Application Guidelines for
Course Design/Redesign (CDR) Grants

March 13, 2020

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 grant applications seeking support for Course Design/Redesign (CDR).
CDR Grant in a Nutshell

Purpose of the CDR Grant
The Division of Learning and Teaching Support and Innovation (LTSI) provides Course Design/Redesign (CDR) grants in support of designing or redesigning and implementing a new or revised course. CDR grants are course specific and we encourage instructors to update and renew existing UVic courses as well as to develop new innovative course offerings. Applying principles of instructional design, grant recipients are expected to develop student intended learning outcomes, align learning activities and assessments with intended learning outcomes, incorporate active and/or participatory learning strategies, and abide by principles of Universal Instructional Design (UID).

Eligibility for the CDR Grant
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, and teaching assistants. The LTSI particularly encourages proposals from early-career academic professionals or those new to UVic. Note that previous recipients of the CDR 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 CDR Grants
The LTSI limits CDR 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
We expect that some but not all CDR projects may involve the collection of data from human participants. If the project involves data collection from human participants, then UVic Human Research Ethics Board (UVic HREB) must approve the project (see Ethical Approval for the CDR Project below). However, prior ethical approval is not required at the time of application.

CDR Grant Application Date Deadline
The LTSI will consider only complete CDR applications that are received prior to 11:59 PM on TBD. We will notify all applicants of the adjudication decision by email no later than TBD.
CDR Grant Application Requirements

Range of Proposals
The adjudication panel for CDR grants will consider any proposal that aims to improve the course-related student experience at UVic, with preference given to those projects that demonstrate potential for significant large-scale or long-term impact. Examples include (but are not limited to):

- Projects designed to improve, or enhance student learning within the context of a particular course.
- Projects designed to fill a course gap within an academic program curriculum.

General Criteria for CDR Grants
CDR grants support the systematic application of sound pedagogical principles to the design or redesign of a course. We evaluate grant proposals based on the clarity and specificity of pedagogical principles proposed, and the project’s feasibility and sustainability within the timeframe and budget presented. We expect applicants to be familiar with other scholarly work that pertains to, or informs, their proposed project; such familiarity should be clear in the proposal.

Application Process
The LTSI will consider only complete CDR applications that are received prior to 11:59 PM on TBD. We will notify all applicants of the adjudication decision by email no later than TBD.

Following are the steps in the application process:
1. Download the CDR Grant application form.
2. Complete the CDR grant application form following these guidelines. (Please respect 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_CDRGrant_TBD20.doc>
   (e.g., Doe_Jane_CDRGrant_TBD20.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.

1 Individuals seeking support specifically to improve experiential learning should consider the three Experiential Learning (EL) grants as alternatives. Similarly, individuals interested in researching the impact of a pedagogical innovation on student achieved learning outcomes should consider the Scholarship of Teaching and Learning (SoTL) grant. Individuals interested specifically in improving student learning through Indigenization or Internationalization of courses should consider the Strategic Initiative Indigenous (SI-I) or Strategic Initiative International (SI-INT) grants as alternatives.
**CDR Budget and Accounting Requirements**

The CDR application form requires that the primary applicant’s immediate supervisor indicates support for the project by a signature on the application. If the LTSI approves and funds the project, the LTSI will ask the administrative officer of the primary applicant’s home unit to assign to the primary applicant 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.

CDR grants normally expire on March 31st of the year two years after the grant is approved. For example, a grant approved in May 2020 would expire on March 31, 2022. 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 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 Director of Curriculum Renewal and Strategic Priorities 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 CDR grant 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 CUPE 4163 salary schedule](#), click on (Component 1 & 2) TA Appendix. Note that vacation pay of 4% is computed on the wage rate and that benefits pay of 10% is computed on the wage rate + vacation pay. Please confirm pay rates with Human Resources to assure that you have current values.

Applicants and co-applicants may not use CDR grant funds for the following:

- X To be reimbursed for work related to the grant or to cover course release funding. (There might be rare exceptions, however. In an approved exceptional case, the grant may fund up to a maximum of $3,000 for teaching release time.) Therefore, individuals to be hired on the grant as, for example, a research assistant (RA), should not be listed as the applicant or a co-applicant.
- X To purchase equipment or supplies normally supplied by the university.
- X 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.
- X To cover costs of academic work, such as journal subscriptions.
- X To cover costs of registration for, or travel to, academic conferences.

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2 For example, a graduate student serving as a senior assistant (CUPE 4163) after April 1, 2020 and before September 1, 2020 would have a wage rate of $26.57. The 4% vacation pay would increase the wage cost to $27.63 ($1.06 * $26.57), and the 10% benefits would increase the wage cost to $30.39 ($2.76 * $27.63).
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.
  **TBD, HHB 128**

- **Applying for a CDR Grant**
  This session will go through the CDR Grant Guidelines and Application Form to answer questions of potential CDR Grant applicants.
  **TBD, HHB 128**

Individual consultations are also available. Contact the LTSI, 250-721-8571, 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, University Systems or the LTSI’s Technology Integrated Learning.

**CDR Grant Application Guide – Questions and Examples**
Please use the most recent [CDR Grant application form](#) that is available on the website.

**Questions to consider for CDR grant proposals**
While formulating your proposal, consider the following questions:

1. **What are your CDR project goals and motivations?** Why is course design/redesign important? What desired results will the course design/redesign facilitate? What is the context for your goals and motivation? The LTSI adjudication panel recommends that your goals be **specific, rather than general**. (See Too General and Specific examples below.)

**Course Design/Redesign Goal Examples**

**Too General:** The new Research Methods course will increase students’ important critical thinking skills. This course fills a gap.

**Specific:** The new Research Methods course will provide students with direct instruction, practice and formative feedback on the formulation of empirical research questions, quantitative and qualitative research strategies, data analysis, and interpretation. These intended learning outcomes fill a need for program majors.

**Too General:** The redesigned course will assist the learning of students with a disability.

**Specific:** The redesigned course will enable flexible assignment alternatives for students to demonstrate mastery of all course intended learning outcomes. The assignment alternatives will be constructed using the principles of Universal Instructional Design.


Too General: The redesigned course will switch to a Flipped-Classroom format.
Specific: The redesigned course will use the Flipped-Classroom format once per week. On flipped days, students will be expected to preview instructional materials prior to class. Then, during class time, students engage in individual and group problem solving, and receive formative feedback. We expect that the increase in active peer-to-peer learning will promote greater student learning of collaborative skills, an important student intended learning outcome of the program (van Vliet, Winnips and Brouwer, 2017).

Note that the more specific example goals refer directly to student intended learning outcomes and the learning principles applied in the course design/redesign.

2. **What student intended learning outcomes will be affected by the CDR project?** List the student intended learning outcomes for your course or relevant section(s) of your course. If your CDR project is approved and funded, what changes might result in the learning of your students? Which intended learning outcomes might be possible or facilitated by the successful implementation of your CDR project? The more clearly and specifically you describe these enhanced intended learning outcomes, the more likely the adjudication panel will be able to appreciate the value of your project. (See Too General and Specific examples below.)

**Intended Learning Outcome Examples**

Too General: The revised course will increase students’ critical thinking.
Specific: When presented with a journal article germane to the course content, students will analyze the article, identifying strengths and weaknesses in methodology, logic, interpretation, and scholarly reference to the current literature.

Too General: Following instruction, students will be able to give high quality presentations.
Specific: After completing the new self-help module on using presentation software, students will engage in more frequent and higher quality discussions during student in-class presentations.

3. **What do we already know (either in your own discipline or from other disciplines) that informs your CDR project?** It is important to survey the relevant literature before beginning a CDR project. What does the literature say about how others have achieved goals similar to those of your CDR project? Please cite your reference(s).
4. **What principles of learning will your course design/redesign apply to achieve your project goals?** Describe the learning principle(s) underlying the course design/redesign. How do the learning principles support the desired project goals?

**Principles of Learning Example**

The redesigned course will focus on the achievement of explicitly defined student intended learning outcomes related to course concepts and their applications to new situations. Additionally, the redesigned course will include new student intended learning outcomes related to collaboration skills. The redesign of some of the class sessions into a flipped-classroom format is based upon the principle of active learning. Briefly, we learn what we practice, so increasing the amount of practice and feedback should improve student learning of the course concepts and their application to new situations. Another finding in the flipped classroom research literature is that cooperative learning enhances the achievement of desired learning outcomes. Since the flipped classroom model involves in-class peer instruction, greater achievement of desired learning outcomes are expected (Crouch & Mazur, 2001). Additionally, opportunities for collaborative peer instruction will support the achievement of collaborative skills (Prince, 2004).

5. **How will principles of Universal Instructional Design be incorporated into your course design/redesign?** At UVic, we have adopted seven principles of UID, listed below and described more fully in the linked document. Please refer to how your design/redesign is congruent with one or more specific principles.

THE SEVEN PRINCIPLES OF UNIVERSAL INSTRUCTIONAL DESIGN
1. Accessibility
2. Flexibility
3. Straightforward and intuitive use
4. Effective and clear instructional methods
5. Supportive learning environment
6. Minimizing unnecessary tasks and requirements
7. Adequate Space

6. **How will the project budget be spent?** Describe 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 the 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 $30.39 per hour for 40 hours to help analyze the data from the focus groups. Total pay will include 4% vacation pay and compounded 10% benefits ($30.39 x 40 = $1,215.60).
- 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 $0.51/km ($0.51/km x 1000 km = $510.00).
- 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 is a useful place to go for assistance, advice and referral.

   **Help Examples**
   - How can I define student intended learning outcomes that help both the student and the instructor?
   - How do I write student intended learning outcomes for an existing course?
   - How do I conduct a focus group?
   - What are examples of learning principles?
   - What are examples of the principles of Universal Instructional Design?
   - How can I better use CourseSpaces to provide students with formative feedback?
   - Which UVic instructors have implemented Universal Instructional Design?

8. **What else, if anything, should the adjudication committee understand concerning this proposal?** Are there other issues, problems or knowledge that you would like to share with members of the adjudication panel that would help them to fully appreciate your proposal?

**CDR Proposal Adjudication**

After the proposal deadline of 11:59 PM on TBD, the LTSI screens all applications to ensure that the proposals are complete and appropriate to the CDR grant.

The LTSI adjudication panel competitively evaluates proposals for a CDR 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 CDR proposals will have a:
- set of clear goals and description of the significance of the project in terms of contributions to teaching and student learning;
- set of clear student intended learning outcomes;
- brief, targeted review of the literature that supports the planned design;
- description of how principles of learning will be incorporated into the course design/redesign;
• plan to apply Universal Instructional Design in the course design/redesign; and,
• sustainable budget with justification for each item.

An adjudication panel, composed of volunteer faculty and professional 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. Proposed budgets are sometimes modified.

Prior to TBD, the LTSI will notify the primary applicant of the panel’s decision and any recommendations for modification.

CDR Grant Awardee Responsibilities

Ethical Approval for the CDR Project
Since most CDR 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. The primary applicant is responsible for ensuring that ethical approval, if needed, is obtained prior to data collection. Please use the online ethics form. Note, however, that prior ethical approval is not required at the time of application.

Suggestion: If you have questions about your need to obtain ethical approval of your CDR project, we recommend that you consult directly with Human Research Ethics. They will help you to determine whether there might be any challenge to the implementation of your project from an ethical perspective.

Following notification of applicants as to the decision of the adjudication panel, a workshop on UVic Human Research Ethics for CDR grant recipients will be offered to those less familiar with human research ethical practices or to those with ethics-related questions:

○ TBD, HHB 128

CDR Grant Awardee Commitments
A primary goal of CDR grants is to create an expanding community experienced in the application of learning principles to course design and redesign. 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 each successful primary applicant 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:
  o TBD, HHB 128
    or
  o TBD, HHB 128

• participate in a Welcome and Spring Update session with CDR grant recipients:
  o TBD, HHB 128

• participate in a Fall Update session with CDR grant recipients:
  o TBD, HHB 128

If Primary Applicants are unable to attend any of these events, they should inform the LTSI of a designate to represent the grant. Please hold these dates in your calendar.

**CDR 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 2020, a 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 of the second year from the time of their grant approval. For example, a proposal approved in May 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 project goals, the student intended learning outcomes, the learning principles 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.