



University
of Victoria

Division of

Learning and Teaching Support and Innovation

Application Guidelines for Course Design/Redesign (CDR) Grants & Scholarship of Teaching and Learning (SoTL) Grants

Applications Due: April 15, 2021, 11:59 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

The Division of Learning and Teaching Support and Innovation (LTSI) provides grants to support the design of a new course, or redesign of an existing course, and its implementation (Course Design/Redesign [CDR] Grants) and grants to support empirical research on the impact of teaching practices on student learning (Scholarship of Teaching and Learning [SoTL] Grants). These grants are course-specific. CDR grants encourage instructors to update and renew existing UVic courses as well as to develop new, innovative course offerings. Applying learning principles, grant recipients are expected to develop intended learning outcomes, align learning strategies and assessments with intended learning outcomes, incorporate active and/or participatory learning strategies and abide by principles of [Universal Design for Learning](#) (UDL). SoTL grants support empirical research on the impact of pedagogical innovations on student learning outcomes.

Eligibility for the Grants

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 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. CDR and SoTL grants are also open to graduate students.¹ 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 committee will consider proposals that aim 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 or research designed to enhance student learning within the context of a particular course, type of course (seminar, lecture, laboratory, etc.) or program;
- Projects designed to fill a course gap within an academic program curriculum (CDR);
- Cross-cutting initiatives that contribute to the scholarship of teaching by addressing significant themes, such as enhancing student-faculty interaction, supporting diversity, increasing Indigenous and international inclusivity,² encouraging success in writing, qualitative and quantitative skills, or engaging students in undergraduate research.

Note: These grants are not for the purpose of transferring a current face-to-face course to an online format.

¹ If you are a graduate student, you can be an applicant or be employed as a research assistant. Please consult with the [LTSI Director of Teaching Excellence](#) to explore the full range of grant possibilities.

² For 2021 LTSI is encouraging the inclusion of proposals that reflect principles of internationalization, as highlighted in the [UVic International Plan](#) (UVic, 2017), through the CDR, SoTL and Experiential Learning Fund (ELF) grant calls.

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. There is a single application form for CDR and SoTL grants. You are asked to identify which grant (CDR or SoTL) is most appropriate for your proposal. Some questions are shared. When a question indicates that it is specifically for CDR or SoTL proposals, please answer accordingly;
2. Once you have submitted the application, you cannot edit it. If you have questions or need to make an urgent amendment, contact the Program Coordinator at 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) or a copy of the email from HREB indicating that ethics 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 31st 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 contact the LTSI Director of Teaching Excellence at tsidirte@uvic.ca to request approval of an extension. 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 the LTSI Director of Teaching Excellence.

Eligible Expenses

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

- paying students or other research assistants.³ 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](#));
- 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 or 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

We highly recommend that you arrange for at least one consultation on your proposal well in advance of the proposal deadline. This can be done in two ways: a. LTSI organizes a series of workshops to support applications for its grants. Dates of the workshops for the grants will be announced on the LTSI newsletter; b. for individual consultations, contact the LTSI Director of Teaching Excellence at ltsidirte@uvic.ca for an appointment.

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 UDL; how to provide effective formative feedback to students.

³ 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).

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



Questions to Consider

While formulating your proposal, consider the following questions and examples of responses. Note that these are considerations, and do not necessarily coincide with the wording of the questions on the application form. Also consult the [Grant Criteria](#). If your proposal reflects the principles of internationalization and deepening of global mindedness in the learning experience (n. 2), please ensure that you refer to the [UVic International Plan](#) in the description of your project.

1. What are your project goals and motivations (CDR) or the motivating inquiry question (SoTL)?

Why is course design/redesign or this research important? What desired results will this project facilitate? What is it that you want to learn about the student experience or student learning in your course or program? What is the context for your goals and motivation? It is recommended that your goals be **specific, rather than general**. Note that example goals that are specific refer directly to intended learning outcomes and student-centered/learning-oriented principles.

Course Design/Redesign Goal Example

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.

Inquiry Question Examples

Too General: How can I help students to better understand the concepts of "gendered space" and "public/private space" in my first-year geography course?

Specific: Will a group project assignment involving direct observation in the field facilitate students' application of the concepts of "gendered space" and "public/private space" to novel contexts?

Too General: How can I increase the quality of student class presentations?

Specific: What effect will the completing of a self-help module on the use of presentation software have on the engagement/discussion of the class during student class presentations?

2. What intended learning outcomes will be affected by the project?

List the intended learning outcomes for your project. If your 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 project? Be clear and specific in communicating the value of your project.

Intended Learning Outcome Examples

Too General: The revised course will increase students' critical thinking. (CDR)

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. (CDR or SoTL)

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.

Too General: After participating in a group project, students will be able to better understand and use concepts of space. (SoTL)

Specific: After participating in a group project assignment involving direct field observations, students will be more likely to recognize and apply space concepts within novel contexts.

3. What specific disciplinary issues or knowledge from other disciplines inform your proposed project?

It is important to survey the relevant literature and provide a brief literature review before beginning a project. What does the literature say about how others have achieved goals similar to those of your project? Please cite your references.

Literature Example Questions to Answer

- *What does the literature tell us about experiential learning and application of knowledge?*
- *What properties of presentations influence student engagement and discussion?*
- *What does the literature tell us about start-of-class exercises?*

4. What learning principles (including UDL) will you apply to achieve your project goals?

Describe the student-centered/learning-oriented principle(s) underlying the project. How do the principles support the desired project goals?

Principles Example (CDR)

The redesigned course will focus on the achievement of explicitly defined intended learning outcomes related to course concepts and their applications to new situations. Additionally, the redesigned course will include new 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 do you propose to find out the answer(s) to your question? (SoTL)

Provide a brief description of your proposed research design and methods. Will you implement an idea from elsewhere or from an innovation that you have developed? How will you measure the impact on

student engagement, learning, or success? Will you be using quantitative, qualitative, or mixed measures? How will you analyze your data?

Example of Method (for Geography example proposal)

Students will have two group projects, one involving direct observation field work, and the other comprised solely of library research. For the first project (topic: “gendered space”), one half of the students will be asked to do library research in small groups and collaborate on writing a report. The other half of the students will do library research and additionally engage in direct observation in the field, and then collaborate on writing up their empirical findings. For the second group project (topic: “public/private space”) the students will swap methods. Those who did the literature-only research for the first project will now do literature research and a field observation, and those who earlier did the field observation will be asked to do a literature research. The final examination for the course will include two questions that involve applying the concepts of “gendered space” and “public/private space” in novel contexts. Performance on these essay items will be compared to see if the method of instruction (library research or experiential + library research) impacted the generality of the concepts to a novel problem.

6. How will the project improve the active learning and engagement of students targeted by the proposed project? How will the success of the project be assessed? (SoTL)

Describe briefly your reasoning on how the planned intervention will result in improved active learning and engagement. How will you assess the planned intervention?

Example of active learning and engagement (from Geography example proposal)

Our reasoning is that having students engage in direct observation and engagement in the field will necessarily increase active learning over the traditional lecture format.

Example of alignment of learning outcomes and engagement (from Geography example proposal)

The course intended learning outcomes specify that the student will apply learned concepts to novel problems and situations. We reason that providing students with an opportunity to collect data in the field will broaden the scope of their experience beyond that achievable with textual and lecture information alone. The intervention will improve the alignment of the learning outcomes and the course activities, and if successful, suggest ways to improve the alignment of assessments with learning outcomes, a possible follow-up SoTL investigation.

7. How will you make your work accessible?

Describe how you will share your findings with colleagues or help others to apply findings to their own context. Most disciplines have journals devoted to, or open to, articles on teaching and learning. Similarly, disciplinary conferences often support presentations related to teaching and learning. In addition, there are organizations devoted to the sharing of topics related to teaching and learning (e.g., [Society for Teaching and Learning in Higher Education](#)).

Sharing Findings Examples

- 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 the LTSI assist you in offering a workshop through the 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 the LTSI.*

8. 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 ($\$31.00 \times 40 = \$1,240.00$).*
- *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/\text{km} \times 1000 \text{ 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.*

9. 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.

10. 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

After the proposal deadline of 11:59 PM on April 15, 2021, 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. In addition, the adjudication panel may, on occasion, propose modifications to the budget. If successful, the principal applicant will be notified of any recommendations for modification along with the panel's decision. All applicants will be notified of the adjudication decision by email.

Grant Criteria

Grant proposals are evaluated on the basis of the relationship between the stated goals (CDR) or the empirical research question (SoTL) and the intended learning outcomes, the potential contribution of the project to the improvement of pedagogy and the potential impact on the learning of UVic students. The following is a list of criteria that apply to the CDR and SoTL grants:

Accountability and Sustainability

- a comprehensive budget (detailing requested funds and how funds will be used);
- whether the proposed project is feasible within the timeframe and budget presented.

Impact

- goals are clear and articulated in terms of intended learning outcomes;
- research question and methodology are clear and specific (SoTL);
- purpose states how the project potentially contributes to student learning and the improvement of pedagogy;
- method of assessment of the project's impact on student learning is included (SoTL);
- plan indicates how learning principles⁴ (including [Universal Design for Learning](#) [UDL]) will be applied to the design, redesign or research to enhance achievement of intended learning outcomes;
- estimate of number of students directly impacted and potential for long-term impact.

Relevance

- how the project relates to pedagogical literature, discipline, or other initiatives or units at UVic;
- plan for disseminating the findings to appropriate audiences is clear.



Grant Awardee Commitments

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 31st 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 31st 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.

⁴ Pedagogical principles that follow a student-centred/learning-oriented approach. For example, see Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice* (2nd ed), Jossey-Bass.

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.

