



University
of Victoria

Division of

Learning and Teaching Support and Innovation

Application Guidelines for Experiential Learning Fund (ELF) Grants

Applications Due: March 1, 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](#). The Experiential Learning Fund Grant includes Community-Engaged Learning, Field-Based Learning, and Research-Enriched Teaching initiatives.

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Grant in a Nutshell

Overview of the Grant

The [UVic Strategic Framework](#) highlights opportunities for transformative learning, such as Experiential Learning (EL), as priority for supporting student personal, career and academic growth. The Experiential Learning Fund Grant aims 1) to increase opportunities for students to participate in experiential learning, and 2) to build capacity for experiential learning at UVic. The ELF Grant supports **Community-Engaged Learning (CEL)**, **Field-Based Learning (FBL)** and **Research-Enriched Teaching (RET)** initiatives.

Eligibility for the Grants

Proposals are encouraged from any UVic academic unit (department/school/Faculty office/Research centre/etc.) or instructor (including sessionals and senior lab instructors). In the case of instructors, preference will be given to those with continuing appointments. Note that previous recipients of the ELF Grant 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**. Where there are multiple proposals from the same unit, we may ask the dean, chair or director to prioritize these proposals within the context of the strategic directions of the faculty, department or school. 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.

Background and Supported Initiatives

The Experiential Learning Fund Grant is an expansion of the Community-Engaged Learning Grant (established in 2014). Experiential Learning (EL) is essentially learning through reflecting on doing. It involves iterative cycles of concrete experience, reflective observation, abstract conceptualization and active experimentation (Kolb, 1984). This grant is administered by LTSI with funding provided by the Office of the Vice-President Academic and Provost and the President's Strategic Initiatives Fund.

Range of proposals

The ELF Grant provides support for the integration of community-engaged, field-based, and research-enriched undergraduate or graduate curricula through course, lab or program development or redesign.

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

- projects designed to improve or enhance student learning through meaningful and substantial community-engaged, field-based or research-enriched learning opportunities within the context of a particular course;
- curricular innovation related to community-engaged, field-based or research-enriched experiences within a program with the intention of exploring and improving the student experience;
- integration between student learning and student life experiences, from co-operative education and service learning programs to career planning and life-long learning.

The grant is not for the purposes of transferring a current face-to-face course into an online course.

Grant Priority Areas (supported initiatives)

[UVic's Strategic Framework](#) (2018-2023) makes a commitment to: intensifying dynamic learning; engaging meaningfully with our external communities—locally, regionally, nationally and internationally; and promoting civic engagement and global citizenship. The ELF Grant supports these goals by providing support for Experiential Learning (EL). While there are many forms of EL, the ELF Grant will support three specific areas for experiential learning: Community-Engaged Learning (CEL), Field-Based Learning (FBL) and Research-Enriched Teaching (RET). Opportunities can include EL embedded within an on-campus course or through a course that is delivered entirely off-campus (such as a field school).

The ELF Grant also supports small contingency costs associated with fostering reciprocal relationships through the CEL Emergent Activities Fund. Follow this [link](#) if you are applying for the CEL Emergent Activities Fund.

Community-Engaged Learning (CEL)

CEL is a form of experiential learning and community-engaged scholarship whereby students actively engage with course content through a combination of collaborations with community and facilitated critical reflection (service-learning, project-based, knowledge exchange, research-based, etc.). A broad definition of community is intended (including: geographic, government, Indigenous communities and groups, non-profit organizations, industry or other communities of interest). Go to the [CEL website](#) to learn about previous recipients and more about CEL.

Field-Based Learning (FBL)

FBL is a form of experiential learning whereby students actively engage with course content through a combination of land, sociocultural and/or water-based experiences and facilitated critical reflection. It is often also a form of community-engaged learning. Go to the [UVic Field Schools website](#) to learn about some of UVic's current UVic Field School offerings. *Before you apply, please consult the CEL Coordinator to get the latest updates on field-based learning with regards to COVID-19.*

Research-Enriched Teaching (RET)

RET is a form of experiential and inquiry-based learning that includes hands-on research experiences whereby students actively engage in the research process within their discipline/field. This includes opportunities for students to gain experience in planning and undertaking research or creative activity, from question identification and proposal development, through engagement in the research process or creative activity, to knowledge translation activities.

Application Requirements

The following are the steps of the application process:

Complete the [grant application form](#) following these guidelines and respecting the word limit for each item;

1. 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;
2. 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 Community-Engaged Learning (CEL) Coordinator at celc1@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 CEL Coordinator.

Eligible Expenses

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

- paying students or other research assistants.¹ 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.

¹ 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).

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 recommend that you receive consultation on your proposal well in advance of the proposal deadline. The [CEL Coordinator](#) is pleased to provide advice and consultation at both the proposal and the grant implementation stage. In addition, 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.

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 the Library, Student Affairs, University Systems, or LTSI's Technology Integrated Learning (TIL) unit.

Additional Resources

- Learn about [Experiential Learning offerings across campus](#).
- Research ethics advice and project-specific guidance for research occurring in academic courses ([Human Research Ethics at UVic](#) for human participants or human biological materials; and the [Animal Care Committee](#) for animal subjects).



Questions to Consider

While formulating your proposal, consider the goals of your proposed project, how you plan to complete the work on it, what will be its impact on student learning, what learning experiences will be involved and how these are linked to intended learning outcomes, how current literature informs your project, as well as the following:

1. How you will share your work

Describe how you will share your findings with colleagues or help others to apply findings to their own context.

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 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.*

2. How the project budget will 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.*

3. Any other information that you would like to share with members of the adjudication committee that would help them to fully appreciate your proposal

END

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.

The adjudication committee reserves the right to determine award funding each year, i.e., ELF Grant recipients do not always receive the entirety of requested funds. 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 recipients have until August 5, 2022 to complete their projects. Recipients can apply to the CEL Coordinator for an extension as needed.

Please note: One grant each year will be held for a qualifying project focused on engagement with Indigenous communities (if no qualifying projects are submitted, this grant will be released to general qualifying applicants).

Grant Criteria

The following criteria will be assessed in all ELF Grant Applications:

Accountability and Sustainability

- A comprehensive budget (detailing requested funds and how funds will be used);
- How the proposed project is feasible within the timeframe and budget presented; and,
- How financial sustainability (for future iterations of the EL experience) will be achieved.

Impact

- The overall goal and purpose of the project and EL opportunity;
- The types of reflection and assessment that will be used to enhance student learning through the proposed EL opportunity;
- The amount of class time dedicated, the significance of the activity, and/or the availability of similar EL opportunities or EL supports;
- How the EL opportunity is tied to module, course and/or program intended learning outcomes;
- How many students will benefit from the EL opportunity or support;
- How impacts to learners and community (where applicable) will be measured; and,
- How the project will be shared for the capacity building of others.

Relevance

- How the project and the associated EL experience relates to pedagogical literature, other EL experiences, and/or existing endeavours with community.

The following criteria will be assessed in ELF Grant Applications wherein there is community engagement:

Respect and Reciprocity

- The relationship with community as pertaining to the proposed endeavour; and,
- How respect and reciprocity will be fostered throughout the project, including a clear and realistic description of intended community benefit.

Note: Preference will be given to applicants who have not yet received an ELF Grant.



Grant Awardee Commitments

A secondary goal of the ELF Grant is to foster the community of multi-disciplinary faculty members participating in experiential learning. We hope to build on the success and lessons learned through these projects to inform the broader scholarly community at UVic about the value of experiential learning and further support the development of ELF research and engagement. Accordingly, we ask that successful

applicants show their commitment by participating in occasional update meetings with other awardees. Invitations will be sent once dates are finalized. An example of such an opportunity is attendance in a 1.5-hour project progression workshop with other ELF Grant recipients to share goals, questions, principles, and achievements.

The following are regular responsibilities of the awardees of ELF grants:

- Submit a 1-page Progress Report between October 29 and November 29, 2021 (as appropriate for the trajectory of your project).
 - Summarize the progress, challenges and successes of the project to date.
- Submit a 2-page Project Accountability Report by August 26, 2022.
 - Summarize the project, regardless of whether or not the project has been completed. Include a detailed budget showing all expenditures for the project to date.
- Give a brief presentation at a 1-hour project completion celebration with the university and off-campus community to share and celebrate outcomes of ELF Grant projects.

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.

