



The University of Victoria is 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](#)). Strategic Initiative Indigenous (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.

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## About the Grant

### Overview

This grant supports learning and teaching initiatives that help fulfill the University's commitment to reconciliation, as expressed in its [Indigenous Plan](#). It is intended for projects that develop opportunities for UVic students to gain a better understanding of Indigenous peoples, history and culture, and the impact of colonization. Specifically, this grant applies to proposals involving course or program development with a focus on:

- emphasizing, valuing and integrating Indigenous ways of knowing, being, and doing;
- deconstructing colonialism and de-centering unequal colonial knowledge structures;
- promoting reconciliation of power relations between Indigenous and non-Indigenous peoples; and,
- addressing specific Truth and Reconciliation Commission (TRC) Calls to Action.

### 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; and,
- promoting reconciliation of power relations between Indigenous and non-Indigenous peoples.

### 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 consideration 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](mailto:ethics@uvic.ca) or [ethicsassist@uvic.ca](mailto: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, keep in mind the following questions. Note that these are considerations and do not necessarily coincide with the wording of the questions on the application form. Please try to integrate these considerations into your application:

- What do you hope to **achieve** in this project and what description would you provide? While describing the proposed project, state the guiding learning principles, project activities within a timeframe, and goals. Pay particular attention to how your project plan aligns with the stated project goals. Indicate how these goals connect to your specific pedagogical context and to UVic’s Indigenous Plan, 2017-2022.



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- Which are the **intended learning outcomes (ILOs)** of your project and **how will the project enhance student learning**? In the case of a course design/redesign, these need to be defined and in alignment with your overall project goals. For projects that are not limited to a specific course, state the broad learning outcomes, connecting these to the expected benefits to the student learning experience. Describe briefly how you believe the proposed changes will affect the students' learning, with reference to the central theme of the SI-I Grants.

## *Project Goals and Learning Outcomes Example*

- **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.
  - **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.
- 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.

There are several important elements to consider while you are developing your SI-I project proposal. You need to think of: your own self-location in relation to the concepts of decolonization, Indigenization and reconciliation; how the project will involve Indigenous communities (at or beyond UVic) and Indigenous ways of knowing; and how the project will be benefiting the Indigenous communities you are building reciprocal relationships with. 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? For a more extensive explanation and examples, go to the end of the current guidelines; also see the information under [Assistance for Completing Your Proposal](#).

- UVic has a commitment to the principles of **equity, diversity, inclusion and belonging** (see the UVic [Equity Action Plan](#)). We therefore encourage you to include such principles actively in your project in a manner appropriate to the individual proposal. How will you integrate such principles in your proposed work?
- Which is the **scholarly literature** that is most relevant to your project? It is important to survey the field before applying for a SI-I Grant. You will need to provide 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. These may include works relevant to an academic discipline and/or to the scholarship of learning and teaching relevant to the concept and the theoretical and methodological frameworks of your project. Connect your review to **current works in your discipline and relevant educational trends**, and mention how these will inform your own project. In particular, consider the knowledge, from your academic discipline and the current literature relevant to the theme of the SI-I Grants, that informs your proposed project.
- What **additional supports** from LTSI or other campus partners might be helpful for your project? Often the expertise you are looking for is available at UVic. LTSI is a useful starting place to go for assistance, advice and referral. 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 and ILOs; and how to provide effective formative feedback to students.



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- 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 occurs in August and 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?

## 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.



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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.

## **Budget Examples** (examples are general to LTSI grants)

- One graduate student will be hired at \$32.17 per hour for 40 hours to help survey the introductory chapters of five existing textbooks. Total pay will include 4% vacation pay and compounded 11.85% benefits ( $\$32.17 \times 40 = \$1,287$ ).
- A graduate RA 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 RA 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.

## *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



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## *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:

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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. 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 Program Coordinator](#).

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.

Note that LTSI can assist with, among other things: how to define and write ILOs; how to conduct a focus group; examples of learning principles; and principles of UDL.

If you have an idea about a possible project but are not certain how principles of decolonization and Indigenization might apply, we suggest you reach out to the [Director, Curriculum Renewal & Strategic Initiatives](#) to discuss available resources on appropriate pedagogies.



## 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.

### 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.

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; and,
- 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.



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## 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 SI-I adjudication committee includes Indigenous campus members from diverse disciplines. The committee is facilitated by the Director, Curriculum Renewal and Strategic Initiatives.

### *SI-I Adjudication Committee*

- Executive Director, Indigenous Academic and Community Engagement (IACE) (Co-chair)
- Executive Director, LTSI (Co-chair)
- Three Indigenous Faculty Members / Librarians
- One Prior SI-I Grant Recipient
- Director, Curriculum Renewal and Strategic Initiatives, LTSI (ex-officio)

## 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 the dates and duration are finalized.

### *Join a Peer Group of Grant Recipients*

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 the dates and duration are finalized.

## 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 31<sup>st</sup> completion date of your project, two years after receiving the grant funds. The purpose of this end-of-grant meeting will be 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.



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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.



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## Framing Your Application

Understanding the concepts of indigenization and decolonization is an important step to position more effectively the intended purpose of your project.

**Decolonization** entails deconstructing colonial ideologies of the superiority and privilege of Western knowledge and approaches. This is a dual process:

- It requires undoing the structures that reproduce the status quo, challenging dominant epistemological frameworks and discourses, and addressing the unbalance of power dynamics under settler colonial relationships.
- It also includes valuing and revitalizing Indigenous knowledge and perspectives and eliminating settler biases or assumptions that have affected Indigenous ways of being.

In the classroom, this process requires engagement in deep self-reflection about one's epistemological frameworks and the work one has to do to change prejudice and assumptions about Indigenous Peoples and culture.

These are examples that illustrate potential ways to challenge Eurocentric frameworks and practices in the postsecondary classroom:

- Design courses reflective of Indigenous epistemologies through reciprocal relationships with Indigenous scholars, Elders and the local Indigenous community.
- Engage students in critical reflection of the colonial history and systemic effects on Indigenous and non-Indigenous peoples, covering topics such as settler-Indigenous relations, treaty responsibilities, actions aimed at reconciliation, and support of Indigenous peoples and communities' self-determination and sovereignty goals.
- Involve students in the creation of knowledge, content, and curriculum.

**Indigenization** involves naturalizing and valuing Indigenous knowledge systems. In a post-secondary context, this entails bringing Indigenous knowledge and perspectives together with Western knowledge systems so that students can understand and appreciate both. As you start thinking about your proposal, consider how and in what ways you might interweave Indigenous content and approaches in your course/program. Here are some examples:

- Adopt an instructional design that is *holistic*—i.e., appeals to whole person learning (physical, emotional, spiritual, and intellectual)—*collaborative*—i.e., uses group learning tasks—and *relational*—i.e., focuses on connectedness, reciprocal relationships, and a sense of place; supports students in connecting content to their personal reality through story, artifacts, experiential or place based learning.
- Support a holistic experience in the classroom that authentically respects and builds on the strengths of both Indigenous and Western ways of knowing and learning.
- Create connections to content as well as connections with and between students through storytelling.

Besides demonstrating a clear understanding of these terms, your application needs to articulate clearly your self-location. Given one's view and interpretation of the social world are impacted by where, when, and how



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one is socially located, it is essential to self-locate when writing your project narrative. Recognizing who you are and where you come from, for instance, enables you to see where you fit within colonization and understand your positionality to create change through your project, even if in a small way.

## *Indigenous Community Engagement*

Elders, knowledge keepers, and local community members are indispensable to the Indigenization process. At the heart of this grant, thus, lies the expectation that you will work in partnership with Indigenous people to bring local knowledge and Indigenous approaches into your project. It is important then that your application includes a description of your work developing relationships with the local Indigenous community (in or out of campus) to engage their collaboration in the proposed project.

As you draft your proposal, you can also reflect on ways of working in intentional and respectful ways with the local Indigenous community. For instance, it is important that you consider how your project promotes reciprocity (i.e., how the expected benefits resulting from the implementation and outcomes of the project will benefit Indigenous students and the broader Indigenous community).

## **Additional Materials and References**

### *Additional Materials*

Besides the UVic Indigenous Plan, the following resources may be helpful in guiding how you frame your proposal:

- Alberta Regional Professional Development Consortium (nd). [\*Weaving ways: Indigenous ways of knowing in classrooms and schools: An introductory guide\*](#). Retrieved on 9-16-2021.
- Allan, B., Perreault, A., Chenoweth, J., Biin, D., Hobenshield, S., Ormiston, T... & Wilson, J. (2018). [\*Pulling together: A guide for teachers and instructors\*](#). Victoria, BC: BCcampus. Retrieved on 8-30-2021.
- Gaudry, A., & Lorenz, D. (2018). Indigenization as inclusion, reconciliation, and decolonization: Navigating the different visions for indigenizing the Canadian Academy. *AlterNative: An International Journal of Indigenous Peoples*, 14(3), 218-227.

### *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\*](#)



## Appendix A: Application Form Questions

### Principal Applicant and Co-Applicant Information

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

### Project Overview

7. Project title (20-word max)
8. Project abstract (75-word max)
9. If this project is implemented, approximately how many students will be affected? (100-word max.)
10. What course or program will be the focus of the proposed project? (100-word max.)
11. Will ethics approval be required for your project?
12. Have you received any LTSI Grant(s), including an SI-I Grant, before?
13. Have you applied for or received any other funding for the proposed project?
14. Please explain briefly and include amount of requested/received funds

### Project Details

15. What do you hope to achieve in this project? Provide a brief description of the project, including the guiding learning principles, project context, goals, activities, and timeframe. Consider how the activities will align with the project goals. (500-word max.)
16. How will the project further the goals of decolonization/Indigenization, specifically and concretely? Include a brief reflection on your own self-location and preparation in relation to your project proposal, and consider what elements of engagement and reciprocity with Indigenous communities and Indigenous ways of knowing are involved in the project. (300-word max.)
17. What are the intended learning outcomes and how will the project enhance students' learning? (200-word max.)
18. Provide a brief literature review of scholarly and, if applicable, other relevant works that will inform your project. The literature review should consider the scholarly and educational context, as well as any relevant disciplinary issues or knowledge from other disciplines, which guide your project. (500-word max.)

### Additional Information

19. 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.)
20. What, if any, additional help with your project might you like from the LTSI or other campus partners? (100-word max.)
21. How will you share this work and disseminate its outcome for the benefit of the UVic community and beyond? We strongly suggest you present in the Let's Talk about Teaching series on top of sharing in other ways. (200-word max.)



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22. 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? (100-word max.) Feel free to attach brief supporting information that responds to the above question. For example, you might attach a letter from a stakeholder in support of your grant project or the syllabus of a course you are proposing to work on.

## Budget

23. 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.)
24. Upload the budget to sum up all listed items above: <https://teachanywhere.uvic.ca/grant-budget>

## Approval

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