



The UVic [Strategic Framework](#) (2018-2023) highlights opportunities for transformative learning, such as Experiential Learning (EL), as a priority for supporting the personal, career and academic growth of students. Experiential Learning is essentially learning through reflecting on doing. It involves iterative cycles of concrete experience, reflective observation, abstract conceptualization and active experimentation (Kolb, 1984).

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About the Grant

Overview

The UVic Strategic Framework 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 Experiential Learning Fund (ELF) Grant supports these goals by providing support for Experiential Learning (EL).

The ELF Grant is an expansion of the Community-Engaged Learning Grant, which was established in 2014. It aims to: 1) increase opportunities for students to participate in experiential learning; and 2) build capacity for experiential learning at UVic. LTSI administers this grant with funding provided by the Office of the Vice-President Academic and Provost and the President's Strategic Initiatives Fund.

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).

Supported Initiatives

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)** initiatives.

The ELF Grant also supports small contingency costs associated with fostering reciprocal relationships through the **CEL Emergent Activities Fund**. To apply for the CEL Emergent Activities Fund, a separate application form is available.



Community-Engaged Learning	Field-Based Learning	Research-Enriched Teaching
<p>Community-Engaged Learning (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.</p>	<p>Field-Based Learning (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, consult the CEL Coordinator and the UVic Field Activities information for updates on field-based learning with regards to health and safety.</p>	<p>Research-Enriched Teaching (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.</p>

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; and,
- 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.



Eligibility

We encourage 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-related professional staff of the University. In particular, proposals are encouraged from early-career academic professionals or those new to UVic.

Proposals may have a single applicant or a principal applicant with added co-applicants.

In the case of sessional instructors, preference will be given to those with continuing appointments. Be advised that if you are a sessional instructor and the principal applicant, and you are designing/re-designing a course, we may also ask you and your Chair/Director to indicate that you are likely to teach the course again in the future.

If you are a previous grant recipient for any Learning and Teaching Support and Innovation (LTSI) grant, you can still apply. If your previous grant is still active, but you have not fulfilled the obligations of your grant (see [Grant Awardee Commitments](#)), you must complete those obligations prior to being considered for another LTSI grant.



Application Process

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. Before you submit your application, please check off the box that says Send me an email receipt of my responses, then submit. You will then receive an email receipt which includes a copy of your responses (PDF). Please download the PDF file, save it and forward it 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 for their review—following departmental/faculty guidelines for the submission of grant proposals to Chair/Director/Dean.
3. Once you have submitted the application, you cannot edit it. If you have questions or need to make an urgent amendment, please contact the [LTSI Program Coordinator](#).

Tip: To make sure you have a reliable record of your information before submission, we suggest you copy your responses into a separate file (or copy from a separate file into the form).

Ethics Approval Requirements

Some projects may involve the collection of data from human participants as well as experiences wherein students collect data from human participants during their coursework or other research activity (e.g., interviews, surveys, participant observation, focus groups). If such work is involved, the UVic Human Research Ethics Board (HREB) must approve the project, and the principal applicant is responsible for ensuring that ethics approval is obtained prior to data collection.

If you are unsure about the need for such approval, we urge you to consult the UVic [Human Research Ethics \(HRE\) website](#) and contact ethics@uvic.ca or ethicsassist@uvic.ca to discuss. You should reach out to them at the time of application; however, the approval itself is not required before the successful adjudication of a grant.

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 (ILOs), how current literature informs your project, as well as the following:

- What do you hope to **achieve**? While describing the proposed project, state the guiding learning principles, project activities and goals. Pay particular attention to how your project plan aligns with the stated project goals. Your goals should be **specific rather than general**. ELF projects require a timeline to be included with the project description, as well as the detailing of who will be involved at the different stages of the project.

- Which are the **learning outcomes** that will be delivered and supported by the proposed project? Consider the ILOs and how the community-engaged, field-based and/or research-enriched experiences are related to these outcomes. Think of the expected benefits to the student learning experience.
- Who are the partners that you are working with on the proposed project, and what kind of work is involved? Think especially of the reciprocal relationships with project partners and the ways in which the community will benefit.
- How will you **share your findings** with colleagues or others both within and outside the university? We use 'findings' here to include any aspect of the process, knowledge gained, goals, outcomes or conceptual framing of your project. This communication can occur at any stage of the development of the project or after its completion.

We ask that successful applicants share the results of their projects at the annual *Let's Talk About Teaching* event, which is coordinated by LTSI. Feel free to include this activity if you would like to share your findings in that way. Nevertheless, we also ask that you include additional ways of making your work known for the benefit of the academic and wider community.

Here are some examples of how you could share your project work. You will: share the results of the study with departmental colleagues at your annual teaching retreat; submit significant findings for presentation at discipline-specific professional conferences; share your findings with departmental colleagues at your monthly research seminar series; request that we assist you in offering a workshop through LTSI.

- 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?
- You will need to contextualize your proposal in relation to the relevant pedagogical literature and other activities with your community partner, as well as similar experiential learning initiatives at UVic or elsewhere. You will need to include a **brief literature review** of relevant scholarly and, if applicable, other works (e.g., creative research) that are relevant to the project you are proposing. In reviewing the literature, connect your work to **current work in your discipline and relevant educational trends**, and mention how these will inform your own project.

Project Funding for Grants

Grant funding for any project in a given budget year is a maximum of **\$7,500**. The intent behind this limit is to distribute financial support across meritorious proposals (preferably in a diversity of Faculties, Departments and Schools) in order to maximize direct benefits to a wide range of student learners.

Budget and Accounting Requirements

Consider how the project budget will be spent and describe exactly how much will be spent doing what; provide a justification for each item. The sustainability of the project is an important criterion. Continuation of the project in post-grant years should not be dependent on continued grant funding. Think of whether a project is independent, has or requires funding from additional sources, or whether it is the first in a series of planned projects which may require funding from other sources after the completion of the currently proposed project. Please indicate clearly.



Eligible Expenses

Eligible expenses include but are not limited to:

- paying undergraduate, graduate or other research assistants (RAs). Individuals who hope to be hired on the grant as RAs should not be listed as the applicant or a co-applicant;
- teaching release time (see details under [Application Approval](#)). Note that normally teaching release time is only available to the main applicant;
- 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);
- travel that is necessary for completion of essential components of the project; and,
- fees to participate in relevant training and workshops to support project goals.

The adjudication committee will consider the eligibility of expenses and may, upon approval or conditional approval of the grant, recommend alterations to the budget.

Research Assistant Salaries

If the grant application is successful, 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](#) (Component 1 & 2) TA Appendix – Academic & Scientific Assistants, for current rates.

Note that vacation pay of 4% is to be computed on the wage rate; and that benefits pay (currently 11.85%) is computed on the wage rate + vacation pay. Please indicate the hourly salary, vacation pay and benefits, the number of hours requested and the type of activity to be carried out as requested in the application form and budget template therein. You may contact the [LTSI Program Coordinator](#) if you have further questions.

Also note that, when paying salaries, grantees need to indicate the basic salary rate on payroll forms. The payroll forms fill in the vacation automatically. The eventual sum paid out of the grant also includes benefits, which are not calculated for the employer/grantee to see. It is therefore important that, for the purpose of the grant application, you calculate (use the budget template included in the application form) and request the total amount that will be needed if the grant is approved.

Sample Budget

Here is a complete sample budget:

A RA will be hired to assist with the information-gathering process and the design of the learning modules.

May-Aug 2021 (Note the change in current rates)

- 14 hrs: Create survey to gather information from external stakeholders; analyze data
 - 6 hrs: Meet with Elders to learn how Indigenous peoples perceive health and physical activity. Provide honorarium and gifts.
 - 10 hrs: Conduct 2 focus group interviews (on Zoom) with interested stakeholders
 - 21 hrs: Complete transcription and data analysis to identify key learning themes
- Total: 51 hrs at \$31.52/hr = \$1,607.52

Sept-Dec 2021

- 7 hrs: Finalize ILOs for learning modules
 - 28 hrs: Develop learning strategies and assessment tools that align with ILOs and abide by principles of [Universal Design for Learning \(UDL\)](#)
- Total: 35 hrs at \$32.17/hr = \$1,125.95 [the basic rate of \$27.65 is used in this example]

Jan-May 2022

- Implement learning modules in course
 - 7 hrs: Survey students' perspectives on the course materials; analyze data
 - 14 hrs: Adjust module content as necessary
- Total: 21 hrs at \$32.17/hr = \$675.57

Total Budget Request: \$3,409.04

Ineligible Expenses

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

- To be reimbursed for work related to the grant;
- To employ Teaching Assistants for timetabled courses (Teaching Assistantships are part of the academic planning of faculties). Students can only be employed as RAs for research towards and development or implementation of an awarded project;
- 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; and,
- To cover costs of registration for, or travel to, academic conferences for attendance or the dissemination of project work as these may be covered through Professional Development or other UVic funds.

Note that:

- Where work with Indigenous Elders is involved, there are specific UVic protocols of acknowledgment and reimbursement. You need to consider these when you formulate your proposal. While it is possible for a grant to cover part of that reimbursement under eligible expenses (see above), you may not be



able to rely solely on the grant, and funds must be sought from other sources;

- Funds used for items other than those listed in the approved application budget must be pre-approved by the LTSI Executive Director (contact the [LTSI Program Coordinator](#));
- Once a grant is approved, a budget can only be modified through written approval by LTSI. A new budget will have to be submitted based on eligible expenses and to the limit of the approved amount, explaining the modifications, i.e., the initially approved amount cannot change; and,
- In the application form use the 'Other' category to indicate all expenses which are mentioned in the main 'eligible expenses' list. Include any expenses related to Indigenous protocols, unless these are paid as salaries.

Application Approval

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 grant account only after we receive an e-copy of the ethics approval from the HREB.
3. Commitment, along with the recipient, to assume responsibility for any deficits accrued in the recipient's grant account.

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.

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. The [CEL Coordinator](#) is pleased to provide advice and consultation at both the proposal and the grant implementation stage.

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.

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.

Additional Resources

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



Post-Application Process

Proposal Adjudication

After the proposal deadline, all applications will be screened to ensure that the proposals are complete and appropriate to the grant. If the grant facilitator, in consultation with the LTSI Executive Director, concludes 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.

All applicants will be notified of the adjudication decision by email.

If a grant is successful, the adjudication panel may, on occasion, propose modifications to the budget. The principal applicant will be notified of any recommendations for modification along with the panel's decision. Also note that grant recipients do not always receive the entirety of requested funds.

Where available funds allow, adjudication committees reserve the right for conditional approval of a grant if the project aligns with the adjudication criteria in all but the budget or a specific component of the grant. In this case, the provisional grantee will be contacted with recommendations for modifications; final approval will be granted once the committee's recommendations have been addressed.

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

General criteria for LTSI Learning and Teaching grants include: clarity and specificity of pedagogical principles to be applied to the planned materials towards courses, programs, curricula, or learning resources; the extent to which the Learning and Teaching grant goals are meaningfully reflected into the proposed project; the potential impact of the project on the student learning experience; the location of the project in current scholarly and creative work, and post-secondary educational trends; and the project's feasibility and sustainability within the timeframe and budget presented.

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 ILOs;
- 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.

Adjudication Committee

Adjudication committees for LTSI Learning and Teaching grants may include faculty members, sessional instructors, librarians, previous grantees, student representatives and LTSI staff at the level of Director from the area most relevant to each grant. The ELF adjudication committee is facilitated by the CEL Coordinator.

Grant Awardee Commitments

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

Join a Peer Group of Grant Recipients

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 the dates are finalized. An example of such an opportunity is attendance in a one- hour project progression workshop with other ELF Grant recipients to share goals, questions, principles, and achievements. We also ask that successful applicants share, as appropriate, materials developed (e.g., syllabi and assignment descriptions) and lessons learned from the ELF Grant project.

Reporting

- Submit an online [Progress Report](#) by March 31 of the calendar year following receipt of the grant, regardless of whether or not the project has been completed:
 - Summarize the progress, challenges and successes of the project to date.
- Grant completion: The grant facilitator will be reaching out to you to have a brief verbal conversation after the March 31st completion date of your project, two years after receiving the grant funds. The purpose of this end-of-grant meeting will be to facilitate you to:
 - summarize the project, regardless of whether or not the project has been completed; and,
 - discuss the project and associated budget based on project and grant goals.

If a project should require more time, it would be necessary to request approval of an extension from the LTSI Executive Director (please contact the [LTSI Program Coordinator](#)). On expiry of the grant, any remaining funds will be returned to LTSI for redistribution in future competitions.

References

- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.



Appendix A: Application Form Questions

Principal Applicant and Co-Applicant Information

1. First name
2. Last Name
3. Email
4. Position
5. Department/School and Faculty
6. Co-Applicant Information (same information as items 1-5)

Project Overview

7. Project title (20-word max)
8. Project Abstract (75-word max., to be used on website and promotional materials if the application is successful)
9. Have you received any other LTSI grants in the past two years, or are you currently applying for another LTSI grant (other than the ELF Grant) for this work? (if so, please specify all)
10. Please provide year and amount funded and/or other LTSI Grant(s) you are applying for.
11. Does the proposed project have an undergraduate or graduate focus?
12. Is this project focused on new course development or redesign?
13. Does this project have an Indigenous focus or component, as identified in the UVic Indigenous Plan?
14. Does this project have an international focus or component that fits with UVic's vision of internationalization as laid out in UVic's International Plan?
15. Name of the course(s)/program(s) proposed for development or redesign.
16. How many students per year would be impacted by completion of this project and for how many years?
17. Will ethics approval be required for your project?

Project Details

18. Clearly articulate project goals and activities, how they will be achieved and how you will measure success. In your response, clarify how the project will be implemented, including who is involved in which deliverables, what is needed for project success and the project timeline.

By applying you commit to working with the Community-Engaged Learning (CEL) Office to share your work and disseminate its outcome for the benefit of the UVic community and beyond. Include how you will communicate your work. We strongly suggest you present in the Let's Talk about Teaching series on top of sharing in other ways. (400-word max.)



19. Clearly describe the learning experience(s) that will be delivered and supported by this project. In your response, describe the community-engaged, field-based and/or research-enriched experience(s), how the experience(s) connect with intended learning outcomes, how reflection will be used to integrate theory and practice, and how the overall student experience will be enhanced. (400-word max.)
20. If applicable, please name the community partner(s) that you are working with on this project and describe how you propose to (or how you did) consult with and collaborate with community on this project; and how will the community benefit? (250-word max.)
21. List any other relevant information about this project that would be important for others to know. (75-word max.)
22. We invite you to attach any additional materials you feel are relevant, such as draft or existing course outlines. Please combine all materials into a single word or pdf file before you attach.

Note: If you are proposing to work on an existing course you have not taught yourself, please request permission from the previous instructor.

23. How will the principles of equity, diversity and inclusion, and belonging, as highlighted in the UVic Equity Action Plan, be integrated into your project and the learning experience? (250-word max.)
24. Please briefly describe how your proposal relates to the relevant pedagogical literature, existing and developing collaborations with your community partner, and/or other similar experiential learning initiatives at UVic or beyond. Include a brief literature review of scholarly and, if applicable, other relevant works that will inform your project. (350-word max.)

Budget

25. How will the project budget be spent and how will the project be sustained after the completion of the grant. Provide a rationale for the budget including a breakdown of all the items and a justification for each one, including Salaries, Supplies and Operating Expenses, Travel, and Other (incl. course release, if applicable). (300-word max.)
26. Upload the budget to sum up all listed items above: <https://teachanywhere.uvic.ca/grant-budget>

Approval

27. Name and role-based email of Chair/Director or Dean

