OF ROLES AND RESPONSIBILITIES**

Each student grant must be sponsored by a Faculty Mentor to support, guide and mentor the student(s) throughout the project. Student investigator(s) and faculty mentor(s) must agree to all by signing and initialing associated roles and responsibilities outlined below:

|  |  |  |
| --- | --- | --- |
|  | **As student investigator(s)**, I understand the following roles and responsibilities:   * I attest that to my knowledge all information is correct. * I have proofread my proposal prior to faculty review. * I agree that I have had my faculty mentor review and proofread my proposal prior to submission. * I agree to abide by all research award request for proposals. * I agree to discuss and work alongside my mentor to complete the proposed project. * I agree to follow all spending request for proposals. * I agree to register for and present the results of my project at Huskies Showcase in April. *Note: Awardees will be notified when registration opens.* | |
| Student(s) Initial here |
|  | **As faculty mentor(s)**, I understand that I play a vital role in the educational experiences that socialize students into the culture of being a professional in their discipline. A Mentor guides and assists students with defining the scope of the project, determining the best research or creative methods to achieve the desired goals/outcomes of the project, and suggesting/obtaining resources to complete the project. I understand the following roles and responsibilities:   * I agree to be an active mentor in the student’s project. * I agree that I have reviewed and proofread the proposal prior to submission. * I agree to assist the student in preparation for their Huskies Showcase presentation that will occur in April. | |
| Faculty Mentor(s) Initial here |
| Signature of Student Investigator(s) | | Date |
| Signature of Faculty Mentor(s) | | Date |

##### **EVALUATION FORM**

**Reviewer Use ONLY**

**Student Investigator(s)      \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Project Activity Type**

Scholarly Project  20 points

Travel for scholarly work/data collection  15 points

1. **Using a scale of 0-5 points, evaluate how well does the proposal meet the following criteria:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *Poor*  0 | 1 | 2 | 3 | 4 | *Excellent*  5 |
| Objectives of research/creative activity are clearly stated. |  |  |  |  |  |  |
| Research aligns with discipline or degree requirements. |  |  |  |  |  |  |
| Project demonstrates the various dimensions of the Husky Compact. |  |  |  |  |  |  |
| Methods and analysis are appropriate to objectives, appropriate to discipline, well-defined, achievable. |  |  |  |  |  |  |
| Project plan and budget have a realistic timeline and adequate for the project. |  |  |  |  |  |  |
| Budget is itemized, realistic, appropriate and calculated correctly. |  |  |  |  |  |  |
| Dissemination plan is well articulated. |  |  |  |  |  |  |
| Technical writing skills; professional proposal, spell checked, submitted without typos and reviewers outside the applicant’s discipline are able to fully understand the proposed work/project. |  |  |  |  |  |  |

1. **Other evaluation factors**

**Applicant(s) have received previous student grants:** Yes 0 points

No 3 points

**Applicant(s) completed all questions on proposal:** Yes 3 points

No 0 points

**Total Points**\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Reviewer Recommendation: | Fund  Partial Funding, Amount \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Not recommended |
| Reviewer Comments: |  |