Application Guidelines for
Strategic Initiative International (SI-INT) Grant

January 15, 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-INT Grants.
Strategic Initiative International (SI-INT) Grant in a Nutshell

Purpose of the SI-INT Grants
The University of Victoria (UVic) periodically recognizes strategic priorities that become the focus of strategic initiative grants. One current focus of strategic initiatives involves “internationalizing” the university, and the LTSI provides grants in support of campus efforts to that end. The SI-INT Grants are intended to encourage members of the university community to substantially update and renew existing courses and programs to reflect principles of internationalization as highlighted in the UVic International Plan (UVic, 2017).

Eligibility for the SI-INT 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 professionals or those new to UVic.

Project Funding for SI-INT Grants
The LTSI limits SI-INT 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 and divisions) in order to maximize direct benefits to a wide range of student learners.

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

SI-INT Application Deadline Date
The LTSI will consider only complete SI-INT applications that are received prior to 4:00 PM on May 27, 2019. We will notify all applicants of the adjudication decision by email no later than June 24, 2019.
SI-INT Grant Application Requirements

Range of Proposals
The SI-INT adjudication panel will consider any proposal that aims to enhance the impact of practices on student learning and improve the student learning experience at UVic, with preference given to those projects that demonstrate potential to support the University’s strategic priority of internationalization.

The UVic International Plan identifies five categories of internationalization, each with specific objectives and key strategies. We urge applicants to examine the entire UVic International Plan. Below is the skeleton of the plan.

<table>
<thead>
<tr>
<th>CATEGORY 1: Creating a culture of exchange through STUDENT MOBILITY</th>
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<tbody>
<tr>
<td>• UVic students going abroad</td>
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<td>o Objective 1: Over the next five years, double the number of students from UVic having an experience abroad as part of their academic studies.</td>
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<tr>
<td>o Objective 2: Enhance financial support for student mobility by obtaining external resources to supplement internally allocated university resources.</td>
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<tr>
<td>• International students attending UVic</td>
</tr>
<tr>
<td>o Objective 3: Maintain the number of international students at current levels by incorporating international objectives into Strategic Enrolment Management (SEM) to guide a coordinated and integrated approach to enrolment.</td>
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<tr>
<th>CATEGORY 2: Enhancing the INTERNATIONAL STUDENT EXPERIENCE</th>
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<tr>
<td>o Objective 1: Implement an effective international student experience framework that aligns with the diverse needs of the international student population.</td>
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<tr>
<td>o Objective 2: Expand and appropriately resource the International Student Centre to make it a central destination for outside-of-the-classroom programming, supports, advising, and services for international students.</td>
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<tr>
<th>CATEGORY 3: Providing INTERCULTURAL CURRICULA for a global-ready institution</th>
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<tbody>
<tr>
<td>o Objective 1: Assist faculty, staff and students to be effective in culturally diverse settings and experiences by strengthening, developing and making available curricular resources, tools and content.</td>
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<tr>
<th>CATEGORY 4: Making a vital impact through INTERNATIONAL ENGAGEMENT</th>
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<tr>
<td>o Objective 1: Promote high-quality and socially relevant research that engages with international partners to maximize opportunities for impact.</td>
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<tr>
<td>o Objective 2: Enhance opportunities for integrating international educational opportunities and learning experiences with research, scholarly and artistic engagement.</td>
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<tr>
<th>CATEGORY 5: Establishing an EXTRAORDINARY ENVIRONMENT FOR INTERNATIONALIZATION. Each of these five categories includes specific objectives, which are articulated below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Objective 1: Provide opportunities for all students, staff and faculty, as well as members of the larger community, to contribute to, benefit from, and celebrate the international nature of the university and the local community.</td>
</tr>
<tr>
<td>o Objective 2: Work with government and community partners to develop a shared understanding of the distinctive role and value of international mobility and globally engaged scholarship, education and citizenship in the mission and success of post-secondary institutions, and advocate for policies and public sector practices that support UVic with this aspect of its mission.</td>
</tr>
<tr>
<td>o Objective 3: Create a culture of international alumni engagement that encourages all UVic graduates, including Canadians who work around the globe and international students who have returned home after graduation, to become ambassadors and student recruiters in their respective regions.</td>
</tr>
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</table>
Proposals in support of Category 3, Intercultural Curricula, are particularly likely to be relevant to a SI-INT grant through the LTSI. However, proposals that facilitate the attainment of any of the plan objectives, broadly interpreted, will be considered.

**General Criteria for SI-INT Grants**
SI-INT grants support the systematic application of sound principles of internationalization to the design or redesign of a course or program. The adjudication panel evaluates grant proposals based on the clarity and specificity of principles to be applied, and the project’s feasibility within the timeframe and budget presented. The panel will pay close attention to the impact on student learning. We expect applicants to be familiar with other scholarly work that pertains to, or informs, their proposed project; such familiarity should be clearly reflected in the proposal.

**Application Process**
The LTSI will consider only complete SI-INT Grant applications that are received prior to **4:00 PM on May 27, 2019**. We will notify all applicants of the adjudication decision by email no later than June 24, 2019.

Following are the steps in the application process:
1. Download the [SI-INT Grant application form](#). Make sure that you are using the latest version.
2. Complete the SI-INT 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-INT_19.doc> (e.g., Doe_Jane_SI-INT_19.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-INT Grant Budget and Accounting Requirements**
The application form requires that the 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-INT Grants normally expire on March 31st the second year after the grant is approved. For example, a grant approved in May 2019 would expire on March 31, 2021. On the expiry date of the grant or when the funds have been expended, the LTSI will notify the applicant’s unit to freeze

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1 Individuals interested in affecting changes across a broader curricular domain should consider the [Curricular Renewal (CR) grant](#). Individuals seeking support for improving community engagement should consider the [Community-Engaged Learning (CEL) grant](#) as an alternative. Similarly, individuals interested in researching the impact of an innovation on student learning outcomes should consider the [Scholarship of Teaching and Learning (SoTL) grant](#)
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-INT 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.

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

- 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;
- To purchase equipment or supplies normally supplied by the university;
- 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;
- To cover costs of academic work, such as journal subscriptions; or,
- 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 a workshop twice, ahead of the submission deadline, to assist you and to answer general questions:

- Applying for a LTDG – Wednesday, March 13, 2019, 9:30-11:00 AM, HSD A250
- Applying for a LTDG - Thursday, March 28, 2019, 1:30-3:00 PM, HSD A250

Individual consultations are also available. Contact the LTSI for an appointment. Depending on the nature of the project, the LTSI may recommend consultation with other campus partners, such as the Library, Student Affairs, Computing Services or the LTSI’s Office of Technology Integrated Learning.

² For example, a graduate student serving as a senior assistant (CUPE 4163) after September 1, 2018 and before July 1, 2019 would have a wage rate of $25.63. The 4% vacation pay would increase the wage cost to $26.66 (1.03 * $25.63), and the 8% benefits would increase the wage cost to $28.79 (2.13 * $26.66).
SI-INT Grant Application Guide – Questions and Examples

Please use the most recent SI-INT Grant application form that is available on the website.

Important note and questions to consider for SI-INT Grant proposals

When working on your grant application, demonstrate your understanding of key concepts (e.g., global perspective, intercultural competence, etc.) as used and interpreted within your own discipline/professional practice. This foundational understanding of your disciplinary approach to internationalization would enable the reviewers’ panel to better contextualize your proposal and evaluate its alignment with UVic’s International Plan.

While formulating your proposal, consider the following questions:

1. **What are your project goals and motivations?** What is the context for your goals? The LTSI adjudication panel recommends that your project goals be specific, rather than general. (See Too General and Specific examples below.)

   **Goals and Motivations Examples**

   *Too General*: The new program will foster global thinking.
   *Specific*: The new program aims to prepare students for work in a global society by providing a systematic and continuous exposure to international or global content, perspectives, and different ways of knowing, as well as by offering flexible and diverse opportunities for international learning and experiences (e.g., study abroad, international co-op work)

   Notice how the specific example describes what the program aims to achieve and how the program will achieve it.

   *Too General*: The redesigned course will build international awareness.
   *Specific*: This new course seeks to develop students’ critical thinking and problem solving skills in the context of at least one other culture, nation, or region through instruction, practice and formative feedback focused on the application of diverse cultural frames of reference and alternate perspectives within the discipline

   Note that the more specific goals refer directly to student learning outcomes and suggest how such learning will take place.

2. **What are your intended student learning outcomes?** List the learning outcomes for your course (CLO) or program (PLO). If your SI-INT project is approved and funded, what changes would result in the learning of affected students? Which learning outcomes would be possible or facilitated by the successful implementation of your SI-INT project? The more clearly and specifically you describe these enhanced learning outcomes, the more likely the adjudication committee will appreciate the value of your project. (See Too General and Specific examples below.)
Program-level Intended Learning Outcomes Examples

Too General: After participating in the program, students will develop a global mindset.

Specific: After actively engaging in the program’s learning experiences that provide opportunities to critically explore the professional practice in other countries, regions, or cultures, students will apply disciplinary content in different contexts with consideration of the ethical implications of their decisions in these communities.

Below are two more examples of discipline-specific intended learning outcomes at the program level.

Business Example: Graduates of this program will propose effective business solutions to issues attributable to companies operating in a fast-changing global landscape, characterized by progressive internationalization and product and process innovation. This repertoire will be acquired through participation in class activities and group discussions, individual study and, in particular, research carried out for the drafting of the capstone project.

Engineering Example: After the completion of this program, students will design structural buildings, bridges, fluid and hydromechanics-related structures in foreign locales, taking into consideration international issues such as materials, measurement differences, currencies, local availability of capital and labor. Students will develop this repertoire through participation in online international collaborative design projects, semester-long or summer-long abroad programs and/or community engaged learning opportunities that include an international component.

Course-level Intended Learning Outcomes Examples

Too General: The new (or revised) course will improve students’ international awareness.

Specific: Students who complete this course, which is designed to engage students in real-world learning experiences through international case studies and simulations, will identify and analyze critical global issues within the discipline.

Below are four more examples of discipline-specific intended learning outcomes at the course level.

Too general: The course will develop students’ international analytical skills.

Specific (Economics): Students who actively engage and participate in class activities, group discussions and the faculty-supervised research project will carry out analyses and evaluate the structure and functioning of an economic system and the impact of public policies on market trends, with particular reference to the international setting.

Specific (Information Systems): Students who complete this course will analyze and explain how to manage effectively the risks and ethical considerations of IT consulting engagements in both local and international contexts. This repertoire will be developed through instruction, class activities, and group projects focused on the key practices and issues in engaging and providing IT consulting services in Canada and internationally.
Specific (History): At the end of this second year History course, which is built with a focus on the development of critical thinking skills and global awareness via instruction, class discussions, and online archival sites research, students will identify the influence of global forces and explain their connections to local and national developments.

Specific (Mathematics): Through active participation in class discussions, practice and research projects designed to create awareness of the role that mathematics plays in modeling and solving problems from an international perspective, students will select appropriate mathematical models to describe a variety of social phenomena, explain their choice, and describe the limitations of the models they have selected.

3. What do we already know (either in your own discipline or from other disciplines) that might help with your SI-INT project? It is important to survey the field before beginning an SI-INT project. What does the literature say about how others have achieved goals similar to those of your SI-INT project?

Example Literature Questions

- What does the literature tell us about internationalizing the curriculum in your discipline? What challenges might you need to address in order to achieve your goals? What type of resources (e.g., human, materials, infrastructure, and logistics) have been typically used in projects similar to the one you are proposing?
- Are there any professional standards or accreditation requirements that emphasize the relevance of intercultural competence in your discipline? How would these contribute to frame/implement your project?

4. How will the proposed project further one or more objectives of the UVic International Plan? Make explicit reference to the relevant principles, categories, and key strategies of the plan, and describe how the project might contribute to achievement.

Example of connection to the UVic International Plan

- The primary goal of the proposed project is to construct a set of program-level and course-level intended learning outcomes that focus on cognitive and affective dimensions of intercultural awareness and global mindedness (Category 3, Objective 1, Key Strategy C).

5. What principles of learning will your program apply to achieve your project goals? Describe the learning principles underlying the program. How do the learning principles support the desired project goals?

Principles Example

When one interacts with the world that physically surrounds one, the result of one’s actions occur naturally and automatically. This direct moment-to-moment interaction is different from interacting through media such as texts, pictures, videos and simulations, which is indirect. Although much of post-secondary education is necessarily “indirect” in this sense, the literature suggests that the learning outcomes that results from exposure to direct, lived experiences and natural contingencies may more easily transfer to novel contexts than indirect
experiences. The proposed field school will provide exposure to interactive, direct experiences that cannot be duplicated or easily approximated in the normal classroom environment.

6. **How will the project improve the active learning and engagement of students targeted by the proposed project?** Describe briefly your reasoning on how the planned intervention will result in improved active learning and engagement.

**Active Learning and Engagement Example**

As stated in #5, the project involves the application of the learning principle of direct experience to supplement traditional “book” learning. Field experiences, by their immersive nature, promote and support active engagement and authentic learning.

7. **How will you make your work accessible?** Describe how you will share your findings with colleagues or help others to apply them to their own context?

**Sharing Findings Examples**

- 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 plan to share our project during the annual poster session at UVic’s Let’s Talk About Teaching event.

8. **Referring to the Budget Table, describe how the project budget will be spent?** Describe exactly how much will be spent doing what?

**Budget Examples:**

- One graduate student will be hired at $25.63 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 ($28.79 x 40 = $1,151.60); and,
- 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).

9. **What, if any, additional help with your project might you like from the LTSI or campus partners?** Often the expertise you are looking for is available at UVic, and the LTSI is a useful place to go for assistance, advice and referral.

**Help Examples**

- How do I conduct a focus group?
- Are there measures of global mindedness that we can use to assess the impact of the proposed program?
- Where can I learn more about the writing of intended student 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 significant assistance.

10. **What else, if anything, should the adjudication panel understand concerning this proposal?**

Are there other issues, problems or knowledge that you would like to share with the adjudication panel that would help them to fully appreciate your proposal?

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**SI-INT Grant Proposal Adjudication**

After the proposal deadline of 4:00 PM on **May 27, 2019**, the LTSI screens all complete applications to ensure that the proposals are most appropriate for the SI-INT Grant. If the adjudication panel 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 adjudication panel competitively evaluates proposals for an SI-INT 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-INT proposals will have a:

- set of clear project goals and motivations;
- set of clear project outputs and outcomes;
- list of intended student learning outcomes;
- brief, targeted review of the literature that supports the planned design;
- clear connection with and support of the objectives of the UVic International Plan;
- description of the significance of the project in terms of contributions to teaching and student learning;
- plan for disseminating the project goals and achievement to appropriate audiences; and,
- budget with justification for each item.

The SI-INT 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 also make qualitative comments on exceptional or problematic features of proposals. The proposals are discussed and ranked at a formal meeting. Proposed budgets are sometimes modified.

Prior to **June 24, 2019**, the LTSI will notify the principal applicant of the panel’s decision and any recommendations for modification.
SI-INT Grant Awardee Responsibilities

Ethical Approval for the SI-INT Project
Since most SI-INT projects involve application of “known” principles of learning rather than exploring the impact of an innovation through SoTL research, ethical approval may not be necessary. 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.

If you have questions concerning the need for ethical approval, 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.

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 you will be interested in participating in this optional workshop, please hold the date and time:

Ethics Workshop for Grant Recipient Teams
Wednesday, July 3, 2019, 9:30 – 11:00 AM, Location: TBA

SI-INT Grant Awardee Commitments
A primary goal of SI-INT Grants is to create an expanding community experienced in the application of learning principles to internationalizing the university. 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-INT Grant applicants to commit to do all of the following:

- attend an afternoon welcome with other SI-INT Grant recipients:

  Welcome Session
  Monday, September 9, 2019, 3:00 – 4:30 PM, HHB 128

- participate in one of two identical 1/2-day intensive workshops on Constructing Effective Statements of Intended Learning Outcomes with other successful SI-INT grant applicants:

  Constructing Effective Statements of Intended Learning Outcomes
  Thursday, July 4, 2019, 9:00 – 11:30 AM, Location: TBA
  OR
  Constructing Effective Statements of Intended Learning Outcomes
  Thursday, September 12, 2019, 1:00 – 3:30 PM, HHB 128

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and,

- participate in a two-hour collaborative workshop with other SI-INT Grant recipients to share goals, principles, and achievements, one in the fall and one in the spring:

  **Fall SI-INT Update Session**  
  **Thursday, October 24, 2019, 2:30 – 4:30 PM, HHB 128**

  **Spring SI-INT Update Session**  
  **Monday, May 25, 2020, 2:30 – 4:30 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 grant.

**SI-INT 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 approved in May 2019, a Progress Report would be due March 31, 2020.

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 of the second year from the time of their grant approval. For example, a proposal approved in May 2019 would have funding until March 31, 2021 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 project goals, the student intended learning outcomes, the learning principle(s) applied, and a brief discussion of your experience. You must also include a separate budget sheet describing expenditure details.

The LTSI may ask successful applicants to take part in a local (virtual or in-person) event to disseminate their findings (such as a showcase, conference, panel, speaker series, or workshop). One such event is the annual Let’s Talk About Teaching (LTAT), held each August.

The LTSI expects successful applicants to share their project results with their departmental colleagues. If the grant recipient’s department were not to provide opportunities for sharing the project, the LTSI would be happy to assist in organizing an event in their department or at the LTSI.