

## SAMPLE FUNDING PROPOSAL—RESEARCH

**Project Description (What? Where? When?): Clearly describe/explain your project, event, or activity and provide, as attachments below, any relevant supporting literature that would be useful to the Faculty Development Committee in determining the type and merit of that project, event, or activity. \***

This proposal is to request funding in order for me to meet with the co-author of my Business Research Methods textbook. We are in the 3rd edition of the text, and since the inception of our co-authored joint venture publication, we have worked collaboratively as a “virtual team”. We have never met face to face. As you can imagine this is quite feasible, but also poses its challenges. My co-author is a Principal Lecturer at University of Brighton, in the Brighton Business School (BBS).

We are preparing the current edition for review and revision for the next edition. After 3 editions produced in virtual space (via social media interaction, phone and skype calls, and email, etc.), we felt a live, working session would be of tremendous value. The original edition was produced collaboratively using Google Docs, and we since moved to Outlook 365 for the 3rd edition. This allowed us to collaboratively generate our “original copy material” for the publisher (Ventus Publishing, aka Bookboon). Ventus is based out of London, UK; with offices Copenhagen, Stockholm, Amsterdam and Munich. They are a global, digital-based publishing company.

Our text is unique in that it has a global / international orientation in its style and content, and it appeals to a global audience. Last year our circulation was 68,293 downloads of the text across the globe (monthly and annual circulation shown below)

Dr. Greener has invited me to visit at Brighton Business School for an intense and condensed and in-person opportunity to work on the text. I feel this visit will allow us to make significant progress in advancing and accelerating work toward the next edition of the text. Additionally, she has arranged for a meeting with the business research faculty at BBS to discuss our teaching methodologies and business research interests and research agenda, for possible collaborative efforts (invitation letter attached).

I have spoken with Dr. Sippel, Dr. Osborn, Dr. Yaseen about this opportunity. The BBS Master’s Degree has an international Study requirement and BBS has MOO’s with several schools around the globe. While I will not be focused (or authorized) on trying to establish any such agreement, Dr. Sippel and the others expressed an interest in the potential for establishing a mutually beneficial opportunity for our university students and faculty. I will try to exchange information and arrange contacts between Dr. Sippel and his counterpart at University of Brighton BBS as part of my visit. I would also conduct a “screening / information gathering” activity (as discussed with Dr. Sippel) using UF’s “Partner Environmental Scanning” instrument. This will be initiated for review by Dr. Sippel and his office to facilitate further investigation for a potential relationship with the University of Brighton / BBS. There is potential for mutually beneficial relationship.

Our Global orientation at UF should not maintain an orientation to the East, we also needs to

ensure and maintain an understanding and the environment in the Western hemisphere. Recent developments in the EU, including, but not limited to “Brexit”, need to be on our horizon. This is necessary for a comprehensive global understanding as it pertains to business, the economy and society at large. The EU, for example is the second largest economy in the world (generating 19.3 trillion dollars in economic output, second only to the economy of China (generating 21.2 trillion dollar is economic value. Building and maintaining relationships and opportunities both East and West should be an imperative.

#### Agenda

Monday 3/19: AM- arrive in Brighton. PM, “Orientation”, Introductions, acclimate to University of Brighton, the BBS, and initiate the review of our current edition of our text. Create a detailed list of items for consideration which we have discussed and addressed in our evolving conversations and correspondence.

Tuesday 3/20: AM: Detailed review of the text. PM: Identify and discuss content, organization, structure and other changes for the 4th edition.

Wednesday 3/21: Meet with BBS business faculty and staff to discuss research & teaching methodologies, areas of research interest, possible future research efforts and studies.

Thursday 3/22: Further collaboration and detailed work on the text and revisions. Writing, editing and manuscript development. Investigate / discuss potential for mutual cooperative efforts between UF the University of Brighton, BBS. Continue additional BBS environmental scanning. Establish a connection and contacts between UF (Dr. Sippel’s office) and his BBS counterpart(s).

Friday 3/23: AM—Continue to work on the text. PM- I have been invited by Dr. Greener and her husband and family to stay at their residence for a visit, and to continue further detailed work on the text. The Greener’s have a (internet accessible) guest house on their property where I will stay and continue to work.

Saturday 3/24: Continue text development and planning. Have a completed “mark-up copy” with scheduled changes and revisions. Identify roles, responsibilities and a timeline for the 4th edition. Socializing and a “Lamb roast” Saturday evening.

Sunday 3/25: Depart Brighton / UK for return to the US.

**Rationale (Why this activity, event, or project?): Include a clear explanation of how your project supports your professional development (teaching, research, licensure, etc.). \***

Conducting and teaching research has been a passion of mine. I have been heavily involved in business research throughout my career, including serving 3 years as a research scientist at University of Michigan's Industrial Technology Institute. I have published and presented numerous studies over the years, and I thoroughly enjoy the research process. This led me to the desire to write a research textbook. The faculty development opportunity described within provides the ability for me to further develop both as a researcher and a teacher. My experiential approach to teaching research has evolved to where I now guide students to actually design and execute research, in a team environment within my classes. Our text addressed qualitative and quantitative research methods, and it takes student through the research process from problem identification to problem solving for effective decision making. The methods I now incorporate in my classes have evolved from the text my co-author and I have created. Continuing to evolve along this path is important. Many of the best traditional textbooks are in double-digit editions, continuously evolving from edition to edition. My co-author and I share this common belief. This Faculty Development project will help accelerate the process. This dedicated, compressed, and in-person time will provide significant momentum as we move forward. Our text is a very popular title at Ventus Publishing (as the download numbers indicate).

Additionally, this project allowed us to have produced an unusual text with international authors. Our text has a global orientation and audience, and our publisher uses a contemporary delivery and distribution system. Our text, and our publisher, are at the front of the evolving world of publishing. To date, we have produced 3 editions of our text, all created in the digital and virtual world. This in-person, collaborative opportunity as proposed, provides us the environment to overcome some of the obstacles we have faced by being limited to our virtual collaboration. Furthermore, I will have the opportunity to continue environmental scanning of the EU economy, researching implications of Brexit, and meet with like-minded, research-oriented business faculty to explore future research interests and opportunities. From the list below identify with which of the University's eight strategic goals this activity, event, or project aligns. (Please check as many as apply.) Then provide a detailed explanation of how this activity, event, or project aligns with the selected goals. \*

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- Equip students for meaningful lives and productive careers
- Improve academic programs continuously through rigorous assessment
- Grow targeted enrollment
- Enable exceptional student learning
- Develop the whole person through individual attention
- Embrace professional, cultural and intellectual diversity
- Provide experiential learning in every program
- Build best-in-class strategic resources

This project cuts across several of UF's 8 Strategic Goals.

1) Embrace professional, cultural and intellectual diversity

This project enables me to embrace professional, cultural and intellectual diversity. Working with an international peer at an international university provides insight into the research process as seen through the orientation of another research institution. This pushes both of us to look at research from a different perspective. As a result, professionally and intellectually we both develop. Our global audience, and our multi-national perspective to research has brought an awareness of cultural diversity into our approach to research and decision making.

2) Build best-in-class strategic resources.

Furthermore, our publisher and their entire distribution system and business model, promotes activity which encourages us to "build best-in-class" strategic resources for education. This of course benefits not only UF, but also other institutions using the text. As they say, "a rising tide raises all boats". Textbooks and "subject matter content" are part of a learning environment; and these also represent strategic resources consumed and utilized by students. The traditional world of instructional delivery has radically changed through technology. Libraries have changed into "learning commons", and bookstores and print media struggle to survive. The "half-life" of scientific knowledge continues to shrink, necessitating the continuous improvement of instructional resources in "near real-time". Our text is on-board with this reality.

3) Academic programs must be subject to rigorous assessment

Part of the quality of an "academic program" resides in the content and learning provided to its students. Content and subject-matter reside in the minds of an institution's faculty and staff, and in the body of knowledge within the field of study. As one of UF's 8 strategic goals states, "Academic programs must be subject to rigorous assessment". Drilling down from Academic programs, content must be determined to be appropriate for the audience. This content in part, is

delivered at the course level (along with the combined experiences a student encounters during their university experience). The evolution of our text, from edition to edition, is our own form of “rigorous assessment”. As such, we ensure that our content is aligned with its evolving knowledge base. When combined with other forms of “assessment”, an institution can enhance its programs of study.

#### 4) Grow targeted enrollment

Another UF strategic goal is to “Grow targeted enrollment”. This project has the potential to allow us to form a collaborative relationship with an international university. The intention of this project is not solely, or even primarily oriented at attending to this strategic goal; however, the opportunity to explore the growth of our international and diverse student body exists and it will be examined. For example, the BBS international MBA requires a study abroad semester. As we grow our international business major, developing a relationship with BBS can be of value. My efforts regarding this end is exploratory and to make initial contacts with BBS faculty and administration.