A. Terms and conditions

Educational Leadership Grants

People: Individual or collaborative

Duration: Three years

Funding Amount: up to $40,000 PLUS $5,000 Emerging Scholar Supplement*

Recipients will **develop their educational leadership capacity through the implementation of strategic teaching and learning initiatives that include the development of professional learning opportunities** to help other academic staff/educators strengthen their teaching and learning practice in academic courses or programs. Fundable projects may involve a range of contexts and activities, not just those that occur in the classroom. Grant recipients will share their work with relevant campus audiences and disseminate more broadly within relevant scholarly communities. Educational Leadership grants are intended to have an impact beyond the scope of an individual academic course.

What is the Emerging Scholar Supplement?

*For 2024, we are providing an Emerging Scholar Supplement of $5,000 for successful applications that include graduate students, academic staff, support staff, or postdoctoral scholars participating in a Teaching and Learning Grant for the first time.

We aim to reduce barriers for emerging scholars to develop their skills in research and scholarship around teaching and learning. This individual must be new to the Teaching and Learning Grants program and have not received one previously.

Submit for Internal Peer Review

Applications submitted for internal peer review are NOT required to be complete, have Leadership Approvals or be validated through the portal.

1. Click on **Print** at the top or bottom right corner of your application form
2. Click **complete form** and save as a pdf.
3. Send your pdf to TLgrants@ucalgary.ca

Click here for more information.

B. Eligibility

1. Will grant funds be used only for expenses incurred by University of Calgary collaborators on a project?	Yes / No
2. Will the Principal grant-holder (PGH) be continuously employed by the University of Calgary for the duration of the proposed grant?	Yes / No
3. Are you currently a PGH of a UCalgary Teaching and Learning Grant or a Teaching Scholar?	Yes / No

C. Applicant

Applicant

That information is displayed for consultation only. If the information is not up-to-date, please modify it in your profile.

1. Last name

2. First name

3. Institution. If your organization is Other, please click on drop menu beside your name, in the upper part of the banner and select 'My profile'. | University of Calgary

4. Faculty or Unit

5. Department

6. E-mail

COORDINATES OF PRIMARY AFFILIATION

That information is displayed for consultation only. If the information is not up-to-date, please modify it in your profile.

7. Address

Is the information valid? | Yes / No

D. Project Information

1. Project Title

2. Select all the TL Grants Areas of Focus that apply.

- [ ] Equity, inclusivity, diversity and accessibility
- [ ] Experiential learning, work-integrated learning and undergraduate research
- [ ] Indigenous Perspectives and Ways of Knowing
- [ ] Mental health and well-being
- [ ] Online and blended learning
- [ ] Sustainability
- [ ] Innovation and entrepreneurial thinking
- [ ] Open Educational Resource (OER)
- [ ] Curriculum review and renewal

3. Will ethics certification be required for your project ?

No / Yes & I have reviewed the Ethics in the Scholarship of Teaching and Learning Guide (https://taylorinstitute.ucalgary.ca/resources/ethics-scholarship-teaching-and-learning).

4. Abstract

5. Project duration :

Section D.i. is only required if you've selected the OER area of focus in question 2

D.i. OER Area of Focus

Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation, and redistribution by others (UNESCO). Consult with the Open Education Librarian and your subject librarian in Libraries and Cultural Resources for support and referral to resources for assistance with OER (e.g., Copyright and Repository Services), and your grant application.

If you have chosen to apply for the TI Grants Area of Focus for the development of an open educational resource (OER), there are additional items to consider when you're adapting or creating an OER that may differ from the other areas of focus. Please review the following considerations and conditions, and complete the additional response questions for your TI grant proposal with an area of focus in open educational resources.

Considerations:

- If you have not developed an open educational resource project before we recommend meeting with Libraries and Cultural Resources to discuss your proposal. Contact oer@ucalgary.ca to set up a meeting.
- Adapting an OER means grant proposals will focus on modifying one or more existing open educational resources. Existing OER may be adapted in a number of ways including updating or localizing content, incorporating interactive components, improving diversity and inclusion, developing ancillary materials to add to an existing open textbook, etc.
- Creating an OER means grant proposals will focus on developing a new open educational resource that does not exist in their desired form within their discipline. These projects will generally be more involved as the content largely does not already exist in another OER, so this type of OER project will likely take more time and effort.
- When you are developing OER, the resource you create can be changed and updated over time as the content within your course and within the field evolves. We recommend developing a sustainability plan for ongoing support for the OER, so that you can continue to benefit from it for years to come.

Grant Recipients agree to …

- Ensure that the open educational resource (OER) is available and accessible under a Creative Commons license that allows for the creation and (re)use of derivative works.
- Obtain written permission from all contributors of the OER project, including students, for the publication of their work under this license and each contributor's preferred form of attribution.
- Share their OER openly and have a current version with its source files, in an editable format, deposited in an appropriate open repository for preservation and reuse.
- Ensure their OER project will follow the guidelines set out in the BCcampus Open Education Accessibility Toolkit, 2nd edition

Please complete the following questions for the Open Educational Resource area of focus in addition to the applicable application form for your chosen stream of the Taylor Institute Teaching and Learning Grant.

UNIVERSITY OF CALGARY

OER Area of Focus Project Questions

1. Have you already conducted a search for open educational resources that relate to your proposed OER project ?

Please specify

2. Will you be adapting an existing OER, creating a new OER, or developing ancillary materials?

URL(s) for existing OER to be adapted:

Type :

3. Describe how your adapted or newly created OER project will fill a gap within existing open educational resources and/or benefit others within your teaching discipline?

4. It is expected that OER projects will be shared under a Creative Commons (CC) license. What Creative Commons License are you planning on applying to your OER project?
Note that the assignment of a CC license does not impact the creator's copyright ownership of their work.

5. Are there platforms or tools that you are currently considering for the development and release of your OER project? Note: If you are unsure, contact Libraries and Cultural Resources to discuss your options.

Parts of this application form have been adapted from related open educational resource grant proposal applications by theUniversity of GuelphandMount Royal University.

E. Project Description

1. Describe how your project is grounded in the University of Calgary teaching and learning context (10 points): To establish how your proposed project is relevant to student learning and teaching at the University of Calgary, explain how it emerges from your local experiences in teaching and learning in an academic course or program. 250 words

2. Describe how your project aligns with the area(s) of focus you indicated in Section A (10 points): UCalgary is committed to supporting scholarship in these key areas of focus. How will your project strengthen one or more of these priorities? 250 words

3. Identify the educational leadership initiative that you will implement through your project. Demonstrate how existing pedagogical scholarship informs this work, and explain how your work is situated within the field (10 points): How does your project support your colleagues in developing their teaching and learning practices and approaches, and how will you ensure this work has a broad impact on teaching and learning across campus? 1000 words

4. Identify the leadership activities you will undertake for your project and clearly describe how they align with and support achieving the leadership initiative you identified above. (10 points). Specify the innovations or activities you will use, the kinds of engagement you will seek, and the methods or approaches you will use to engage colleagues in this initiative. 1000 words

5. Describe how you will engage students in your project, including their roles and activities and how you will recognize their contributions (10 points): Scholarship is strengthened by the inclusion of all relevant perspectives, particularly those of learners, at the center of teaching and learning experiences. How will you include these perspectives in your project? 250 words

6. Describe the impact your project will have on improving teaching and student learning, and link this impact back to your educational leadership initiative and the context you described above. Explain how your work will benefit others, how you will share your successes and engage colleagues locally and beyond, and how these impacts will be sustained beyond the funding period for the project (10 points). What would successful completion of your project look like: how would it affect the context you described? How would it provide meaningful engagement for your colleagues? How will your project's activities benefit teaching and learning at the University of Calgary and other courses, educators, and contexts? Specify how you will disseminate outcomes. 500 words

7. How have you included consideration of equity, diversity and inclusion in the design and execution of your project? If you have not, please explain why (10 points): Incorporation of the principles of equity, diversity, and inclusion strengthen communities, and have been shown to improve the quality, social relevance and impact of scholarship and practice. How will you strengthen your work by following these principles? 250 words

8. Do you wish to receive the $5,000 Emerging Scholar Supplement? (Yes / No)

If yes, please identify and describe the role of the Emerging Scholar on your team in this project, and explain how participation in this project will benefit the development of their skills and knowledge in the scholarship of teaching and learning.

9. If needed, you may upload one pdf document with relevant graphics and figures (max. 2 pages)

10. Please list full citations for all sources cited above using a citation style relevant to your context.

F. Research Teams

Teams list

Leader email	Team Leader	Leader email	Institution		Department	Fund management entity
			University of Calgary			

Members list

Last name	First name	Email	Position	Please specify	Role in project	Credentials	Institution. If your institution is not up-to-date, please modify it in your profile.	Faculty	Department

UNIVERSITY OF
CALGARY

Application Number: **### (####-###)**
EdL-Session 2024
Applicant name: XXXX XXXX
Date: 06-09-2023

G. Timeline

Please fill out the following timeline for your project using a gantt chart.

Year 1

Task Title	Task duration

Year 2

Task Title	

Year 3

Task Title	

H. Budget

Guidelines for Grant Budgets

Funds are distributed through Research Services, and grant funds must be used as indicated in the project's approved budget. The application requires a brief rationale for every expenditure, explaining how it supports the project's goals and inquiry.**Applicants should consult the recommendations and guidelines below.**

Some common uses of Teaching and Learning Grant funds include the following:

- hiring a student research assistant (see below for recommendation),
- travelling to a conference to present the results of a project or paying publication fees (see below for stipulations),
- paying software licenses,
- hiring a transcriptionist
- supplying hospitality for a relevant gathering or event.

Requests for course releases must have the explicit approval of the relevant Head.

We recommend (but don't require) hiring a student research assistant to assist with the project. To support students' development as teachers and researchers and to inform how we conduct research into teaching and learning, we encourage treating student research assistants (RAs) not just as support but as co-inquirers or fellow members of the research team (i.e., more fully understanding the teaching and learning context, providing a student's perspective throughout the project, planning and designing the project, gathering and analyzing evidence, disseminating findings by co-authoring and/or co-presenting). On the budget form, please specify the RA's types of activities, wages, and the number of hours. For details on salary and hours, review the student employment options chart.

Funds may cover travel, but these are not travel grants, so a maximum of 30% of the budget may be allocated for travel. Portions may cover travel to learn about teaching and learning or to present a project's findings. Requests for travel-related budget items should be accompanied by a strong rationale for their relevance to the project.

Similarly, a maximum of 20% of the budget may be allocated for other dissemination costs, such as publication fees or page charges.

The following are ineligible for funding through the Teaching and Learning Grants:

- Costs normally budgeted by University of Calgary units
- Costs associated with student course fees (e.g., student costs with field trips, tuition reimbursement, etc.)
- Wages for faculty, regularly assigned teaching assistants or staff members who would usually be employed by the University.
- Expendable items or equipment
- Principal Grant Holders and co-applicants may not pay themselves

For additional university policies, applicants should consult their appropriate department administrator, HR advisor, the University's Travel & Expense Reimbursement Handbook, and other applicable UCalgary policy documents.

Budget Summary Table

Category	Total

I. Leadership Approvals

PGH's Head, Associate Dean (Research) & Dean

Name	E-mail	Organization	Role

J. Submission

How to submit for Internal Peer Review

Expectations of Teaching and Learning Grant Recipients

I, the undersigned: , agree to

- follow the *Starting Your Grants Project* process outlined on the website
- as soon as possible, apply for ethics certification (required for release of funds) and follow an ethics protocol for research involving human subjects (this process can be initiated earlier, see Starting Your Grants Project and Ethics in SoTL);
- follow University of Calgary procedures to have my project account reviewed by Research Services and set up in the Research Accounting system;
- **setup my grants project account within three months** of receiving a Notice of Award letter;
- implement the proposal as approved (adhering to the budget, evaluating the impact on learning, following the timeline, disseminating, etc.) unless changes requested in writing are approved by the Academic Lead, Teaching and Learning Research;
- attend, as possible, gatherings of grant recipients at the Taylor Institute for Teaching and Learning;
- share the completed project results with relevant audiences as outlined in the proposal and through a Taylor Institute online showcase;

- submit a mandatory Final Report by the 31st of March on the last year of the grant

☐ I agree to the above expectations