



Strategic Initiative International (SI-INT) Grants are intended to encourage members of the university community to substantially update and renew existing courses and programs to reflect principles of internationalization as highlighted in the UVic [International Plan](#) (UVic, 2017).

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About the Grant

Overview

This grant supports learning and teaching proposals aligned with the University's global commitment and internationalization principles as highlighted in its [International Plan](#). It seeks to fund projects focused on internationalizing the curriculum, which involves the intentional inclusion of international, global, and intercultural aspects and perspectives into the content, learning and teaching arrangements, and supports of a program of study. This grant can be used for the development or renewal of a course or program to integrate international learning experiences abroad (e.g., international field schools, global service learning, among others) and/or on-campus—i.e., internationalization-at-home alternatives such as learning activities, courses, or programs with an emphasis on global issues, intercultural competence, or international topics, virtual exchanges, etc.

Range of Proposals

SI-INT Grants support the systematic application of sound principles of internationalization to the design or redesign of a course or program. Applicants are encouraged to propose projects that substantially update and renew existing course and programs to improve student learning or to fill a gap in curriculum by strengthening global mindedness in teaching and learning. The UVic International Plan identifies five categories of internationalization, each with specific objectives and key strategies. We urge applicants to examine the entire plan, including its focus on the categories of student mobility, international student experience, intercultural curricula, international engagement and an extraordinary environment for internationalization. Proposals in support of Category 3, Intercultural Curricula, are particularly likely to be relevant to a SI-INT Grant through the LTSI. However, proposals that facilitate the attainment of any of the plan objectives, broadly interpreted, will be considered.

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 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

When working on your grant application, demonstrate your understanding of key concepts (e.g., global perspective, intercultural competence, etc.) as used and interpreted within your own discipline/professional practice. This foundational understanding of your disciplinary approach to internationalization would enable the reviewers' panel to better contextualize your proposal and evaluate its alignment with UVic's International Plan. Keep in mind the following questions while formulating your proposal. Note that these are considerations and do not necessarily coincide with the wording of the questions on the application form.

- How would you describe your project? What are your **project goals** and motivations? What is the context for your goals? While describing the proposed project, state the guiding learning principles, project activities and goals, and give a timeframe. Pay particular attention to how your project plan

aligns with the stated project goals. Your goals should be **specific rather than general** (See Too General and Specific examples below).

Goals and Motivations Examples

Too General: The new program will foster global thinking.

Specific: The new program aims to prepare students for work in a global society by providing a systematic and continuous exposure to international or global content, perspectives, and different ways of knowing, as well as by offering flexible and diverse opportunities for international learning and experiences (e.g., study abroad, international co-op work).

Notice how the specific example describes what the program aims to achieve and how the program will achieve it.

Too General: The redesigned course will build international awareness.

Specific: This new course seeks to develop students' critical thinking and problem-solving skills in the context of at least one other culture, nation, or region through instruction, practice and formative feedback focused on the application of diverse cultural frames of reference and alternate perspectives within the discipline.

Note that the more specific goals refer directly to student learning outcomes and suggest how such learning will take place.

- What are your **intended learning outcomes (ILOs)**? List the ILOs for your course or program. If your SI-INT project is approved and funded, what changes would result in the learning of affected students? Which ILOs would be possible or facilitated by the successful implementation of your SI-INT project? The more clearly and specifically you describe these enhanced learning outcomes, the more likely the adjudication committee will appreciate the value of your project. (See Too General and Specific examples below.)

Program-Level Intended Learning Outcomes Examples

Too General: After participating in the program, students will develop a global mindset.

Specific: After actively engaging in the program's learning experiences that provide opportunities to critically explore the professional practice in other countries, regions, or cultures, students will apply disciplinary content in different contexts with consideration of the ethical implications of their decisions in these communities.

Below are two more examples of discipline-specific ILOs at the program level:

Business Example: Graduates of this program will propose effective business solutions to issues attributable to companies operating in a fast-changing global landscape, characterized by progressive internationalization and product and process innovation. Students will acquire this repertoire through participation in class activities and group discussions, individual study and, in particular, research carried out for the drafting of the capstone project.

Engineering and Computer Science Example: After the completion of this program, students will design structural buildings, bridges, fluid and hydromechanics-related structures in foreign locales, taking into consideration international issues such as materials, measurement differences, currencies, local availability of capital and labour. Students will develop this repertoire through participation in online international collaborative design projects, semester-long or summer-long abroad programs and/or community-engaged learning opportunities that include an international component.

Course-Level Intended Learning Outcomes Examples

Too General: The new (or revised) course will improve students' international awareness.



Specific: Students who complete this course, which is designed to engage students in real-world learning experiences through international case studies and simulations, will identify and analyze critical global issues within the discipline.

Below are four more examples of discipline-specific ILOs at the course level:

Too general: The course will develop students' international analytical skills.

Specific (Economics): Students who actively engage and participate in class activities, group discussions and the faculty-supervised research project will carry out analyses and evaluate the structure and functioning of an economic system and the impact of public policies on market trends, with particular reference to the international setting.

Specific (Information Systems): Students who complete this course will analyze and explain how to manage effectively the risks and ethical considerations of IT consulting engagements in both local and international contexts. This repertoire will be developed through instruction, class activities, and group projects focused on the key practices and issues in engaging and providing IT consulting services in Canada and internationally.

Specific (History): At the end of this second year History course, which is built with a focus on the development of critical thinking skills and global awareness via instruction, class discussions, and online archival sites research, students will identify the influence of global forces and explain their connections to local and national developments.

Specific (Mathematics): Through active participation in class discussions, practice and research projects designed to create awareness of the role that mathematics plays in modeling and solving problems from an international perspective, students will select appropriate mathematical models to describe a variety of social phenomena, explain their choice, and describe the limitations of the models they have selected.

- What **principles of learning** will you apply to achieve your project goals? Describe the learning principles underlying your project. How do the learning principles support the desired project goals?

Principles Example

When one interacts with the world that physically surrounds one, the result of one's actions occur naturally and automatically. This direct moment-to-moment interaction is different from interacting through media such as texts, pictures, videos and simulations, which is indirect. Although much of post-secondary education is necessarily "indirect" in this sense, the literature suggests that the learning outcomes that results from exposure to direct, lived experiences and natural contingencies may more easily transfer to novel contexts than indirect experiences. The proposed field school will provide exposure to interactive, direct experiences that cannot be duplicated or easily approximated in the normal classroom environment.

- How does the proposed project support **one or more objectives of the UVic International Plan**? Make explicit reference to the relevant principles, categories and key strategies of the plan, and describe how the project might contribute to achieve the Plan's objectives.

Example of Connection to the UVic International Plan

The primary goal of the proposed project is to construct a set of program-level and course-level ILOs that focus on cognitive and affective dimensions of intercultural awareness and global mindedness (Category 3, Objective 1, Key Strategy C).



- How will you create conditions for the **active learning and engagement of students** targeted by the proposed project? Describe briefly your reasoning on how the planned intervention will contribute to students' active learning and engagement.

Active Learning and Engagement Example

The project involves the application of the learning principle of direct experience to supplement traditional “book” learning. Field experiences, by their immersive nature, promote and support active engagement and authentic learning.

- 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?
- What do we already know (either in your own discipline or from other disciplines) that might help with your SI-INT Grant project? It is important to survey the field before beginning an SI-INT project. What does the literature say about how others have achieved goals similar to those of your SI-INT project? 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 to the pedagogical scholarship that frames your project.

Example Literature Questions

What does the literature tell us about internationalizing the curriculum in your discipline? What challenges might you need to address in order to achieve your goals? What type of resources (e.g., human, materials, infrastructure, and logistics) have been typically used in projects similar to the one you are proposing?

Are there any professional standards or accreditation requirements that emphasize the relevance of intercultural competence in your discipline? How would these contribute to frame/implement your project?

- 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.



- What, if any, **additional support** with your project might you like from the LTSI or campus partners? Often the expertise you are looking for is available at UVic, and the LTSI is a useful place to go for assistance, advice and referral.

Additional Support Examples

How do I conduct a focus group?

Are there measures of global mindedness that we can use to assess the impact of the proposed project?

Where can I learn more about the writing of ILOs?

- Is there any **other information** (issues, challenges, knowledge) 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.

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

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. 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.



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.

The SI-INT adjudication panel evaluates grant proposals based on the clarity and specificity of principles to be applied, and the project's feasibility within the timeframe and budget presented. The panel will pay close attention to the impact on student learning. We expect applicants to be familiar with other scholarly work that pertains to, or informs, their proposed project; such familiarity should be clearly reflected in the proposal.

Successful proposals will have a:

- set of clear project goals and motivations;
- set of clear project outputs and outcomes;
- list of intended learning outcomes (ILOs);
- brief, targeted review of the literature that supports the planned design;
- clear connection with and support of the objectives of the UVic International Plan;
- description of the significance of the project in terms of contributions to student learning;
- plan for disseminating the project goals and achievement to appropriate audiences; and,
- budget with justification for each item.



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-INT adjudication committee is facilitated by the Director, Curriculum Renewal and Strategic Initiatives.

Grant Awardee Commitments

Join a Peer Group of Grant Recipients

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 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.
 - 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.

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. What course or program will be the focus of the proposed project? (100-word max.)
10. If this project is implemented, approximately how many students will be affected? Include an explanation of how regularly the course is delivered and how it fits into your unit's programs; in the case of a program-related proposal, include an approximate count of students in each year or part of the program. (100-word max.)
11. Have you received any LTSI Grant(s), including an SI-INT Grant, before?
12. Have you applied for or received any other funding for the proposed project?
13. Please explain briefly and include amount of requested/received funds
14. Will ethics approval be required for your project?

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 does the project support one or more objectives of the UVic International Plan? Include a brief description of how you plan to facilitate and prepare students for the proposed learning experience. (300-word max.)
17. What are the intended learning outcomes and how will the project enhance students' learning? (200-word max.)
18. What specific disciplinary issues or knowledge from other disciplines inform your proposed project? 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.)
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.)

Additional Information

20. 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.)
21. What, if any, additional help with your project might you like from the LTSI or other campus partners? (100-word max.)
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.

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



