In February 2012, the University of Victoria approved its strategic plan, *A Vision for the Future—Building on Excellence*, aspiring to be the Canadian university that “best integrates outstanding scholarship, inspired teaching and real-life involvements . . . creating a diverse and dynamic learning community.” To realize this vision, “faculty and instructors are supported in the development and integration of sound pedagogical principles, effective instructional practice to promote reflective learning, and critical thinking.” These attributes are meaningfully captured in the *EDGE*, where dynamic learning and vital impact within an extraordinary academic environment are paramount.

To provide support for these goals, UVic is offering resources designed to encourage activities that will significantly improve academic engagement, achievement, and success of undergraduates and graduate students.

**Grants administered through the Learning and Teaching Centre**

1. **Scholarship of Teaching and Learning (SoTL) Grants** – SoTL grants are designed to support empirical research on the impact of teaching practices on student learning. Proposals for a SoTL grant are competitively evaluated on the basis of the quality of the research question, the feasibility of the methodology to answer the research question, the potential contribution of the research to the improvement of pedagogy, and the potential impact on the learning of UVic students. Those who are proposing projects aimed primarily at researching the impact of a teaching innovation on student learning should apply for a Scholarship of Teaching and Learning (SoTL) Grant. Connect to the [SoTL Grant Guidelines and the Application Form](#) for more information.

2. **Curriculum Renewal (CR)** – CR grants support implementing curricular review recommendations that have been identified by units following a review of their curricula. Curriculum reviews may be conducted through a Learning and Teaching Centre Curriculum Retreat, a Learning and Teaching Centre Curricular Workshop, as part of an accreditation or academic review process, or by reviewing their curriculum against other departmental comparators. CR grants are designed to address such factors as curricular alignment, recruitment and retention curriculum strategies, and renewal of curricula. Those proposing projects aimed primarily at addressing recommendations that arise from a unit’s curriculum review should apply for a Curriculum Renewal (CR) grant. Connect to the [CR Guidelines and the Application Form](#) for more information.

3. **Course Design/Redesign (CDR)** – CDR grants support designing or redesigning and implementing a new or revised course. The CDR grants are course specific and are intended to encourage faculty to update and renew substantially existing courses as well as to develop new innovative course offerings. Applying principles of instructional
design, grant recipients are expected to develop course learning outcomes, align learning activities and assessments with learning outcomes, incorporate active and/or participatory learning strategies, and adhere to principles of universal instructional design. Those who are proposing projects aimed at improving a particular course should consider the Course Design/Redesign (CDR) grant. Connect to the CRD Guidelines and Application Form for more information. Those who are proposing projects aimed at improving student learning in a particular course and empirically documenting the impact on student learning should also consider a SoTL grant (see above).

4. Strategic Initiatives (SI) – The new SI grants support projects focused on priority initiatives of the university related to student learning and teaching. The targets of SI grants will shift with the changing strategic priorities of the university. Currently there are two priority initiatives eligible for funding in this category:
   a. Indigenous SI and
   b. International SI.

We are putting the final touches on the SI grant guidelines and application forms. We anticipate them being available in the Spring 2017.

The scope and range of SI proposals eligible for funding are broad, encompassing projects that propose changes to courses and curricula and that also include support for developmental and early-stage activities. Those who are proposing activities that target the current strategic priorities (Indigenous and /or International) should apply for a Strategic Initiatives (SI) grant. Each of these grants includes the same elements as the curriculum renewal and course design/redesign grants: faculty are expected to attend to learning outcomes, curricular or course alignment, incorporation of active and/or participatory learning strategies, and to follow principles of universal instructional design. Visit the LTC website for SI Guidelines and the Application Form.

Grant administered through the Office of Community University Engagement

Please note that an additional teaching-and-learning-related grant is administered through the Office of Community University Engagement. Community-engaged Learning (CEL) grants support the redesign of undergraduate core courses and/or program components that incorporate a community-engaged learning approach. Those who are proposing projects designed primarily to focus on community engaged learning should apply for a CEL grant. Proposals are encouraged from any UVic department/school or faculty member. Complete proposals must be submitted electronically to ocuecoord@uvic.ca by January 15, 2018. Further details about the grant and required documents can be found under Community-engaged learning curricular development fund.