



University of Victoria

Division of

# Learning and Teaching Support and Innovation

## Application Guidelines for Strategic Initiative-Indigenous (SI-I) Grants

Applications Due: May 10, 2021, 4:00 PM

Prior to applying for a grant in support of teaching and learning, please review [Overview of UVic Grants Supporting Learning and Teaching](#).

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## Grant in a Nutshell

### Overview of the Grant

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).

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). 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. At UVic Indigenous is inclusive of First Nation, Metis and Inuit peoples.

### Eligibility for the Grant

Proposals are encouraged from those who directly support student learning and the student experience at UVic, including research-stream and teaching-stream faculty, sessional lecturers, and teaching-related professional staff. Preference will be given to those with continuing appointments. In particular, proposals are encouraged from early-career academic professionals or those new to UVic. Note that previous recipients of these grants are eligible to apply. If you are a previous grant recipient for any Learning and Teaching Support and Innovation (LTSI) grant but have not fulfilled the obligations of your grant (reporting, etc.), you must complete those obligations prior to being considered for another LTSI grant.

### Project Funding for Grants

Proposals may have a single applicant or a principal applicant with added co-applicants. The grant funding for any successful proposal is limited to a maximum of **\$ 7,500**. The intent 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.

### Range of Proposals

The adjudication panel for the SI-I grants will consider proposals that aim to improve the learning experiences of students at UVic by demonstrating potential for significant impact through:

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

## Application Requirements

The following are the steps of the application process:

1. Complete the [grant application form](#) following these guidelines and respecting the word limit for each item
2. Once you have submitted the application, you cannot edit it. If you have questions or need to make an urgent amendment, please contact the Program Coordinator at [tsipc@uvic.ca](mailto:tsipc@uvic.ca)

3. LTSI will send your application to your Chair/Director (or Dean, if you are a Chair/Director) for approval. Please ensure you have communicated your project proposal to them in good time (following departmental/faculty guidelines for the submission of grant proposals to Chair/Director/Dean) for their review

## Budget and Accounting Requirements

The Chair/Director/Dean's support for the project indicates three things:

1. Confirmation of departmental/unit support for this application, including a commitment to project completion. Note that, where teaching release is requested, the maximum amount from a grant that can be used for that purpose is \$ 5,000, and that the principal applicant's home unit is responsible for supplementing any remaining funds towards course release
2. Understanding that, if the grant is approved, the principal applicant's home unit will be contacted by LTSI and will be asked to assign a distinct account to the principal applicant to be used solely for approved budget items related to the grant, and LTSI will have viewing privileges on the account to monitor expenditures. If the project requires ethics approval (see [Ethics Approval Requirements](#)), we will transfer funding to the newly created account only after we receive an e-copy of the ethics approval from the University Human Research Ethics Board (HREB). If the project does not require ethics approval, the transfer will occur once we have received a copy of the email from HREB indicating that such approval is not required
3. Commitment, along with the recipient, to assume responsibility for any deficits accrued in the recipient's LTSI grant account

Grants normally expire on March 31<sup>st</sup> of the year two years after the grant is approved. For example, a grant approved in spring 2021 expires on March 31, 2023. If a project should require more time, it would be necessary to request approval of an extension (contact [lbsipc@uvic.ca](mailto:lbsipc@uvic.ca)). On expiry of the grant, any remaining funds will be returned to LTSI for redistribution in future competitions.

Funds used for items other than those listed in the approved application budget must be pre-approved by LTSI.

## Eligible Expenses

The maximum individual grant allocation is \$ 7,500. Eligible expenses include but are not limited to:

- paying students or other research assistants.<sup>1</sup> Individuals who hope to be hired on the grant as research assistants should not be listed as the applicant or a co-applicant
- teaching release time (see details under [Budget and Accounting Requirements](#))

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<sup>1</sup> You 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 for current rates. 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. For example, a graduate student serving as a senior assistant (CUPE 4163) after September 1, 2020 and before September 1, 2021 would have a wage rate of \$27.10. The 4% vacation pay would increase the wage cost to \$28.18 ( $\$1.08 * \$27.10$ ), and the 10% benefits would increase the wage cost to \$31.00 ( $\$2.82 * \$28.18$ ).

- engaging outside consultants that are essential to the successful completion of the grant. If you are requesting such a budget item, please explain the value of this work for the grant. Note that copyright for “products” of work undertaken on behalf of the project is subject to the [Copyright Compliance and Administration Policy](#) (IM7310)
- fees to participate in relevant training and workshops to support project goals

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

- To be reimbursed for work related to the grant
- To purchase equipment or supplies normally supplied by the University
- To use commercial services (other than those stated in the list of eligible expenses)
- To cover costs of academic work, such as journal subscriptions
- To cover costs of registration for, or travel to, academic conferences as these may be covered through Professional Development or other UVic funds

## Ethics Approval Requirements

Ethics approval is required for projects that include data collection from human participants, as well as experiences wherein students collect data from human participants during their course work or other research activity (e.g., interviews, surveys, participant observation, focus groups). The principal applicant is responsible for ensuring that ethics approval is obtained prior to data collection in these cases. It may take several weeks for the completion of the ethics review process. We therefore urge you to consult the UVic [Human Research Ethics website](#) (HRE) and contact [ethics@uvic.ca](mailto:ethics@uvic.ca) or [ethicsassist@uvic.ca](mailto:ethicsassist@uvic.ca) to discuss whether you will require research ethics approval. Note that prior ethics approval is *not* required at the time of application.

## Assistance for Completing Your Proposal

LTSI organizes a series of workshops to support applications for its grants. We highly recommend that you attend at least one of these workshops. Dates of the workshops for the grants will be announced on the LTSI newsletter. It may also be possible to arrange for an individual consultation; to explore this option, please contact the Program Coordinator ([ltsipc@uvic.ca](mailto:ltsipc@uvic.ca)) well in advance of the proposal deadline.

Note that LTSI can assist with, among other things: how to define and write intended learning outcomes; how to conduct a focus group; examples of learning principles; principles of [Universal Design for Learning](#) (UDL); how to provide effective formative feedback to students.

Depending on the nature of the project, LTSI may recommend consultation with other campus partners, such as Equity and Human Rights (EQHR), the Library, Student Affairs, University Systems, or LTSI’s Technology Integrated Learning (TIL) unit.



## Questions to Consider

While formulating your proposal, keep in mind the following questions. Note that these are considerations, and they do not necessarily coincide with the wording of the questions on the application form. Also consult the [Grant Criteria](#).

1. **What do you hope to achieve in this project?**

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 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.

3. **How will the project enhance student learning?**

Describe briefly how you believe the proposed changes will affect the students' learning.

4. **What knowledge, from your academic discipline or beyond, informs your proposed 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 you share this work for the benefit of the UVic community and beyond?**

Describe how you will share your findings with colleagues or others both within and outside the university.

**Examples of Sharing Findings**

- You will share the results of the study with departmental colleagues at your annual teaching retreat.
- You will submit significant findings for presentation at discipline-specific professional conferences.
- You will share your findings with departmental colleagues at your monthly research seminar series.
- You will request that LTSI assist you in offering a workshop through LTSI (in the unlikely case your department does not normally provide opportunities for the sharing of colleagues' research).
- You will share the results of your study with campus-wide colleagues at the annual Let's Talk About Teaching coordinated by LTSI.

6. **How will the project budget be spent?**

Describe exactly how much will be spent doing what. The sustainability of the project should be an important consideration in this, since 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 research assistant (RA) integral to the successful operation of the target course, the adjudication panel would need to know how funding for the RA would be sustainable after completion of the grant.

### **Budget Examples**

- *One graduate student will be hired at \$31.00 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 (\$31.00 x 40 = \$1,240.00).*
- *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 additional supports might be helpful for your project, from LTSI or other campus partners?***

Often the expertise you are looking for is available at UVic. LTSI is a useful starting place to go for assistance, advice and referral.

8. ***Is there any other information that you would like to share with members of the adjudication committee that would help them to fully appreciate your proposal?***



## **Proposal Adjudication**

All applications will be screened to ensure that they are complete and appropriate to the grant. If we conclude that a proposal is a better fit for one of the other learning and teaching grants, the principal applicant will be contacted prior to final adjudication.

If successful, the principal applicant will be notified of any recommendations for modification of the budget along with the panel's decision. All applicants will be notified of the adjudication decision by email.

## **Grant Criteria**

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, as well as the project's 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.

In particular, the following criteria will apply:

- project context and student learning outcomes are clear;
- enhancement of student learning potential is clear;
- decolonization/Indigenization goals and pathways are clear, with particular emphasis on the links to the [UVic Indigenous Plan](#);

- literature survey and self-preparation are relevant;
- plan for disseminating the findings to appropriate audiences is clear;
- budget is justified and logically aligned with the work to be undertaken.

Adjudicators will use the following scoring rubric, with rating scores ranging from 1.0 to 5.0:

<b>Question</b>	<b>Inadequate (1.0-2.0)</b>	<b>Good (2.1-4.0)</b>	<b>Excellent (4.1-5.0)</b>
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



## 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 that successful applicants show their commitment by participating in occasional update meetings with other awardees. Email invitations will be sent once dates and duration are finalized.

## Grant Progress Report

Successful grant recipients will complete a brief [Progress Report](#) by March 31<sup>st</sup> of the calendar year following receipt of the grant, regardless of whether or not the project has been completed. 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 31<sup>st</sup> of the second year from the time of their grant approval. For example, a proposal approved in spring 2021 would have funding until March 31, 2023 or project completion, whichever occurs first. The Final Report provides an opportunity for you to share your experience with colleagues. The [Final Report](#) should include the project goals, the 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.

We ask that successful applicants take part in a local (virtual or in-person) event to disseminate their findings (such as a showcase, conference, panel, speaker series, or workshop at the LTSI). One opportunity is the annual *Let's Talk About Teaching* event, which is coordinated by LTSI. The event is held each August, and participation is highly recommended.

Similarly, it is expected that successful applicants will share their project results with their departmental colleagues. If your department is not able to provide opportunities for sharing the project, we would be happy to assist in organizing an event in your department or at LTSI.

## 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;
- Director, Curricular Renewal and Strategic Priorities, LTSI (ex-officio).

## References

- Binda, K.P. and Caillou, S. (Eds) 2001. *Aboriginal education in Canada: A study in decolonization*. Mississauga, Canada: Canadian Educators' Press.
- Pete, S., Schneider, B., and O'Reilly, K. (2013). Decolonizing Our Practice – Indigenizing Our Teaching. *First Nations Perspectives*, 5 (1), 99-115.
- University of Victoria (2017). [Indigenous Plan](#)

