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 grant applications seeking support for the Experiential Learning Grants (consisting of three learning streams: Community-Engaged Learning Grant, Field-Based Learning Grant, and Research-Enriched Teaching Grant).

Follow this link if you are applying for the CEL Emergent Activities Fund.
Experiential Learning (EL) Grants in a Nutshell

Background and Purpose of the EL Grants
The Experiential Learning Grants are an expansion of the Community-Engaged Learning Grant and aim 1) to increase opportunities for students to participate in experiential learning, and 2) to build capacity for experiential learning at UVic. Experiential Learning (EL) is essentially learning through reflecting on doing. It involves iterative cycles of concrete experience, reflective observation, abstract conceptualization and active experimentation (Kolb, 1984). The UVic Strategic Framework highlights opportunities for transformative learning, such as EL, as priority for supporting student personal, career and academic growth.

EL Granting Streams
The EL Grants will support three EL streams: Community-Engaged Learning (CEL), Field-Based Learning (FBL) and Research-Enriched Teaching (RET). The EL Grants also supports small contingency costs associated with fostering reciprocal relationships through the CEL Emergent Activities Fund. See Appendices A, B and C for specific details of the CEL, FBL and RET Grants. Follow this link if you are applying for the CEL Emergent Activities Fund.

Eligibility for EL Grants
Proposals are encouraged from any UVic academic unit (department/school/Faculty office/research centre/etc.) or instructor (including sessionals and senior lab instructors – excluding Teaching Assistants). Please note: one grant each year will be held for a qualifying project focused on engagement with Indigenous communities (if no qualifying projects are submitted, this grant will be released to general qualifying applicants). Note that previous recipients of the EL Grants 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
Grant funding for any project in a given grant cycle is limited to $500 - 5,000 for CEL and FBL Grants and $500 - $2,500 for the RET Grant. Where there are multiple proposals from the same unit, we may ask the dean, chair or director to prioritize these proposals within the context of the faculty, department or school strategic directions. The goal is to distribute these resources as broadly as possible.

Application Process
Applications must be submitted by 11:59 PM on January 6, 2020. We will notify all applicants of the adjudication decision by email no later than the end of January 2020.

Following are the steps in the application process:
1. Read these guidelines.
2. Download and complete the EL grants application form. You must complete the general EL questions and the questions specific to your stream. (Please note the word limit for each item and know that only complete applications will be considered.)
3. Include all requested attachments and signatures as applicable.
4. Rename the completed application form <Surname_LastName_ELGrant_20.doc> (e.g., Doe_Jane_ELGrant_20.doc) and save as a word file.
5. Email the completed application form and any required attachments to the CEL Office.
EL Proposal Application Requirements

EL Grants Criteria
Proposals must focus on pedagogical design that nurtures the student learning experience through experiential learning opportunities. Note that proposed projects should clearly articulate the project goals and student learning outcomes as they pertain to experiential learning and the improvement of student experiences (through pedagogical, curricular, co-curricular or cross-institutional processes). It is hard to ascertain the attributes of an unclear proposal.

The adjudication committee will also pay attention to the number of students directly impacted and to the feasibility of the proposed project within the timeframe and budget presented. Applicants are expected to be familiar with other work being done locally, nationally or internationally that might pertain to, or inform, their proposed project (e.g., in pedagogy, discipline or topic); such familiarity should be clearly reflected in the proposal.

Preference will be given to applicants who have not yet received an EL Grant.

All EL Grant Applications will be adjudicated on the following criteria:

Accountability
Includes a comprehensive budget outlining requested funding and how funding will be used. Further, the proposed activities in the plan are tangible and achievable, and maintain exemplary academic integrity.

Impact and Sustainability
Clearly proposes an experiential learning opportunity that:
1) is meaningful and substantial in purpose, time dedication and activity (this is broadly defined and depends on the intended learning outcomes and the degree of current experiential learning opportunities in your program and unit);
2) is tied to module, course and/or program intended learning outcomes;
3) includes critical/deep reflection; and
4) includes appropriate forms and levels of assessment.

Clearly articulates the breadth and depth of the project impact(s) in relation to the student learning experience and where applicable to the community benefit. Further, clarifies how these impacts will be measured.

Clearly articulates how the project will be shared for the capacity building of others.

CEL and where applicable, FBL Applications will also be adjudicated on the following criterion:

Respect and Reciprocity
Clearly outlines the relationship with community as pertaining to the proposed endeavour and thoughtfully considers how respect and reciprocity will be encouraged and nurtured throughout the project.
Ethical Approval Requirements
Where applicable, approval from the UVic Human Research Ethics Board is required prior to grant fund dispersal.Projects that include data collection from human participants require Ethical Approval, as do CEL and FBL experiences wherein students collect data from human participants during their collaboration with community (e.g., interviews, surveys, participant observation, focus groups). We advise applicants to consult directly with the Human Research Ethics Office about the proposed project. As it may take up to six weeks for the completion of the ethical review process, we advise applicants to begin this process in advance of submitting their grant proposal. There will be a brief workshop on ethics during the EL Grant holders welcome and orientation (see details in Grant Recipient Commitments).

EL Budget and Accounting Requirements
The EL Grants application form requires that the primary applicant’s Chair/Director indicate support for the project by a signature on the application. This signature indicates three things:

1) the Chair/Director confirms departmental support for this application, including a commitment to project completion;
2) the administrative officer of the primary applicant’s home unit will be contacted by the LTSI and be asked to assign a distinct account to the primary applicant to be used solely for approved budget items related to the grant (if approved), and the LTSI will have viewing privileges on the account to monitor expenditures; and,
3) the Chair/Director, along with the recipient, commits to assume responsibility for any deficits accrued in the recipient’s distinct account.

EL grants expire on March 31st the year after the grant is approved. For example, a grant approved in January 2020 would expire on March 31, 2021. On the expiry date of the grant or when the funds have been expended, whichever occurs first, the LTSI will notify the primary 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 EL competitions. Any deficits are the responsibility of the recipient and their unit. If a project should require more time, the grantee must contact the LTSI Community-Engaged Learning Coordinator to request approval of an extension. Funds used for items other than those listed in the approved application budget must be pre-approved by the LTSI.

Eligible and Ineligible Expenses
Applicants may propose using grant funds to hire project and/or research assistants, but they 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. Please confirm pay rates with Human Resources to assure you have current values.

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1 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.
Applicants may not use the EL grant funds for the following:

- To reimburse the applicant or co-applicant for work related to the proposal. Individuals who hope to be hired to work on the grant as, for example, a research assistant, should not be listed as the applicant or co-applicant;
- To use commercial services. If the proposal involves using an outside consultant, the copyright of any “product” remains the property of UVic. Contact LTSI if you have further questions on this issue;
- To cover the costs of academic work, such as journal subscriptions; nor
- 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 conducting workshops ahead of the submission deadline to assist you and to answer general questions.

The CEL Coordinator is pleased to provide advice and consultation upon request, at both the proposal stage or the grant implementation stage.

Additional Resources
- Learn about Experiential Learning offerings across campus
- Read about past CEL Grant recipient projects
- Human Research Ethics at UVic provides research ethics advice and project-specific guidance about research occurring in academic courses involving human participants or human biological materials. All CEL and FBL Grant recipients are asked to participate in a 45 minute Ethics workshop (see more in the below Grant Recipient Commitments section).

EL Grant Recipients

Grant Recipient Fund Allocation
The adjudication committee reserves the right to determine award funding each year; i.e., EL Grant recipients do not always receive the entirety of requested funds. Further, see EL Budget and Accounting Requirements section above for information on how Grant Recipients receive their allocated funds.

Grant Recipient Commitments
Grant recipients have until March 31, 2021 to complete their projects. Recipients can apply for an extension as needed.

A secondary goal of the EL Grants is to create an expanding community of multi-disciplinary faculty members participating in experiential learning who can inspire others through their leadership. We hope to build on the success and lessons learned through these projects to inform the broader scholarly community at UVic about the value of experiential learning and further support the development of EL research and engagement. Accordingly, grant recipients are asked to commit to the below activities. For ease of scheduling, applicants are asked to hold the following dates for grant-holder events in their calendars. The final date of each event will be confirmed early February. Should the primary and/or co-
applicant have an unavoidable conflict with these events, the applicant(s) will inform the LTSI of the designate who will participate.

- Attend a **2-hour welcome lunch and orientation workshop** with other EL Grant recipients (including an ethics workshop with HREB). Photo services will be present at this workshop to take a group photo.
  - February 7, 2020 (11:30 AM – 1:30 PM);
  - February 12, 2020 (11:30 AM – 1:30 PM); or
  - February 14, 2020 (11:30 AM – 1:30 PM)

- Submit a **1-page Progress Report** between June 21 and August 28, 2020 as appropriate for the trajectory of your project.
  - Summarizing the progress, challenges and successes of the project to date.

- Attend a **1.5-hour project progression workshop** with other EL Grants recipients to share goals, questions, principles, and achievements.
  - June 23, 2020 (12:30 PM – 2 PM);
  - June 24, 2020 (12:30 PM – 2 PM); or
  - June 25, 2020 (12:30 PM – 2 PM)

- Submit a **2-page Project Accountability Report** by March 31, 2021.
  - Summarizing the project—regardless of whether or not the project has been completed—including a detailed budget showing all expenditures for the project to-date.

- Attend a **1-hour project completion celebration** with the university and off-campus community to share and celebrate outcomes of EL Grants projects.
  - April 5, 2021 (4 PM – 5 PM);
  - April 6, 2021 (4 PM – 5 PM); or
  - April 8, 2021 (4 PM – 5 PM)
Appendix A: Community-Engaged Learning (CEL) Grant (up to $5,000.00)

The University of Victoria has a long history of community engagement. UVic’s Strategic Framework (2018-2023) makes a commitment to intensifying dynamic learning; to engaging meaningfully with our external communities—locally, regionally, nationally and internationally; and to promoting civic engagement and global citizenship. The Community-Engaged Learning (CEL) Grant supports these goals by providing support for CEL. CEL is a form of experiential learning & community-engaged scholarship whereby students actively engage with course content through a combination of collaborations with community and facilitated critical reflection.

The CEL Grant provides support for the integration of community-engaged opportunities into undergraduate or graduate curricula through course, lab or program development or redesign. This grant, established in 2014, is administered by the LTSI with funding provided by the Office of the Vice-President Academic and Provost.

A broad definition of community is intended (including: geographic, government, Indigenous communities and groups, non-profit organizations, industry or other communities of interest). Similarly, a broad range of methods to enhance learning and community engagement will be considered.

Examples of project types include (but are not limited to):

- projects designed to improve or enhance student learning through community-engaged learning opportunities (community service-learning, project-based, knowledge exchange, research-based, etc.) within the context of a particular course – see the CEL website for more examples;
- curricular innovation related to community engagement within a program, with the intention of exploring and improving the student experience; and,
- integration between student learning and student life experiences, from co-operative education and service learning programs to career planning and life-long learning.

Go to the CEL website to learn about previous recipients and more about CEL.
Appendix B: Field-Based Learning (FBL) Grant (up to $5,000.00)

The University of Victoria has a long history of land and water-based education. UVic’s Strategic Framework (2018-2023) makes a commitment to intensifying dynamic learning; to engaging meaningfully with our external communities—locally, regionally, nationally and internationally; and to promoting civic engagement and global citizenship. The Field-Based Learning (FBL) Grant supports these goals by providing support for FBL. FBL is a form of experiential learning whereby students actively engage with course content through a combination of land and/or water-based experiences and facilitated critical reflection.

The FBL Grant provides support for the integration of land and/or water-based experiences into undergraduate or graduate curricula through course, lab or program development or redesign. This grant, established in 2019, is administered by the LTSI with funding provided through the President’s Strategic Initiatives Fund.

A broad range of FBL to enhance experiential learning will be considered. Opportunities can include FBL embedded within an on-campus course or through a course that is delivered entirely off-campus (such as a field school).

Examples of project types include (but are not limited to):
- projects designed to improve or enhance student learning through field-based opportunities within the context of a particular course; and
- curricular innovation related to FBL within a program, with the intention of exploring and improving the student experience.

Go to the UVic Field Schools website to learn about some of UVic’s current UVic Field School offerings.
Appendix C: Research-Enriched Teaching (RET) Grant (up to $2,500.00)

_UVic’s Strategic Framework_ (2018-2023) makes a commitment to intensifying dynamic learning. The Research-Enriched Teaching (RET) Grant supports this goal by providing support for classroom or lab based experiential learning opportunities, specifically those that are research-enriched. Research-Enriched Teaching is a form of experiential learning whereby students actively engage with research findings, skills and theories in their coursework.

The RET Grant provides support for the integration of RET into undergraduate or graduate curricula through course, lab or program development or redesign. This grant, established in 2019, is administered by the LTSI with funding provided through the President’s Strategic Initiatives Fund.

A broad range of RET to enhance experiential learning will be considered.

Examples of project types include (but are not limited to):

- projects designed to improve or enhance student learning through meaningful and substantial research-enriched activities within the context of a particular course. Activity examples include the following:
  - Students undertake their own research or contribute to their instructor’s research;
  - Instructors embed examples of their own research and up-to-date research within course delivery; and
  - Students have lessons on research methodology and skills and apply those.

- curricular innovation related to meaningful and substantial research-enriched teaching within a program, with the intention of exploring and improving the student experience.