



The Division of Learning and Teaching Support and Innovation (LTSI) provides Scholarship of Teaching and Learning (SoTL) grants that are designed to foster empirical research on the impact of teaching practices on student learning and that serve to support an interactive community of scholars exploring improvements in teaching and learning. These grants are course- or program-specific.

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## About the Grant

### Range of Proposals

The adjudication committee will consider proposals which investigates factors that influence student learning, with preference given to those projects that demonstrate potential for significant large-scale or long-term impact.

Examples include (but are not limited to):

1. projects or research designed to enhance student learning within the context of a particular course, type of course (seminar, lecture, laboratory, etc.) or a program; and,
2. cross-cutting initiatives that contribute to the scholarship of teaching by addressing significant themes, such as enhancing student-faculty interaction, supporting diversity, increasing Indigenous and international inclusivity, encouraging success in writing, qualitative and quantitative skills, or engaging students in undergraduate research.

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

### 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.

SoTL grants may also be open to graduate students as the principal applicant. The graduate student must be teaching a regularly scheduled course (subject to the course planning process of a unit) and the Chair/Director must confirm that they are supportive of the grant proposal. Applications will also require the approval of the student's academic supervisor and/or the unit's Graduate Advisor to ensure the feasibility of the project and its value for both the student's interests and the unit's curriculum. If you are a graduate student, please consult with the [LTSI Director of Teaching Excellence](#) to discuss potential applications.

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:

\* How would you **describe your project** and what is your motivating **inquiry question**? What is it that you want to learn about the student experience or student learning in your course or program? What is the context of your question? What desired results will this project facilitate? We recommend that your inquiry question be **specific, rather than general**, and that the specific question is clearly linked with the proposed intervention. Pay particular attention to how your project plan aligns with the stated question, and include a timeframe.

*Inquiry Question Examples*

3. Too General: How can I help students to better understand the concepts of “gendered space” and “public/private space” in my first-year geography course?
4. Specific: Will a group project assignment involving direct observation in the field facilitate students’ application of the concepts of “gendered space” and “public/private space” to novel contexts?
5. Too General: How can I increase the quality of student class presentations?
6. Specific: What effect will the completing of a self-help module on the use of presentation software have on the engagement/discussion of the class during student class presentations?
7. Too General: How can I encourage my students to come to class better prepared?
8. Specific: Will daily, start-of-class “1-minute papers” and brief peer-to-peer discussions increase students’ class preparation, attendance, and classroom engagement?
9. Too General: How can I motivate my Engineering students to work through end-of-chapter problems?
10. Specific: Would increases to the proportion of class marks assigned to weekly homework problem sets change the likelihood that Engineering students would work on end-of-chapter problems? And, what impact would this marking change have on examination performance?

Note that the more specific inquiry questions refer directly to student intended learning outcomes and specific factors that may impact these outcomes.

\* What are your **intended learning outcomes (ILOs)**? List the ILOs for your course or program or relevant section(s) of your course/program. If your project is approved and funded, what changes might result in the learning of your students? Which intended learning outcomes might be possible or facilitated by the successful implementation of your project? Be clear and specific in communicating the value of your project.

*Intended Learning Outcome Examples*

11. Too General: Following instruction, students will be able to give high quality presentations.
12. Specific: After completing the new self-help module on using presentation software, students will engage in more frequent and higher quality discussions during student in-class presentations.
13. Too General: After participating in a group project, students will be able to better understand and use concepts of space.
14. Specific: After participating in a group project assignment involving direct field observations, students will be more likely to recognize and apply space concepts within novel contexts.

\* **How do you propose to find out the answer(s) to your question?** Provide a brief description of your proposed research design and methods. Will you implement an idea from elsewhere or from an innovation that you have developed? How will you analyze your data?

*Example of Method (from Geography example proposal)*

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

\* How will the project improve the **active learning and engagement** of students targeted by the proposed project? How will you measure the impact on student engagement, learning, or success? Will you be using quantitative, qualitative, or mixed measures? Describe briefly your reasoning on how the planned intervention will result in improved active learning and engagement.

*Example of Active Learning and Engagement (from Geography example proposal)*

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

*Example of Alignment of Learning Outcomes and Engagement (from Geography example proposal)*

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

\* 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?

*Example of EDI Principle*

- An inclusive learning environment will be actively developed in this course. The course will use language of inclusivity in all aspects of the course, such as inclusive pronouns, respecting own languages, and incorporating Universal Design Principles so that students can engage, represent, and express their contributions to the course and assignments that work best for their learning.

\* What do we already know (either in your discipline or from other disciplines) that might help inform your inquiry question? It is important to survey the relevant literature before beginning a project. What does the literature say about how others have dealt with your question, your intended learning outcomes, or related



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issues? Does the literature suggest validated methods or strategies? You will need to provide a **brief literature review** of scholarly and, if applicable, other works (e.g., creative research) that are relevant to the project you are proposing.

### *Sample Literature Questions*

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

\* 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.

### *Examples of Sharing Findings*

21. 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.

Most disciplines have journals devoted to, or open to, articles on teaching and learning. Similarly, disciplinary conferences often support presentations related to teaching and learning. In addition, there are organizations devoted to the sharing of topics related to teaching and learning (e.g., [Society for Teaching and Learning in Higher Education](#)).

\* What **additional supports** might be helpful for your project, from LTSI or other campus partners? Often the expertise you are looking for is available at UVic. LTSI is a useful starting place to go for assistance, advice and referral.

### *Example of Additional Supports*

- To support this grant, I would seek help from the Centre for Accessible learning (CAL) on how to best support all students. Further, I will consult with accessibility designers in LTSI's Technology Integrated Learning (TIL) unit to ensure that my Brightspace site addresses all student needs.

\* 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?

### *Example of Other Information*

- The impetus for this grant comes from what I have observed in my course. For example, I have noticed students requesting more information in different modalities (video, podcasts, etc.), indicating that I need to expand the resources available to students about the content of this course.



## 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 x 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/km x 1000 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,



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- 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 TIL unit.



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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.

SoTL grants support empirical research on the impact of pedagogical innovations on achieved student learning outcomes. Grant proposals are evaluated on the basis of the clarity and specificity of the research question, the methodology, the potential contribution of the research to the improvement of pedagogy, and the project's feasibility and sustainability within the timeframe and budget presented. The grant adjudication panel will pay close attention to the number of students directly impacted. 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. The following is a list of criteria that apply to the SoTL grants:

### *Accountability and Sustainability*

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

### *Impact*

24. goals are clear and articulated in terms of intended learning outcomes;
25. research question and methodology are clear and specific;
26. purpose states how the project potentially contributes to student learning and the improvement of pedagogy;
27. method of assessment of the project's impact on student learning is included; and,
28. estimate of number of students directly impacted and potential for long-term impact.



#### Relevance

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

Successful SoTL proposals will have a:

31. well-considered, specific inquiry question or questions that focus on the student experience and conditions for enhancing learning;
32. set of clear goals articulated in terms of intended student learning outcomes;
33. brief, targeted review of the relevant literature;
34. plan for gathering data that will shed new light on the inquiry question;
35. well-articulated plan describing how the project's impact on student success will be assessed;
36. description of the significance of the project in terms of contributions to teaching and student learning;
37. clear plan for disseminating the findings to appropriate audiences; and,
38. sustainable budget with justification for each item.

#### Adjudication Committee

Adjudication committees for 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 SoTL adjudication committee is facilitated by the Director of Teaching Excellence.

#### Grant Awardee Commitments

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

A primary goal of SoTL grants is to create an expanding community of multi-disciplinary researchers engaging in the scholarship of teaching and learning and sharing their experiences to inspire others through their SoTL 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 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.



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If a project should require more time, it would be necessary to request approval of an extension from the [LTSI Director of Teaching Excellence](#). 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. If this project is implemented, approximately how many students will be affected? (100-word max.)
10. Will ethics approval be required for your project?
11. Have you received any LTSI Grant(s), including a SoTL 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

### Project Details

14. Describe the project for which you are requesting funding, as well as the project goals, planned activities and a timeframe. (500-word max.)
15. What intended learning outcomes will be formulated or affected by the project? (250-word max.)
16. 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.)
17. How do you propose to find out the answer(s) to your question? (200-word max.)
18. How will the project improve the active learning and engagement of students targeted by the proposal? Specifically, how will the project improve the alignment of student learning outcomes, course activities, assignments and assessments of student learning? (200-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.)
20. Please attach the current syllabus and other relevant materials for the course you are proposing the grant for or the structure of the program you are applying the grant to. 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. In case a syllabus is not available, please describe the course in detail.

### Additional Information

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.)
22. What, if any, additional help with your project might you like from the LTSI or other campus partners? (100-word max.)
23. What else, if anything, should the adjudication committee understand concerning this 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

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

### Approval

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