

A. Terms and conditions

People : Individual or collaborative

Duration : Three years

Funding amount :

- Individual projects: Up to \$20,000
- Collaborative projects: Up to \$40,000

Recipients will draw on their discipline-based expertise to develop **a scholarly project anchored by a meaningful question about student learning and the activities intended to facilitate that learning.** The SoTL project, which can be individual or collaborative, is designed to answer that question by making relevant student learning visible and then systematically analyzing this evidence. These projects aim to improve student learning by strengthening the practice of teaching. To benefit the practice and understanding of others, SoTL grant recipients will share their work with relevant campus audiences and disseminate more broadly within relevant scholarly communities.

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. Have you received Teaching Scholars funding during your academic career? | Yes / No

4. Are you currently a PGH of a UCalgary Teaching and Learning Grant? | Yes / No

Sample

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'.

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

Please update your profile and come back to this section to confirm the changes and validate the section

D. Project Information

1. Project Title

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2. Select all the TL Grants [Areas of Focus](#) that apply.

- Accessibility, equity, inclusivity and diversity
 - Experiential 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)
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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>).
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4. Abstract

250 word

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5. Project duration :

- 2 years
- 3 years

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.

OER Area of Focus Project Questions

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

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

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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?

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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.

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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.

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Parts of this application form have been adapted from related open educational resource grant proposal applications by the [University of Guelph](#) and [Mount 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. 250 words

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2. Describe how your project aligns with the [areas of focus](#) of the UCalgary strategic initiatives you indicated in question 2 of section D. Project Information (10 points): UCalgary is committed to supporting scholarship in these key areas of focus. How will your project strengthen one or more of these initiatives? 250 words

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3. Identify the overarching question about teaching and/or student learning that you will pursue through your project. Demonstrate how existing pedagogical scholarship informs this work, and explain how your work is situated within the field. (10 points): What is the question or goal about teaching and/or student learning you will pursue through this project, and how will the project help to better understand or improve this teaching and student learning? 1000 words

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4. Identify the scholarly activities you will undertake for your project and clearly describe how they align with, and support answering the question you identified above. (10 points): Specify the innovations or interventions you will use, the kinds of evidence and/or information to be gathered or generated, how they will be gathered or generated, and the methods or approaches you will use to analyze the evidence gathered or generated. 1000 words

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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

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6. Describe the impact your project will have on improving teaching and student learning, and link this impact back to your question and the context you described above. Explain how your work will benefit others; how you will share your findings 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 helpful responses to the question described? How will teaching and learning at the University of Calgary—other courses, educators, and contexts—benefit from your project's activities, instruments, or findings? Specify how you will disseminate your findings. 500 words

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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

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

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Sample

F. Research Teams

Teams list

Leader email	Team Leader	Leader email	Institution	Department	Fund management entity

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

G. Timeline

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

Year 1

Task Title	Task duration
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Year 2

Task Title	Task duration
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Sample

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.

Summary Table

Category	Total
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Sample

I. Leadership Approvals

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

Name	E-mail	Organization	Role
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Sample

J. Signature and submission

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 the relevant mandatory Reports outlined below by the 31st of March each year (progress reports are required for the release of 2nd, 3rd and 4th year funds)

	March 31, 2024	March 31, 2025	March 31, 2026	March 31, 2027
One-year project	Final Report			
Two-year project	Progress Report	Final Report		
Three-year project	Progress Report	Progress Report	Final Report	
Four-year project	Progress Report	Progress Report	Progress Report	Final Report