Application Guidelines for Strategic Initiative Indigenous (SI-I) Grant

October 21, 2019

Division of Learning and Teaching Support and Innovation (LTSI)
University of Victoria

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Prior to applying for a grant in support of teaching and learning, please review Overview of UVic Grants Supporting Teaching and Learning. The following application guidelines are specific to applications seeking support for SI-I Grants.
Strategic Initiative Indigenous (SI-I) Grant in a Nutshell

Range of Proposals
The adjudication panel for the SI-I grants will consider any proposal that aims to improve the learning experiences of students at UVic, with preference given to those projects that demonstrate potential for significant impact through:

- improving or enhancing understanding of Indigenous ways of knowing and being;
- deconstructing colonialism and decentering unequal colonial knowledge structures; or,
- promoting reconciliation of power relations between Indigenous and non-Indigenous peoples.

Eligibility for the SI-I Grants
The LTSI encourages proposals from those who directly support student learning and the student experience at UVic, including research-stream and teaching-stream faculty, sessional lecturers, laboratory instructors, teaching assistants, and professional staff of the university. We particularly encourage proposals from early-career academic professionals or those new to UVic. Note that previous recipients of the SI-I Grant are eligible to apply. However, any previous LTSI grant recipient who has not fulfilled the obligations of their grant (reporting, etc.) must complete those obligations prior to consideration for another LTSI grant.

Project Funding for SI-I Grants
The LTSI limits SI-I grant funding for any project in a given budget year to a maximum of $5,000. The intent behind this limit is to distribute financial support across meritorious proposals (preferably in a diversity of Faculties, Divisions and Schools) in order to maximize direct benefits to a wide range of student learners.

Ethical Approval Requirements
Some, but not all, SI-I projects may involve the collection of data from human participants. If data collection does involve human participants then UVic Human Research Ethics Board (UVic HREB) must approve the project (see Ethical Approval for the SI-I project below). However, prior ethical approval is not required at the time of application.

SI-I Grant Application Deadline Date
The LTSI will consider only complete SI-I applications that are received prior to 11:59 PM on January 9, 2020. We will notify all applicants of the adjudication decision by email no later than January 30, 2020.
SI-I Grant Application Requirements

Background and Purpose of the Strategic Initiative Indigenous Grant
With the publication of the 2015 report of Canada’s Truth and Reconciliation Commission’s (TRC), educators and administrators are eager to acknowledge how education systems have perpetuated barriers to Indigenous academic success. The University of Victoria has committed to providing “education that redresses the historical and continued barriers that Indigenous peoples have faced in accessing and participating in post-secondary education” (UVic Indigenous Plan, 2017-2022, p. 6).

The LTSI provides grants to encourage faculty to enhance learning and teaching and to promote professional development at the University of Victoria. Starting in 2017 the LTSI expanded these grants to address current strategic initiatives of the university: Strategic Initiative Indigenous (SI-I) and Strategic Initiative International (SI-INT). The SI-I grants are intended to support faculty and staff to substantially revise programs, courses, curricula or learning resources that will help fulfill UVic’s commitment to reconciliation with Indigenous peoples.

Colonialism has served to privilege certain voices over others within academic institutions as in the broader society. Decolonization can be considered as the “deconstruction of ... institutionalized structures sustaining unequal and discursive power” (Binda & Caillou, 2001, p. 2). Though no single definition of Indigenizing education exists, it has been described as a shared responsibility (University of Regina, 2017) that re-centers Indigenous ways of place-based knowing, knowledge translation, language and leadership (Pete, Schneider, O'Reilly, 2013, p. 103). At the University of Victoria Indigenous is inclusive of First Nation, Metis and Inuit peoples.

Range of Proposals
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- promoting reconciliation of power relations between Indigenous and non-Indigenous peoples.

General Criteria for SI-I Grants
SI-I grants support the application of sound principles to the design or redesign of a course, curriculum, program or learning resources. The adjudication panel evaluates grant proposals based on the clarity and specificity of pedagogical principles to be applied, and the project’s

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1 individuals interested in researching the impact of an innovation on student learning outcomes should consider the Scholarship of Teaching and Learning (SoTL) Grant.
feasibility and sustainability within the timeframe and budget presented. The adjudication panel will pay close attention to the potential impact of the project on the student learning experience. We expect applicants to be familiar with other scholarly work that pertains to, or informs, their proposed project (i.e., Indigenization/decolonization); such familiarity should be clearly reflected in the proposal.

**Application Process**
The LTSI will consider only complete SI-I Grant applications that are received prior to **January 9, 2020 at 11:59 PM**. We will notify all applicants of the adjudication decision by email no later than January 30, 2020.

Following are the steps in the application process:
1. Download the **SI-I Grant application form**.
2. Complete the SI-I Grant application form. (Please note the word limit for each item.)
3. Include all requested signatures. (Information is available on using digital signatures in MS Word.) If you use a physical signature, submit the electronic copy without signature, **and** send a signed e-copy of page one of the application form to the LTSI.
4. Rename the completed Word document `<Surname_of_Applicant_First_Name_SI-I_Jan20.doc>` (e.g., Doe_Jane_SI-I_Jan20.doc) and send it to the LTSI. We will accept applications only **electronically** in **Word document** format. Note that we will not accept applications in .pdf format.

**SI-I Grant Budget and Accounting Requirements**
The application form requires that the primary applicant’s immediate supervisor indicate support for the project by a signature on the application. If the proposal is approved, the LTSI will ask the administrative officer of the applicant’s home unit to assign to the principal investigator a distinct account to be used solely for approved budget items related to the grant. The LTSI will have viewing privileges on the account to monitor expenditures. The LTSI will transfer funding to the newly created account.

SI-I Grants normally expire on March 31st in the second year after the grant is approved. For example, a grant approved in January 2020 would expire on March 31, 2022. On the expiry date of the grant or when the funds have been expended, the LTSI will notify the applicant’s unit to freeze the account so that no more spending can be incurred. On expiry, the remaining funds will be returned to the LTSI for redistribution in future competitions. Any deficits are the responsibility of the awardee and their unit. If a project should require more time, it would be necessary to contact the LTSI Executive Director to request approval of an extension.

**Funds used for items other than those listed in the approved application budget must be preapproved by the LTSI.**
Eligible and Ineligible Expenses
Applicants may propose using SI-I funds to pay students or other research assistants but must adhere to all university policies and procedures, including those pertaining to wage rates, vacation pay, and appropriate benefits. Please consult the Human Resources guidelines. Note that vacation pay of 4% is computed on the wage rate and that benefits pay of 8% is computed on the wage rate + vacation pay.\(^2\) Please confirm pay rates with Human Resources to assure that you have current values. Funds to recognize the contribution of Elders and community members will be considered within the context of the overall project.

Applicants and co-applicants may not use SI-I funds for the following:

\(\times\) To be reimbursed for work related to the grant or to cover course release funding. (There might be rare exceptions, however. In approved exceptional cases the grant will fund up to a maximum of $3,000 for teaching release time.) Individuals who hope to be hired on the grant as, for example, a research assistant, should not be listed as the applicant or a co-applicant;

\(\times\) To purchase equipment or supplies normally supplied by the university;

\(\times\) To use commercial services. If the proposal involves using an outside consultant, the copyright to any “product” remains the property of UVic. Contact the LTSI if you have further questions on this issue;

\(\times\) To cover costs of academic work, such as journal subscriptions; or,

\(\times\) To cover costs of registration for, or travel to, academic conferences.

Proposal Assistance
We recommend that you receive consultation on your proposal well in advance of the proposal deadline. The LTSI will be offering two sessions ahead of the submission deadline, to assist you and to answer general questions:

- **Overview of LTSI Grants in Support of Learning and Teaching**
  This session is a general overview of the LTSI grants. The session is designed to help potential applicants decide which grant is most appropriate and to answer questions.
  **Monday, October 28, 2019, 10:00 – 11:30 AM, HHB 128**

- **Applying for a SI-I Grant**
  This session will go through the SI-I Grant Guidelines and Application Form to answer questions of potential SI-I Grant applicants.
  **Monday, November 4, 2019, 10:00 - 11:30 AM, HHB 128**

Individual consultations are also available. Contact the LTSI, 250-721-8571, for an appointment.

\(^2\) For example, a graduate student serving as a senior assistant (CUPE 4163) after July 1, 2019 and before September 1, 2019 would have a wage rate of $26.08. The 4% vacation pay would increase the wage cost to $27.12 (1.04 * $26.08), and the 8% benefits would increase the wage cost to $29.29 (2.17 * $27.12). At this writing, the September 1, 2019 rate is not yet available.
Depending on the nature of the project, the LTSI may recommend consultation with other campus partners, such as the Library, Student Affairs, University Systems or the LTSI’s Technology Integrated Learning.

**SI-I Grant Application Guide – Questions and Examples**

Please use the most recent [SI-I Grant application form](#) that is available on the website.

**Questions to consider for SI-I Grant proposals**

While formulating your proposal, consider the following questions:

1. **What do you hope to achieve?** Describe the context for your project and what you hope to achieve. Please state these as broad goals with defined learning outcomes if appropriate (in the case of a course design/redesign). Also indicate how these goals connect to your specific context and to UVic’s Indigenous Plan, 2017-2022.

   **Example Project Goals and Learning Outcomes**
   
   *Sample Goal:* The purpose of this project is to design a course that celebrates the diversity of the human mind, grounded in current theories in psychology and Indigenous learning principles.
   
   *Sample Learning Outcomes:* Students will:
   - know and correctly describe at least three Indigenous principles of learning; and,
   - compare and contrast tenets of Indigenous and non-Indigenous ways of knowing and learning.

2. **How will the project enhance students’ learning?** Describe briefly how you believe the changes to your course will impact students’ learning.

3. **How will the project further the goals of decolonization/Indigenization, specifically and concretely?** Describe how the project will:
   - improve or enhance understanding of Indigenous ways of knowing and being;
   - deconstruct colonialism and decenter unequal colonial knowledge structures; and/or,
   - promote reconciliation of power relations between Indigenous and non-Indigenous peoples.

4. **What do we already know (either in your own discipline or from other disciplines) that might help with your SI-I project?** It is important to survey the field before applying for a SI-I grant. What does the literature say about how others have achieved goals similar to yours? Also describe what knowledge/expertise you currently possess for undertaking this project. That is, what have you done to prepare yourself for the decolonization/Indigenization process?
5. **How will you make your work accessible?** Describe how you will share your findings with colleagues or others both within and outside the university.

**Examples of Sharing Findings**
- Results of the project will be shared with departmental colleagues at our annual teaching retreat.
- Our findings will be shared with departmental colleagues at our monthly research seminar series.
- Since our department normally does not provide opportunities for the sharing of colleagues’ research, we will request that the LTSI assist us in offering a workshop through the LTSI.

6. **Referring to the budget table, how will the project budget be spent? Is the project sustainable?** Describe exactly how much will be spent doing what? An important consideration is the sustainability of the project. Continuation of the project in post-grant years should not be dependent on continued grant funding. For example, if the proposed project were to seek funding to support a Teaching Assistant (TA) integral to the successful operation of a target course, the adjudication panel would need to know how funding for the TA would be sustainable after completion of the grant.

**Budget Examples**
- One graduate student will be hired at $29.29 per hour for 40 hours to help analyze the data from the focus groups. Total pay will include 4% vacation pay and **compounded** 8% benefits ($29.29 x 40 = $1,171.60).
- A graduate research assistant will travel to the field teaching site (250 km round trip) four times. Travel will be reimbursed at the standard UVic rate for use of personal vehicle of $0.48/km ($0.48 x 1000 = $480.00).
- The research assistant is needed for the initial design of course modules and monitoring of students’ reaction to the redesigned course elements. These RA activities will not be needed in subsequent offerings of the redesigned course. The redesigned course will be sustainable without additional outside support.

7. **What, if any, additional help with your project might you like from the LTSI or other campus partners?** Often the expertise you are looking for is available at UVic, and the LTSI (as a clearinghouse for ideas) is a useful place to go for assistance, advice and referral. Please indicate if you will be working with a mentor.

**Help Examples**
- How do I conduct a focus group?
- What are the principles of Universal Instructional Design?
- Where can I locate Indigenous principles of learning that are appropriate to this context?
- Where can I learn more about writing intended learning outcomes?

So that we may allocate appropriate consultative resources, please consult with the LTSI prior to submitting your application if your project will entail requesting LTSI assistance.

8. **What else, if anything, should the adjudication committee understand concerning this proposal?** Is there any other information that you would like to share with the adjudication committee that would help them to fully appreciate your proposal?

### SI-I Grant Proposal Adjudication

After the proposal deadline of 11:59 PM on January 9, 2020, the LTSI screens all complete applications to ensure that the proposals are most appropriate for the SI-I Grant. If the LTSI concludes that a proposal is a better fit for one of the other teaching and learning grants, the principal investigator will be contacted prior to final adjudication. The LTSI adjudication panel competitively evaluates proposals for an SI-I Grant on the basis of the quality of the project goals, the proposed application of learning principles, the feasibility of the plan, and the potential impact on the learning of UVic students.

Successful SI-I proposals will have a:

- clear statement of what the applicant would like to achieve;
- well-articulated plan for how to proceed and principles that will guide the process;
- brief, targeted review of the literature that supports the plan;
- description of the proposed significance of the project in terms of contributions to teaching and student learning and the UVic Indigenous Plan;
- plan for sharing the project goals and outcomes to appropriate audiences; and,
- sustainable budget with justification for each item.

An adjudication panel, composed of volunteer faculty and staff of the university, reviews the proposals prior to the adjudication meeting and rates each proposal on the aforementioned criteria. Adjudicators will use the following scoring rubric, with rating scores ranging from 1.0 to 5.0:
<table>
<thead>
<tr>
<th>Question</th>
<th>Inadequate (1.0-2.0)</th>
<th>Good (2.1-4.0)</th>
<th>Excellent (4.1-5.0)</th>
</tr>
</thead>
</table>
| 1. Project Context & Goals/Learning Outcomes  | - Project context sparse or not described  
- Goals & learning outcomes missing, poorly stated or unfeasible  
- Context and goals either not stated or poorly aligned with UVic’s Indigenous Plan (2017-2022)  | - Project context described well but missing some details  
- Goals & learning outcomes feasible but need some work  
- Elements of UVic’s Indigenous Plan (2017-2022) mentioned but could benefit from better alignment to project | - Project context described thoroughly  
- Goals and learning outcomes clearly stated  
- Context and goals align fully with UVic’s Indigenous Plan (2017-2022)                                                                                                                                                                                                                                                                                |
| 2. Enhancement of Student Learning            | - Possible achieved learning outcomes are not mentioned or vague                     | - Possible achieved learning outcomes are stated but would benefit from more detail to better align with project and context                                                                                                                                                                                                                      | - Possible achieved learning outcomes are specific and clearly stated, and thoroughly aligned to context and project                                                                                                                                                                                        |
| 3. Decolonization/Indigenization goals and pathways | - Goals of Indigenization/Decolonization are not stated or unclear  
- How the project leads to the goals is unstated or unclear | - Goals are stated and clear but the pathway to those goals is unclear  | - Goals are clearly stated and the project’s pathway to those goals is clear and feasible                                                                                                                                                                                                                                                                               |
| 4. Literature survey & Self-Preparation       | - Literature cited is sparse  
- Little to no self-preparation for project                                                | - Literature cited and self-preparation adequate but could use more detail                                                                                                                                  | - Literature cited and self-preparation well detailed and thorough                                                                                                                                                                                                                                                                                           |
| 5. Sharing Findings                           | - Ideas for sharing findings are absent, sparse or unclear                             | - Ideas for sharing findings are adequate but could be better developed/explained                                                                                                                                | - Good range and number of ideas for sharing findings from the project                                                                                                                                                                                                                                                                                     |
| 6. Budget Description                         | - Budget either missing, unclear or poorly elaborated  
- Budget poorly aligned with project goals                                                 | - Budget moderately elaborated but could use more clarity  
- Budget adequately aligned to project goals                                                                                                                               | - Budget clear; very well elaborated and linked to projects’ overall goals and/or learning objectives                                                                                                                                                                                                                                                     |

Adjudicators also make qualitative comments on exceptional or problematic features of proposals. The proposals are discussed and ranked. Proposed budgets are sometimes modified.
SI-I Grant Awardee Responsibilities

Ethical Approval for the SI-I Project
To help you determine if an ethical review of your project is required, we urge you to go to the UVic Human Research Ethics website and carefully consider the information. In particular, see the “Who should apply?” and the “FAQ” information on the page. Note, however, that prior ethical approval is not required at the time of application.

Suggestion: Although not required, we recommend that you consult directly with Human Research Ethics before submitting your proposal to the LTSI. They will help you to determine whether there might be any challenge to the implementation of your research project from an ethical perspective.

Following notification of applicants as to the decision of the adjudication panel, a special ethics workshop for grant recipient teams is scheduled. This workshop, offered by the Research Services, will provide an opportunity to learn more about ethical data collection and to have your questions answered. If your project team members are interested in participating in this optional workshop, please hold the date and time:

- Ethics Workshop: Monday, February 10, 2020, 1:00 – 2:30 PM, HHB 128

SI-I Grant Awardee Commitments
A primary goal of SI-I Grants is to create an expanding community experienced in integrating principles and practices of decolonization/Indigenization into the development of courses, curricula, programs, and/or resources. These grants are available to those well skilled in decolonization/Indigenization who want to further their work, as well as to those who are committed to Indigenous educational leadership. We hope to build on the successes and lessons learned in this ongoing initiative to inform the broader teaching and learning community at UVic.

Accordingly, we ask successful SI-I applicants to commit to do the following:

- participate in one of two identical 2.5 hour intensive workshops on Constructing Effective Statements of Intended Learning Outcomes with other successful grant applicants:
  - Monday, February 3, 2020, 9:00 – 11:30 AM, HHB 128
  - or
  - Tuesday, February 25, 2020, 2:00 – 4:30 PM, HHB 128

- participate in a Welcome and Spring Update session with SI-I grant recipients:
  - Tuesday, May 5, 2020, 2:00 – 4:00 PM, HHB 128

- participate in a Fall Update session with SI-I grant recipients:
  - Tuesday, September 29, 2020, 1:00 – 2:30 PM, HHB 128
Please hold all of these dates in your calendar. If Primary Applicants are unable to attend any of these events, they should inform the LTSI of a designate to represent the team.

SI-I Grant Progress Report
Successful grant recipients will complete a brief Progress Report by March 31st of the year following receipt of the grant, regardless of whether or not the project has been completed. For example, if a grant were awarded in January 2020, the Progress Report would be due March 31, 2021. When submitting a Progress Report, applicants must include their detailed budget showing all to-date expenditures in Canadian funds.

Project Completion and Final Report
Grant recipients will normally complete their projects by March 31st in the second year from the time of their grant approval. For example, a proposal approved in January 2020 would have funding until March 31, 2022 or project completion, whichever occurs first. The Final Report provides grant awardees an opportunity to share their experiences with colleagues. The Final Report should include the initial project plans, the decolonization/Indigenization principles applied, and a brief presentation and discussion of the impact on student learning. You must also include a separate budget sheet describing expenditure details.

The LTSI may invite successful applicants to take part in a local (virtual or in-person) event to share their findings (such as a showcase, conference, panel, speaker series, or workshop). For example, this report could be presented using various media (e.g., film, podcast, art installation, etc.). We expect successful applicants to share their project results with their departmental colleagues. If the grant recipient’s department were not to provide opportunities for sharing research, we would be happy to assist in organizing an event in their department or at the LTSI (see Application Question #5).

SI-I Grant Adjudication Committee
- Executive Director, Indigenous Academic and Community Engagement (IACE) (Co-chair);
- Executive Director, LTSI (Co-chair);
- Three Indigenous Faculty/Staff;
- One Prior SI-I Grant Recipient; and,
- Director, Curricular Renewal and Strategic Priorities, LTSI (ex-officio).

References
University of Victoria (2017). Indigenous Plan