The University of Calgary's

TEACHING and LEARNING GRANTS

Application Preparation Guidebook

*PLEASE NOTE:

- This guidebook is merely a reproduction of information assembled on the Teaching and Learning Grants website, located at https://taylorinstitute.ucalgary.ca/awards-grants/teaching-grants

INTEGRATING RESEARCH EVIDENCE INTO TEACHING PRACTICE | GENERATING NEW KNOWLEDGE ABOUT TEACHING AND LEARNING AT THE UNIVERSITY OF CALGARY | DISSEMINATING RESULTS TO BENEFIT OTHERS

Table of Contents

Teaching and Learning Grants

Purpose

Funded by the Provost's Office, the University of Calgary Teaching and Learning Grants are designed to enhance students' learning experiences at the University of Calgary.
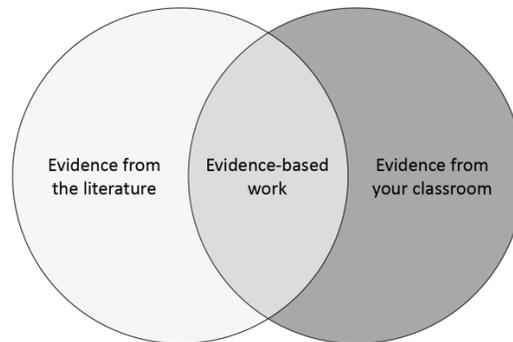
Specifically, they support the development, implementation, critical examination, and dissemination of innovative, evidence-based approaches to student learning (see image right) in order to achieve the following goals:

1. integrate research evidence into teaching practice,
2. generate new knowledge about teaching and learning at the University of Calgary, and
3. disseminate the results of that work to benefit others.

Grant Streams

These grants support different types of projects through three structural streams:

- Development and Innovation Grants (*new!*)
- Lesson Study Grants, and
- Scholarship of Teaching and Learning (SoTL) Grants.

Stream 1: Development and Innovation Grants

This new grant stream will support teaching and learning projects to develop something new or innovate something already in place at the University of Calgary. The scope may vary from individual activities to entire programs, such as the creation of a new resource, the implementation of a new practice, or the (re)design of activities, courses, or programs. Development and Innovation Grants are one-year grants and can be individual or collaborative. Recipients will share their work with relevant campus audiences to benefit the practice and understanding of others.

| Stream	People	Duration	Funding Amount
Development and Innovation Grants	Individual or collaborative	One year	Up to $7,500

Sample Development and Innovation Grant Projects

After participating in a teaching square to see others' peer review activities in which students give feedback on each other's drafts, four colleagues will work together to design a new, more engaging model for students helping each other to revise their drafts. (Note that the Seeding SoTL Initiative funds may be used to support a teaching square.)

An instructor and her teaching assistants will revise the opening unit of a course to integrate one of the small but mighty principles (self-explanation through think-alouds) from James Lang's book *Small Teaching*. (Note that the Seeding SoTL Initiative funds may be used to purchase books for a reading group.)

Seeing students struggle to understand some key disciplinary concepts, an instructor will develop an app that represents these concepts visually and interactively, enabling students to explore and experiment with them in a new way.   After a curriculum review identifies some "bottlenecks" for students in an intro-level course, a team of academic staff and former students will use the "decoding the discipline" process (Pace & Middendorf, 2004) to better understand the problem, and then revise the course guided by the classic principle of "backward design" (Wiggins & McTighe, 1998).

Stream 2: Lesson Study Grants

These grants support **team-based studies of a single lesson, carefully developed and studied to promote a significant learning goal.** The goal of these projects is to "put a lesson under the microscope, to carefully analyze how students learn from our teaching and then use that knowledge to improve future performance—ours and theirs" (Cerbin, 2011, 2).
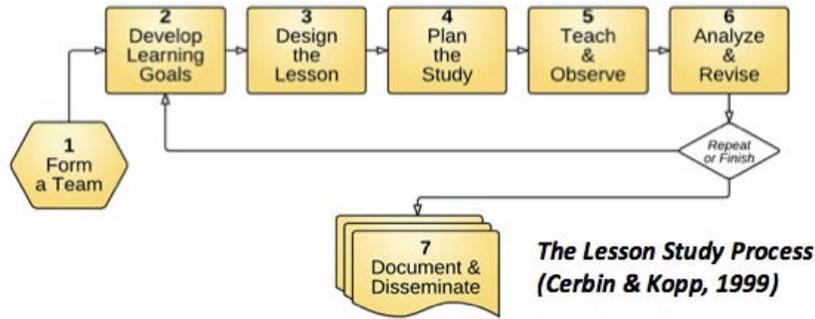
The lesson study team is intensely collaborative, as its three to six members work closely together to *create, implement, and study* the lesson--typically a class period plus its preparatory and post-class homework, all designed to provide varied evidence of student thinking and learning. One team member teaches the lesson in her class, while the rest of the team observes and documents the students' learning activities and behaviors during the lesson. Soon after this class session, the team debriefs and analyzes the collected evidence, focusing on what it reveals about the students' learning—and how it affects the team's learning about student learning. After revising the lesson (as relevant), the team then repeats the process (team observation, collection, and analysis of evidence) in another team member's class—and again, in another's, if they wish. (For more information about the lesson study project cycle, see the online guide from the University of Wisconsin-La Crosse's Lesson Study Project.)

The outcomes of a lesson study project are a) a clear, shareable set of activities carefully developed to support a significant learning goal and b) a deep, evidence-based, multi-perspective analysis of a thin slice of student learning. To benefit the practice and understanding of others, Lesson Study grant recipients will share their work with relevant campus audiences and are encouraged to disseminate their findings more broadly as well.

Stream	People	Duration	Funding Amount
Lesson Study Grants	Team of three to six members	One or two years	Up to $7,500 per year, to a maximum of $15,000 for two years, for the entire team

Sample Lesson Study Grant Project

"Surfacing the Structures of Patriarchy: Teaching and Learning Threshold Concepts in Women's Studies" by Holly Hassel, Amy Reddinger, & Jessica Van Slooten (Women's Studies), from *[The International Journal for the Scholarship of Teaching and Learning](), 2011*
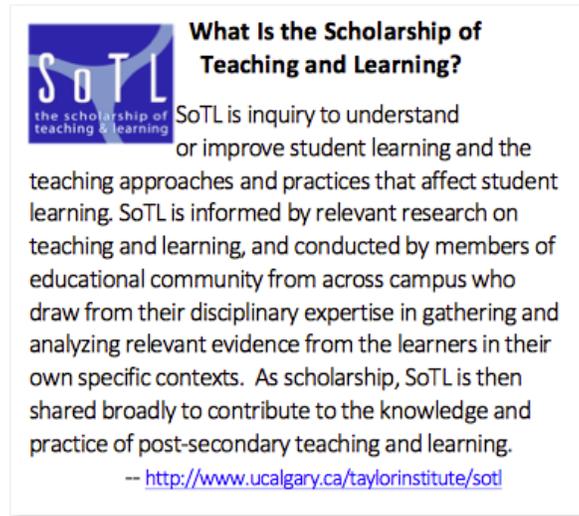
"The teaching and learning problem that has presented the greatest challenge in women's studies courses is students' development of *an understanding of gender as a social construct*—that is, their individual choices and behaviors as framed within a social structure, particularly patriarchy. Our first step in lesson design was the establishment of our learning goal: ... students will be able to identify ways that patriarchal values are reinforced or challenged in the dominant culture. We also established a working definition of patriarchy.... From the outset we perceived that the complexity of patriarchy as a threshold concept would necessitate a multi-part lesson that would introduce, review, and then ask students to apply the new concept. Consequent class sessions and assessment exercises asked students to continue to apply the lesson's concepts and skills....

We conducted two lesson study iterations. In the first iteration, students read the first two chapters of Allan Johnson's book *The Gender Knot: Unraveling our Patriarchal Legacy*, and were asked to complete a pre-class reading quiz online using our course management software. The lesson consisted of a brief instructor lecture, a small group artifact analysis activity, and a post-class homework assignment. Lesson instruction was observed and documented. We evaluated student learning through the observer reports and through an evaluation of three student-produced artifacts: the pre-lesson quiz, an in-class group worksheet, and a short paper analysis of an artifact of the student's choice completed as homework. We made revisions to our lesson to account for responses from observers and students....

In post-lesson meetings, we normed our evaluation of student performance on the quiz, the group worksheet, and the homework.... In contrast to the absence of meaningful data found in the group worksheet, we found the homework to be particularly meaningful. This assignment asked that students find their own popular cultural artifact and then analyze it in terms of the four core values [of patriarchy, according to Johnson]. These short papers were, as a whole, interesting and insightful. They provided a rich opportunity to gauge individual student comprehension of the concept of patriarchy, often making clear the specific concept(s) with which a student was struggling.... We concluded that the revised lesson led to a significant shift in learning – far more students met the learning goals while far fewer students failed to meet (the exceeds category remained largely the same). We see this as evidence that the second iteration was successful at increasing student achievement of the lesson's learning goal described above...." [[Full article available here]]

Stream 3: Scholarship of Teaching and Learning Grants

Over ten years ago, historian David Pace noted the increasing number of voices claiming "that there is scholarly research to be done on teaching and learning, that the systematic creation of rigorous knowledge about teaching and learning is a crucial prerequisite to responding to major challenges facing academia, that this knowledge must be shared publicly and should build cumulatively over time, and that the explorations of this area should be conducted by academics from all disciplines" (2004, 1174). This stream of grants supports such work, commonly known as the scholarship of teaching and learning (SoTL). These projects are **formal, evidence-based studies to better understand or improve student learning**.

What Is the Scholarship of Teaching and Learning?

SoTL is inquiry to understand or improve student learning and the teaching approaches and practices that affect student learning. SoTL is informed by relevant research on teaching and learning, and conducted by members of educational community from across campus who draw from their disciplinary expertise in gathering and analyzing relevant evidence from the learners in their own specific contexts. As scholarship, SoTL is then shared broadly to contribute to the knowledge and practice of post-secondary teaching and learning.
-- http://www.ucalgary.ca/taylorinstitute/sotl

Recipients will draw on their discipline-based expertise to develop a research or inquiry 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. (For more information on the scholarship of teaching and learning [what it is and how to do it], see the Taylor Institute's online SoTL Guide.)

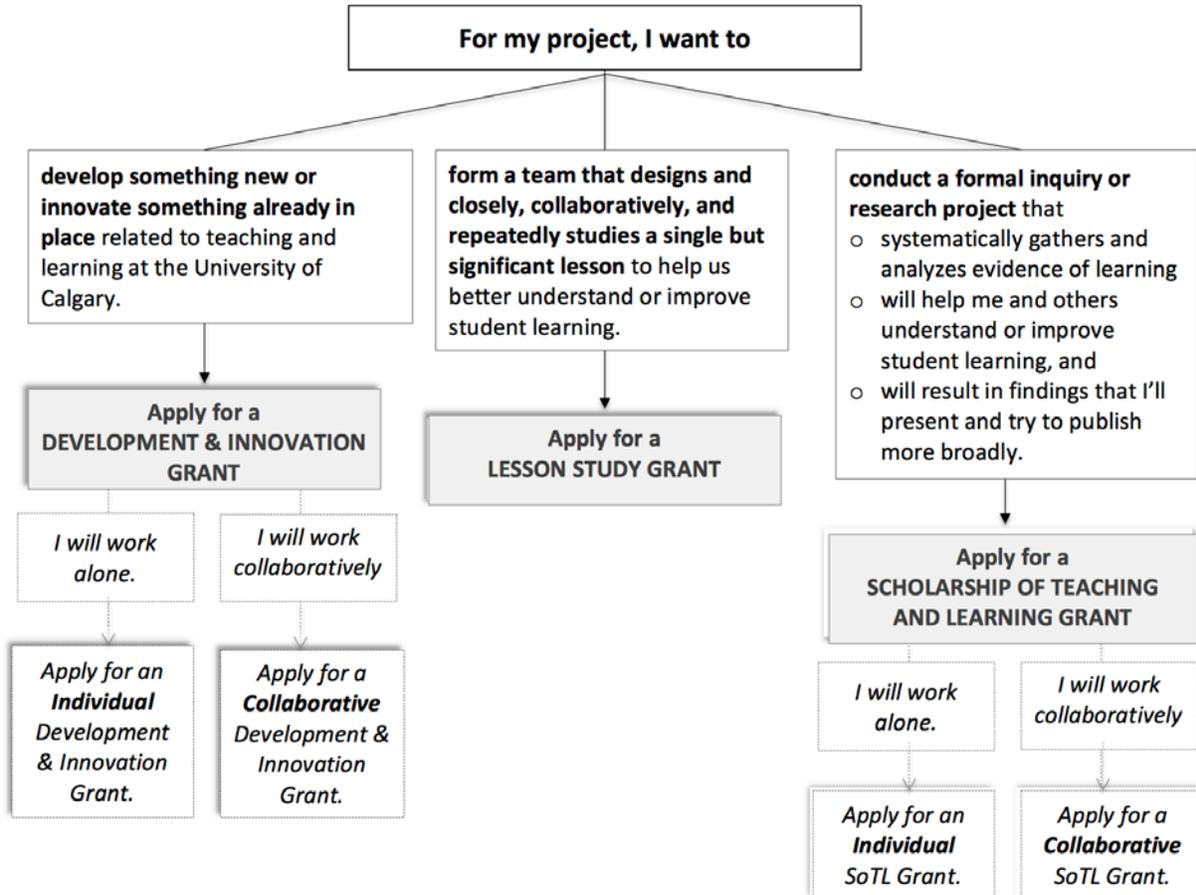| Stream	People	Duration	Funding Amount
SoTL Grants	Individual or collaborative	One or two years	Individual projects: Up to $10,000 per year, to a maximum of $20,000 for two years Collaborative projects: Up to $20,000 per year, to a maximum of $40,000 for two years

Sample SoTL Grant Project

"Developing historical case studies for teaching geoscience concepts" by Glenn Dolphin (Geoscience) & Wendy Benoit (Chemistry), 2014

Case studies have been used as a mode for teaching in law, medicine and business for decades. Only recently has attention turned to their advantages in science education. In particular, our project focuses on historical case studies, taking an important geological development or biographical figure and building a narrative around that subject as a way to give context to the geologic content to be taught. Cases are co-created with a team of both faculty and undergraduate students. The first phase of the project included the development of three case studies, teaching aspects of continental drift, stratigraphy, and radioactivity. In the second phase, four more cases are being developed to look at study of the seafloor, extinction of the dinosaurs, meteorite impacts, and developments in anthropology. We have already conducted pilot studies of the first three cases within multiple class structures (15 – 300+ students) and they are in their final round of edits. We also hope to get them published in a journal and as an on-line resource to enable a wide audience to use them. In addition to the cases as products of the project, the undergraduate research assistants have gained experience doing independent research in the history of geology. They have interacted with historians and philosophers of science as they built and revised their cases. They have participated in the implementation of the cases in multiple university classes. They have presented numerous times to scientists, historians and philosophers of science, and science educators, traveling as far as Rochester, NY, and Brazil. Finally, this year, we will be studying transcripts from our weekly group meetings from the phase 1, in an attempt to shed some light on the process of independent undergraduate research.

Which stream is right for you?

Which Teaching and Learning Grant stream is for me?

For my project, I want to

develop something new or innovate something already in place related to teaching and learning at the University of Calgary.

form a team that designs and closely, collaboratively, and repeatedly studies a single but significant lesson to help us better understand or improve student learning.

conduct a formal inquiry or research project that
- systematically gathers and analyzes evidence of learning
- will help me and others understand or improve student learning, and
- will result in findings that I'll present and try to publish more broadly.

Apply for a DEVELOPMENT & INNOVATION GRANT

Apply for a LESSON STUDY GRANT

Apply for a SCHOLARSHIP OF TEACHING AND LEARNING GRANT

I will work alone.

I will work collaboratively

Apply for an **Individual** Development & Innovation Grant.

Apply for a **Collaborative** Development & Innovation Grant.

I will work alone.

I will work collaboratively

Apply for an **Individual** SoTL Grant.

Apply for a **Collaborative** SoTL Grant.

Teaching and Learning Grants Special Topics

We invite applications on any issues relevant to teaching and learning. However, if you're looking for a topic that's supported by an institutional strategy, plan, or framework, the University of Calgary has a variety of strategic initiatives. For instance, within each of the three structural streams above, there is a special topic track for projects that integrate experiential learning into the design of a course or program. We also encourage (*but don't require*) projects that support other strategic initiatives (e.g., mental health, indigenous education, sustainability, internationalization, learning technologies).

To support the broader work of the university and the varying initiatives to align university activities with larger goals and values, we encourage (but *do not require*) grant projects that support and advance the strategic initiatives below.

Experiential Learning

A special topic track for experiential learning is available within any of the three structural streams. These projects will engage students in hands-on learning grounded in authentic learning in the field, followed by reflecting on their experiences in a way that will enable them to apply their knowledge in new settings. Examples include undergraduate research, student-led projects, clinical placements, co-op programs, practica, field trips, internships, and community-based learning.

Sample Experiential Learning Project (Practice Stream)

"Do Simulated Clients Enrich Learning Experiences for Final Year Veterinary Students?" by Darlene Donszelmann (Veterinary Medicine), 2015

Communication skills are developed through repetition and practice in increasingly more challenging simulated scenarios. Students in the first three years of the University of Calgary's Faculty of Veterinary Medicine learn core clinical communication skills, but they aren't formally reinforced in their fourth and final year. Previously learned communication skills are often disregarded by final year veterinary students anxious to diagnose and treat their patients. Some final year rotations utilize owner-absent cases and thereby lack a client for the student to experience a real veterinary-client-patient relationship.

Standardized, simulated patients are commonly utilized across many disciplines including medicine, kinesiology, nursing and paramedical scenarios. Veterinary communication curricula also utilize simulated clients. The owner-absent fourth-year dental rotations present an ideal opportunity to pilot the use of trained simulated clients embedded in real veterinary cases. Through interaction with simulated clients, students will have an opportunity to further practice and refine their communication skills by obtaining a relevant history, building relationship, explaining the clinical reasoning underlying their diagnostic and treatment plans, answering client inquiries, discussing pain control, informing the client of the financial implications, and

presenting discharge instructions. Students will evaluate and critically reflect upon their experiences with simulated client, real patient cases in order to help determine the value of the learning experience created.

Other Strategic Initiatives

We encourage potential applicants to read about the important campus initiatives below. If your application relates to any of these initiatives, please consider aligning your project with elements of the relevant strategy, and demonstrate that alignment in your application.

- The 2018-2023 Academic Plan: Read the Academic Plan here.
- The Indigenous Strategy: Read the "Together in a Good Way" strategy here.
- The Campus Mental Health Strategy: Read the "Creating a community of caring" strategy here.
- The Institutional Sustainability Strategy: Read the "Enriching learning. Growing leaders. Accelerating Change." strategy here.
- The University of Calgary International Strategy: Read the "Becoming a global intellectual hub" plan here.
- The Strategic Framework for Learning Technologies: Read the report here.

Criteria and adjudication

Applications will be adjudicated by one of five committees according to specific criteria.

Adjudication process

Using the criteria below, grant applications are evaluated by one of of four Grants Adjudication Committees, each of which is comprised of

- two faculty members (appointed by the co-Chairs of the GFC's Teaching and Learning Committee),
- a student representative (appointed by the co-Chairs of the GFC's Teaching and Learning Committee),
- a staff member from the Taylor Institute for Teaching and Learning, and
- the Academic Director of the Taylor Institute for Teaching and Learning, who serves as the committee's neutral chair.

Adjudication committee decisions include Fund As Is, Do Not Fund, and Revise & Resubmit. Adjudication committees may ask applicants revise and resubmit promising proposals to ensure they reflect Teaching and Learning Grants guidelines and/or University policies, or to clarify or develop parts of the proposal. Successful applications may be partially funded or fully funded, depending on the Adjudication Committee's assessment of its quality, the appropriateness of the budget items, and the amount of funds available.

Once all decisions are made, the Academic Director of the Taylor Institute will prepare notification letters, which are then reviewed by the Vice Provost (Teaching and Learning).

All decision letters are then sent electronically to applicants on January 4.

Adjudication criteria

Only complete applications using the Teaching and Learning Grants forms--a Word document with specific prompts that explicitly mirror the criteria below, as well as a budget spreadsheet--will be forwarded to Adjudication Committees. Evaluations will be based on the following criteria:

Grounded in Context	• Clear explanation of how the project idea emerges from teaching and student learning at the University of Calgary
Scholarly Inquiry into Teaching and Learning	• Project is anchored by compelling questions or goals related to teaching and learning • Explicit description of how the inquiry and resulting project are designed to (ultimately) understand or improve student learning (not just teaching) • Evidence that the project's inquiry and goals are informed by existing and effective scholarship** relevant to its central teaching and learning issues • Includes a complete bibliography of cited sources
Activities Aligned with Inquiry	• A clear description of the project's activities (For details about what specifically needs to be described, see the instructions on the relevant stream's application form.) • Explicit description of how activities align with (respond to) the project's inquiry and goals • Clear timeline for all activities
Impact & Knowledge-Sharing	• Clear and likely potential for positive impact on teaching and learning • Explanation of how teaching and learning at the University of Calgary—other courses, educators, and contexts—will benefit from the project's activities, lesson, instruments, or findings • A plan for sustaining these effects beyond the funding period, ensuring an ongoing impact • A plan for disseminating the project's results with relevant audiences at the University of Calgary, and as relevant beyond the university
Appropriate Budget	• A detailed budget spreadsheet that follows the Teaching and Learning Grants' budget guidelines • Rationale explaining how budgeted items support the project's goals and inquiry
Clarity & Completeness	• Written in a way that is—in both language and content—accessible to readers who are not familiar with its area of research or practice (See adjudication committee makeup above.) • The appropriate application form and spreadsheet are completely filled out.

** Relevant educational research, the scholarship of teaching and learning (SoTL), discipline-based educational research (DBER), learning theory or science, etc.

Eligibility of Applicants

For details about who can be a Principal Grant Holder and who can be otherwise involved in a Teaching and Learning Grant application.

Who can be involved in a Teaching and Learning Grant?

The Teaching and Learning Grants are intended to support effective teaching and learning initiatives proposed by individuals or groups who contribute to the learning experiences of University of Calgary students. Recognizing that everyone at the university makes these contributions, we invite applications that *involve* academic staff and academic librarians, archivists, and curators, and teaching assistants, post-doctoral scholars, student service professionals, and administrative staff. In addition, fundable projects may involve a range of context and activities, not just those that occur in the classroom.

However, there are specific guidelines about who can serve as Principal Grant Holders (PGH). See below for details.

Who can be Principal Grant Holders?

Principal grant-holders (PGH) must be continuously employed by the University of Calgary for the duration of the proposed grant. Sessionals, graduate students, and others with appointments that don't continuously span the full duration of the grant may be co-applicants but not PGHs. In addition, Research Services stipulates that only the following may serve as PGHs:

- Academic Appointee - any employee of the University holding an academic appointment (Continuing, Limited Term, Contingent Term or Sessional) or a non-employee of the University holding a clinical or adjunct appointment.
- Manager, level M2 or above.
- For Qatar any employee is eligible, provided sponsor guidelines allow for this provision.

Any individual may be the PGH on only one Teaching and Learning Grant per grant cycle. Current grant holders in good standing—successful human ethics certification (if required by Research Services), required reports submitted to tigrants@ucalgary.ca by the deadlines—may apply for new Teaching and Learning Grants. A PGH on one grant may participate as a collaborator on one or more concurrent Teaching and Learning Grants.

If a PGH terminates employment with the university, a new one may be proposed to the Teaching and Learning Grants administration, or the grant may revert back to the fund.

While collaboration with colleagues from other institutions is valued, grant funds may only be used for expenses incurred by University of Calgary collaborators on a project.

Why do I need signatures on my application, and whose signatures do I need?

The signatures form is signed by the applicant (principal investigator), all project collaborators, and the applicant's dean (or designate) and department head. In the case that a dean or department head is a co-applicant on the project, the faculty support signature should be from someone who is not a collaborator. In 2010, the Dean's Council approved a set of signature guidelines which explain the importance and significance of the signatures on a grant application.

The grants are open to colleagues in diverse roles, including librarians, student services professionals, and administrative staff. If you are not part of a department or faculty, your application should be signed by your manager and your unit's director.

Applicants are encouraged to obtain handwritten signatures from collaborators and faculty support. If you are unable to obtain handwritten signatures, the signatures form can be signed electronically.

Teaching Grants Budgets

Development and Innovation Grants and Lesson Study Grants are eligible for up to $7,500. SoTL Grants are eligible up to $10,000 per year (individual projects) to $20,000 per year (collaborative projects).

Stream	People	Duration	Funding Amount
Development and Innovation	Individual or collaborative	One year	Up to $7,500
Lesson Study	Team of three to six members	One or two years	Up to $7,500 per year, to a maximum of $15,000 for two years, for the entire team
Scholarship of Teaching and Learning	Individual or collaborative	One or two years	Individual projects: Up to $10,000 per year, to a maximum of $20,000 for two years Collaborative projects: Up to $20,000 per year, to a maximum of $40,000 for two years

Common Uses and 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 grants [application](#) requires a brief **rationale for every expenditure**, explaining how it supports the project's goals and inquiry. Make sure you've consulted 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),
- traveling to a conference to present the results of a project or paying publication fees (see below for stipulations),
- paying software licenses,
- hiring a transcriptionist ([see here](#) for a recommended transcription site), and
- 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) be treated 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 number of hours. Human Resources has information on the process for hiring a graduate student as a research assistant on a grant-funded project. For support with hiring processes and guidelines, please go to the Integrated Services Center.

Funds may cover **travel,** but these are not travel grants, so only a portion of the budget should be allocated for travel. Portions may cover travel to learn about teaching and learning or to present a project's findings. However, the primary use of the funds is to support the inquiry and research process, so travel funds should be a fraction of the overall budget. (This principle also applies to using the funds for publication fees.) Requests for budget items related to travel should be accompanied by a strong rationale for their relevance to the project. Grants have generally supported presenting at a local conference presentation, and no more than one academic staff member of the research team and one RA to present at one relevant national or international conference.

Some applicants request a portion of the funds for **open access publishing fees**. This expense *is* permitted, but applicants should also pursue the library's Open Access Authors Fund.

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 normally be employed by the University
- Expendable items or equipment
- Principal Grantholders and co-applicants may not pay themselves

For additional university policies, consult with your appropriate department administrator, HR advisor, the university's *Travel & Expense Reimbursement Handbook*, and other applicable UCalgary policy documents.

How to Apply

Applications for the Teaching and Learning Grants are invited once per year and consist of three files:

1. one of the following Word forms for the appropriate stream: Development & Innovation Grant form, Lesson Study Grant form, or SoTL Grant form,
2. an Excel template for the budget, and
3. a Signatures form.

Details

Application submissions are accepted through the Teaching and Learning Grants Program's D2L course.

To submit an application, begin by self-registering in the TI Teaching & Learning Grants Program D2L course. To self-register in the D2L course, log into D2L and look for the self-registration link under "My Tools." Select "TI Teaching & Learning Grants Program 2019" (course offering code: TI_TL_GRANTS_2019) and click the "Register" button in the bottom right hand corner. All forms (e.g., application form templates, budget spreadsheet, signature page) are available from the D2L course content page. Upon full completion of the application package, applicants upload their submissions to the designated Dropbox folder as a single PDF . Submissions will not be accepted past the application deadline.

(Self-registration opens June 15, 2018)

Questions? Email tigrants@ucalgary.ca

Timeline for 2019-20 grants

Application Support from the Taylor Institute

Grants Drop-In Consultation Sessions are scheduled in Learning Studio F as follows:

- August 16, 2018 - 9:00am to 12:00pm
- September 12, 2018 - 1:00pm to 4:00pm
- October 10, 2018 - 1:00pm to 4:00pm

Ethics in the Scholarship of Teaching and Learning

Most Teaching and Learning Grants projects will need ethics certification. In particular, grant applicants whose research plans involve studying students and/or students' work are strongly encouraged to consult the Taylor Institute's Ethics in Scholarship of Teaching and Learning Guide *and* to attend the Ethics in the Scholarship of Teaching and Learning workshop, offered in Learning Studio F, on:

- October 3, 2018 – 1:00pm to 2:00pm

Grant applicants are also advised to initiate the ethics certification process (which involves creating an account with IRISS and completing the CORE tutorial, before an ethics application can be submitted). Projects that require ethics certification will not have funds released until the CFREB has approved the project. From application to submission, this process can take 4 to 6 weeks or longer, so applicants are advised to initiate this process early on.

Participants who are unsure about whether or not to apply for ethics certification can consult this visual flow chart.

Other Resources and Workshops

Applicants might review the following documents:

- Applications at a Glance
- Tips from Teaching and Learning Grants Adjudicators
- SoTL Guide

Applicants might also consider attending the following workshops about the Scholarship of Teaching and Learning:

- Introduction to SoTL (on September 10)
- Learning Lab: Current Events, Controversy, and SoTL in the Classroom (on September 17)
- Aligning Research Questions and Design in SoTL (on October 15)

- Potential RAs and student partners can benefit from attending workshops offered in the SoTL Foundations Program for Graduate Students. Postdocs can take the SoTL Foundations Program for Postdocs.

For more information, please see the Events & Workshops listings.

Application Deadline

- October 29, 2018.

Announcement of 2019-20 Grant Recipients

- January 21, 2019.

If you are awarded a Teaching and Learning Grant, please see "Starting Your Grants Project."

Expectation of Recipients

Recipients of Teaching and Learning Grants will

- follow the process outlined in "[Starting Your Grants Project](#)"
- *as soon as possible* upon receiving notice of award, 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 "Ethics in the Scholarship of Teaching and Learning" above);
- follow University of Calgary procedures to have their project reviewed by Research Services and set up in the Research Accounting system;
- implement the proposal as approved (adhering to budget, evaluating impact on learning, following the timeline, disseminating, etc.), unless changes requested in writing are approved by the Grants administrators;
- attend, as possible, gatherings of grant recipients at the Taylor Institute for Teaching and Learning;
- submit a Progress Report halfway through the project (required for release of second-year funding for two-year projects), as well as a mandatory Final Report; and
- share the results of the completed project with relevant audiences as outlined in the proposal, and through a Taylor Institute online showcase.