

University of Calgary TEACHING AND LEARNING GRANTS

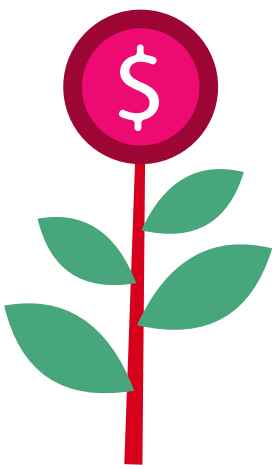
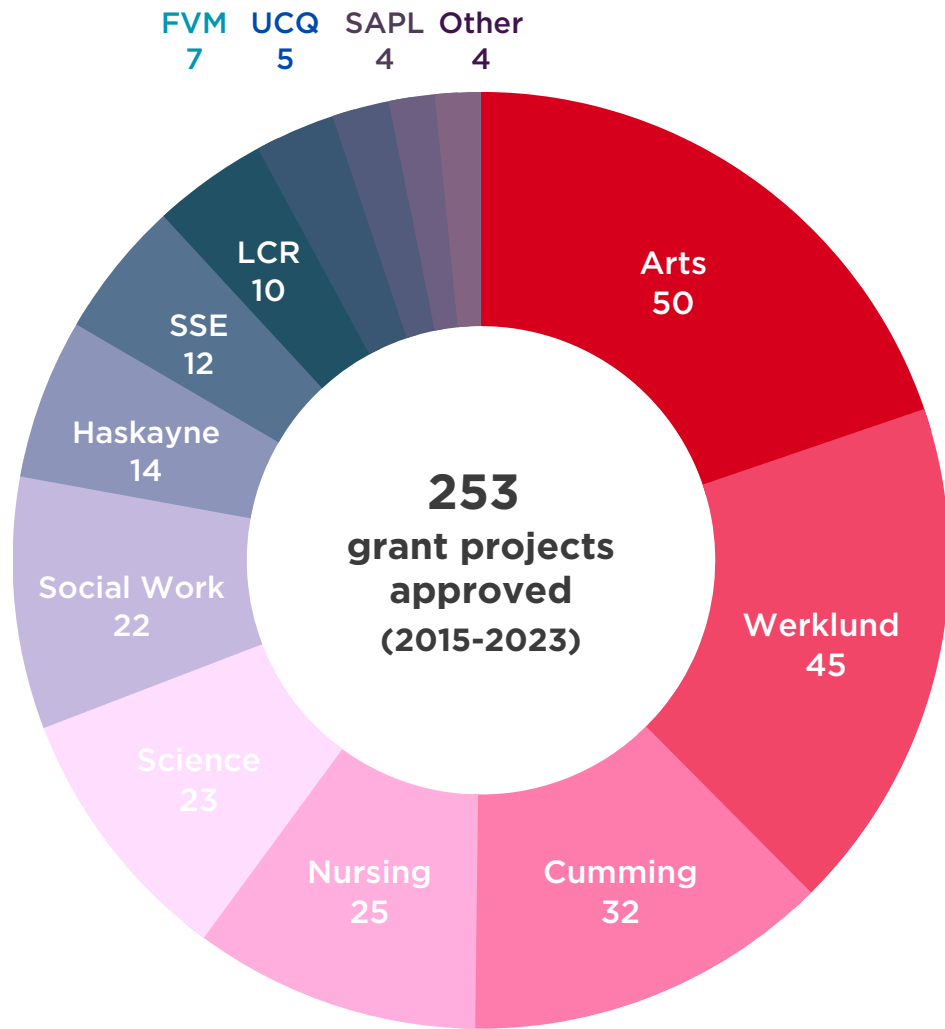
This study aimed to evaluate the success of The University of Calgary Teaching and Learning Grants program in relation to its stated objectives and identify any gaps that may prevent the program from reaching its goals. The survey results (n=129) revealed the program's value in strengthening scholarly communities and fostering wide ranging benefits to the learners and teachers.

BACKGROUND

Grant Projects and their Faculties

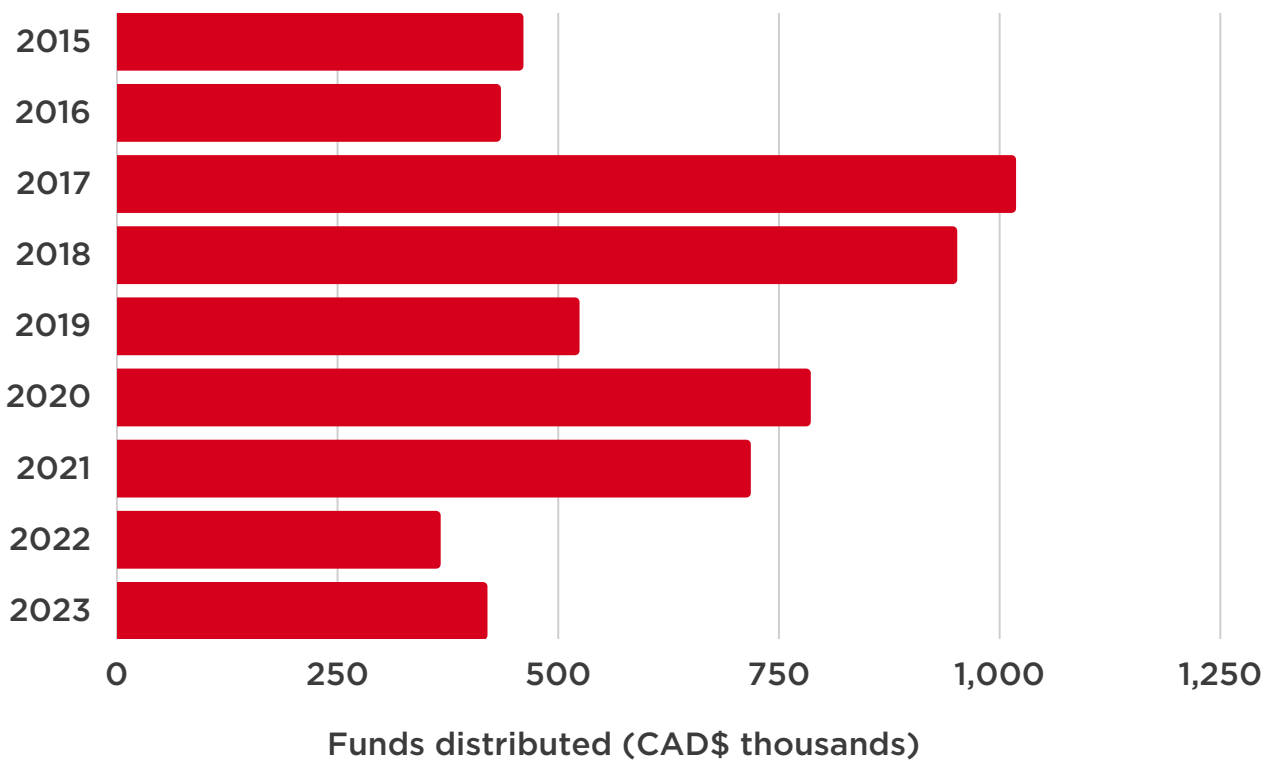
Grant projects demonstrate a rich diversity in themes and topics. This is reflective of the distribution of grant projects across faculties.

From 2015 to 2023, there have been 253 grant projects approved by the Teaching and learning Grants program. During this time, over half came from three faculties: Arts (50), Werklund School of Education (45) and the Cumming School of Medicine (32).



Funding Impact Over Time

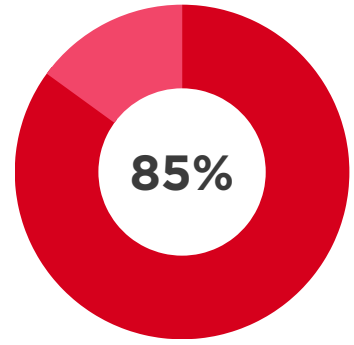
From 2015 to 2023, the Teaching and Learning Grants Program has distributed \$5.67+ million in support of projects to improve teaching and learning at the University of Calgary. These funds have been used to support grants related to many institutional strategic priorities including: Indigenous perspectives and ways of knowing, experiential learning and undergraduate research, mental health and well-being, equity, diversity, inclusion and accessibility, online and blended learning, innovation and entrepreneurial thinking, open educational resources, and sustainability.



RESULTS

Working with Students as Partners

Participants emphasized the importance of working with students as partners throughout the research process and acknowledged benefits like: gaining academic, research, and professional learning skills, engagement in the scholarship of teaching and learning (SoTL), and inquiry that benefited the development of students' research, leadership, time/project management, and communication skills.

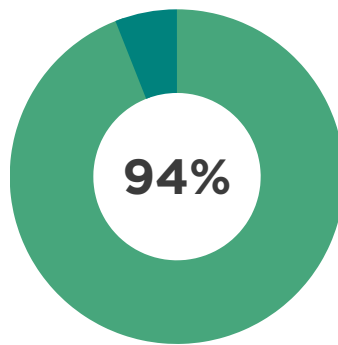


of projects engaged students as partners

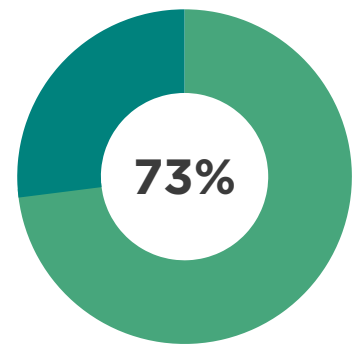


Collaboration with Partners

The program encouraged community building, strengthened collaboration with colleagues within and beyond local disciplinary contexts, and helped grant recipients to expand their perspectives and develop and “build understanding of different research methods.”



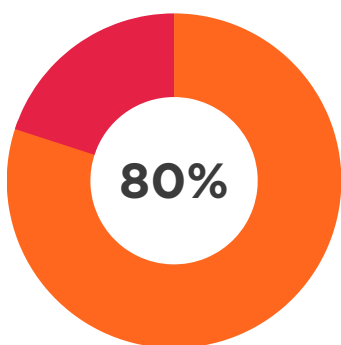
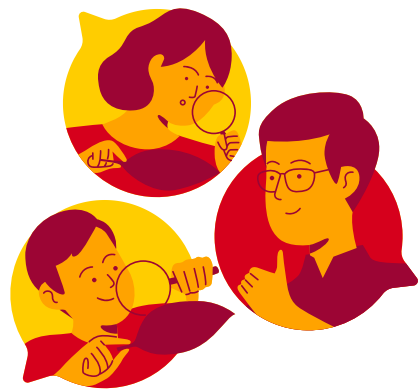
of projects benefited from skill diversity



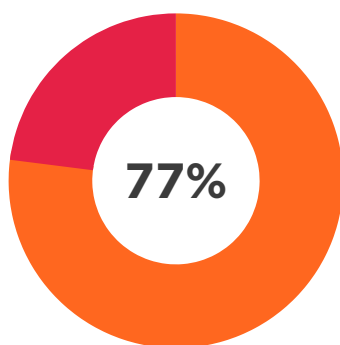
of projects cultivated new collaborative connections

Benefits to Teaching

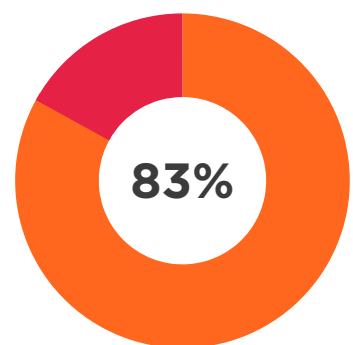
Participants' responses suggest their grant helped them better understand how students learn and the importance of teaching and learning. They indicated that completing a grant project had renewed their curiosity and interest in teaching and learning.



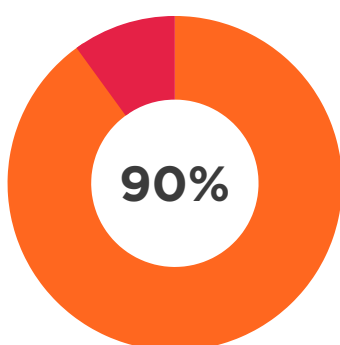
gained new understanding into how students learn



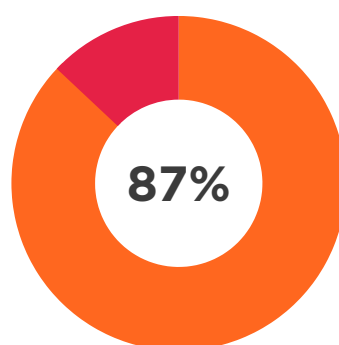
renewed their curiosity to teaching and learning



changed their approach to teaching and learning



engaged in critical reflection

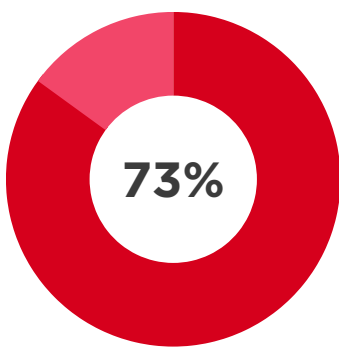


learned more about SoTL in postsecondaries

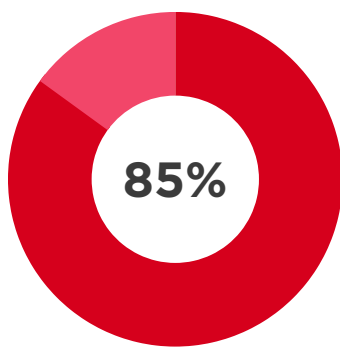
Benefits to Research

The study found the Teaching and Learning Grant program contributed to the generation and dissemination of knowledge, with the vast majority of respondents agreeing they had shared or informally discussed their findings within their academic unit, at conferences, in publications, and through knowledge transfer and community engagement activities. The grants helped expand research portfolios, strengthened research skills and confidence, and contributed to research that helped to better understanding teaching and student learning.

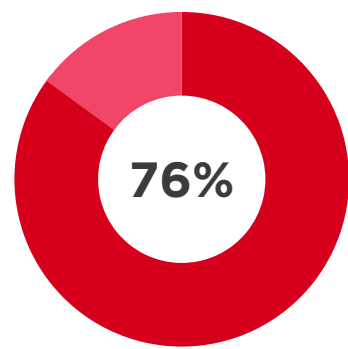
Grant recipients noted the program helped them to engage in research that directly impacted their instructional practices. They also acknowledged these grants provided an important support, as few external grants are available to support scholarship and inquiry related to teaching and learning.



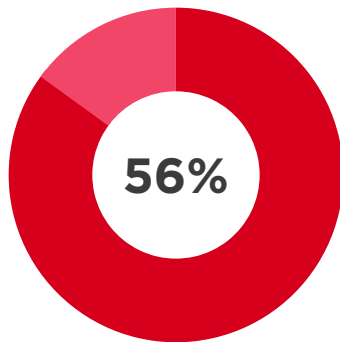
shared their findings formally within their academic unit



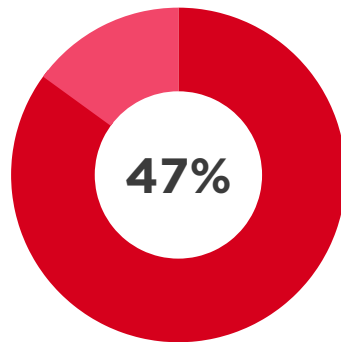
shared their findings informally within their academic unit



shared their findings at a conference



shared their findings in a publication

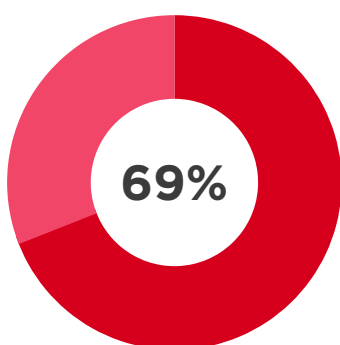


shared their findings through other forms of knowledge transfer, community engagement, and entrepreneurial activities

Community of Support

Participants noted the benefits of centralized support, such as consultations, workshops, resources, and feedback from the university's teaching and learning institute. This support was helpful in ensuring the grant proposal was aligned and structured to the grant requirements, offering opportunities for internal peer review and feedback, and providing helpful resources, such as examples of previous successful grant applications and online support materials.

Some participants reported their experiences with previous funding applications and their confidence in their ability prepared them sufficiently for their successful teaching and learning grant application.



used supports and resources offered by the Taylor Institute