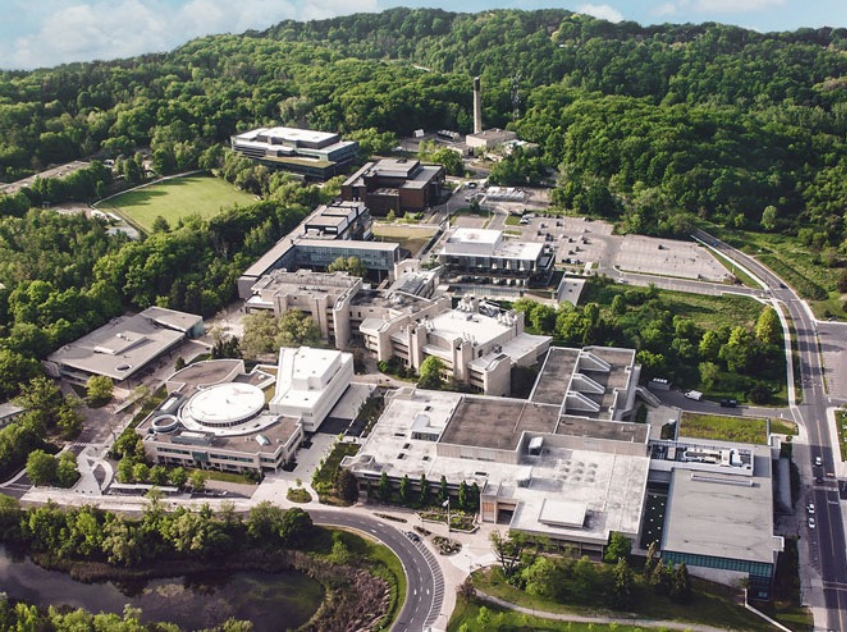


# Strategies for Writing an Effective Teaching and Learning Grant

Monday 19 June 2023



# Land Acknowledgement

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit.

Today, this meeting place is still home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

# 1. Welcome and Introductions.

# Agenda

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1. Welcome + Introductions

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2. Why teaching grants?

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3. Considerations for developing your application for a teaching and learning grant.

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4. An overview of institutional teaching and learning grants.

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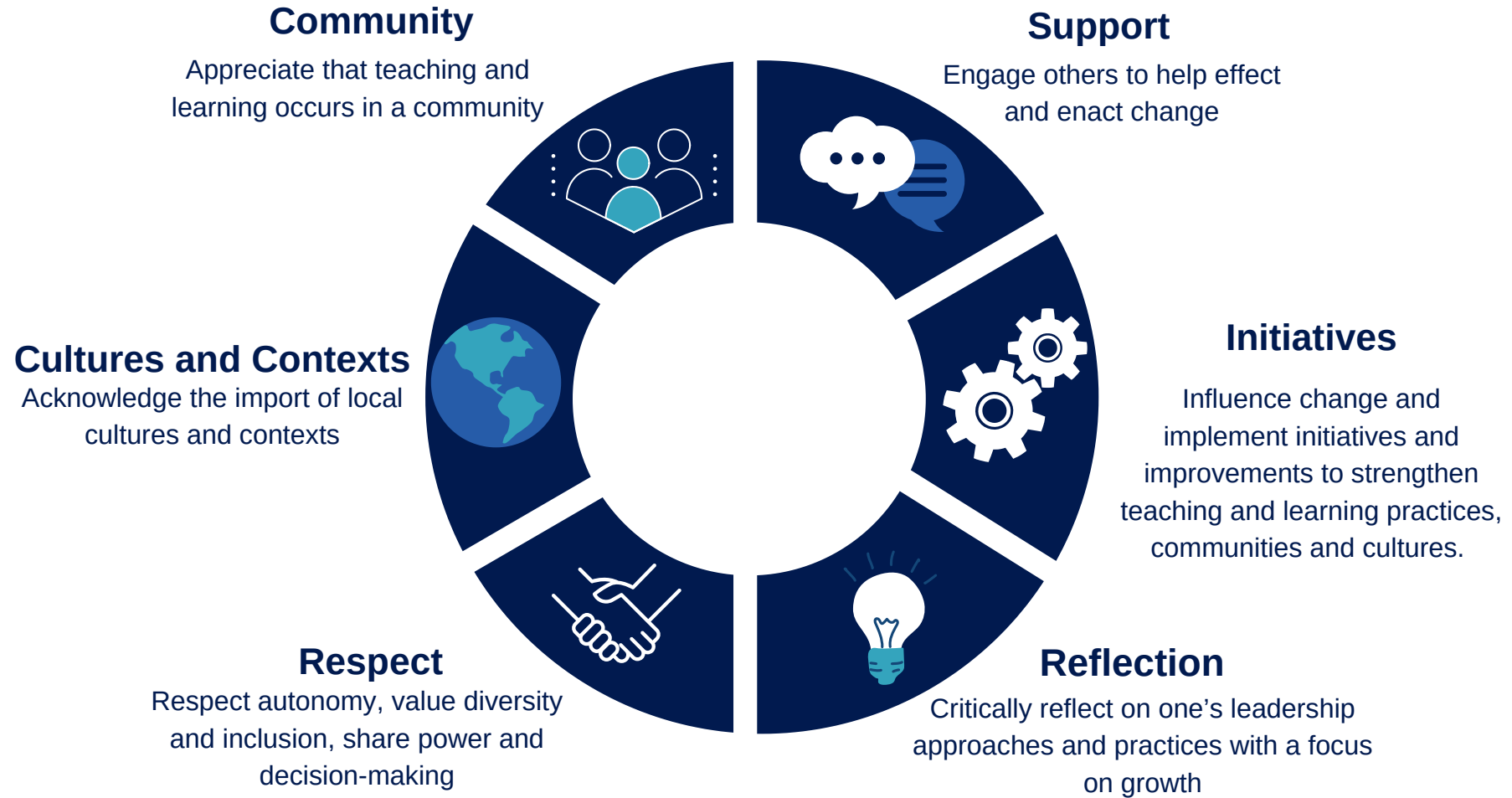
5. Faculty Roundtable

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6. Summary + Questions

## 2. Why teaching grants?

# Educational Leadership



# Educational Leadership

Teaching and learning grants are an opportunity to further develop your **educational leadership** through:

- Developing a **new teaching approach** or improving an existing teaching practice.
- Developing **resources to help other colleagues** learn how they might implement similar initiatives in their academic unit.
- **Sharing learning outcomes** with the teaching and learning community (e.g., T&L Symposium, Discovery Series).
- Collaborating with faculty, staff, students, provides **opportunities for mentorship, growth and interdisciplinary frameworks**.

# **3. Considerations in developing your application for a teaching and learning grant.**





## Need: what is your project?

- What have you experienced in your teaching practices?
- What have you observed in your students?
- What interests you in the teaching and learning space?

# Alignment: what grant is your project eligible for?



## Your Appointment

Consider your appointment type (e.g., continuing status) and where your appointment is (e.g., first-entry undergraduate division) and if you are eligible to apply. Opportunity for partnership?



## Audience

Is your project designed to support other instructors, graduate students or undergraduate students?



## Curricular?

Consider the project's connection to an academic program or curriculum, and ensure to delineate this connection in framing your proposal.



## Support

Is there support within your academic unit or division for this project? Does it connect with identified priorities or other ongoing projects? Willingness to provide in-kind support?



## Thematic Areas

Review grant themes and ensure to draw connections in framing your proposal. Stronger proposals integrate more than one of the identified thematic areas.

# Alignment: what grant meets your project needs?



**Time:** most valuable resource most grants support is time. Grants can not be used for faculty salary. Consider how they can be used to manage your time effectively while supporting the project?



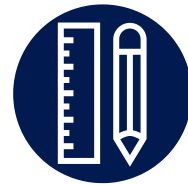
**Resource Development:** what are the resources being developed by your project, and what are the supports surrounding those resources (how will they be shared with instructors, introduced to students).



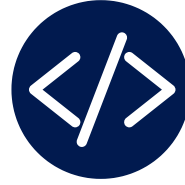
**Project Management:** consider if hiring support to manage the project, track its multiple moving parts (and people), will help project progression.



**Student Feedback / User Experience:** as part of your project will you need to collect and consider student feedback, and find ways to thoughtfully address it?



**Equipment:** is it a specialized piece of equipment or is there something comparable and available at U of T? Clear justification.



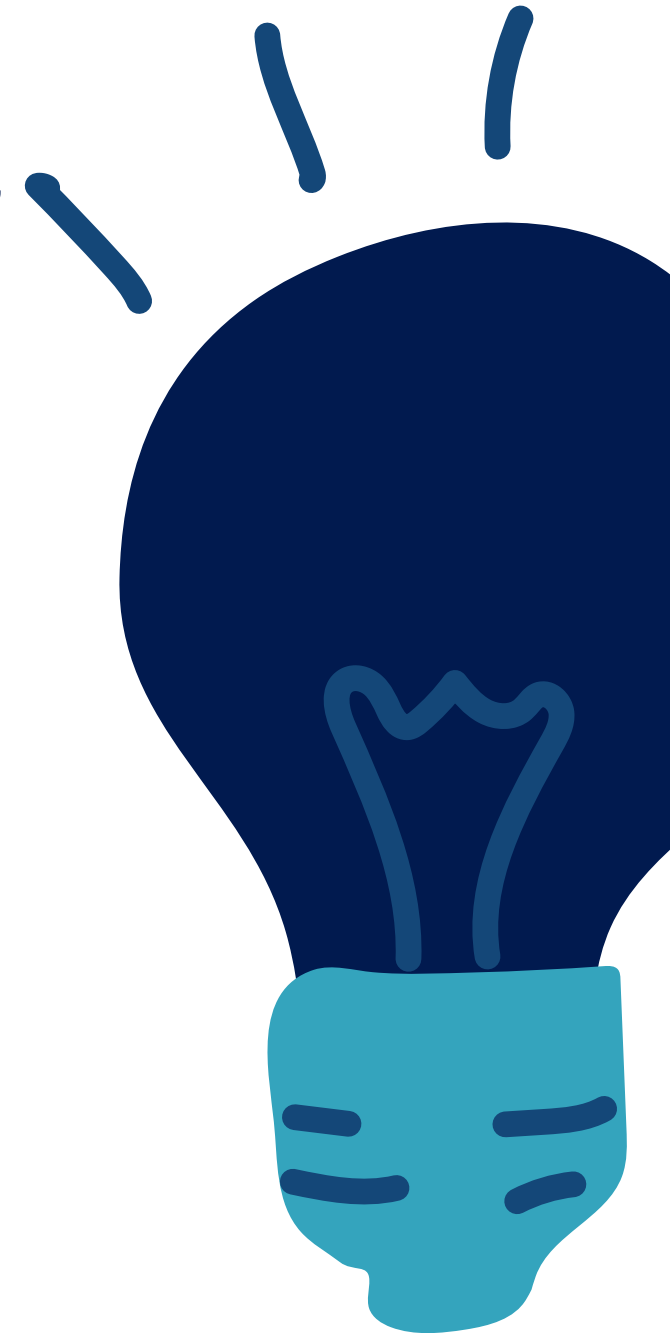
**Programming Support:** are there technical skills that you require support with (e.g., coding, development of eModules)?



**Teaching / Research Support:** consider the work / responsibilities involved with a position to determine if it should be classified as a Research Assistant, Teaching Assistant or other role.



**SoTL:** while a research component to a project may be appropriate, the sole purpose of a project should not be the production and dissemination of new research.



# Relationships: consultations and conversations

## Colleagues

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Discuss your project with colleagues. Has anyone in your academic unit done a similar project? Had a successful application to the grant you're interested in? Is anyone else in your academic unit interested in similar questions (ie potential collaborator)?

## Division

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Connect with leadership in your division to understand support for the project, understand other local projects you might connect with as well as in-kind supports.

## Environmental Scan

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Conduct an environmental scan to better understand the work that is already being done in your project area at U of T or other institutions. Are there existing models you might build on? Consider also existing literature that will help inform project directions.

## Local Offices

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Understand local and shared service offices that might be able to provide support for your project and share their expertise. For example, offices that support educational technology, experiential learning, equity and inclusion, community partnerships, Indigenous knowledge and partnerships.

## T&L Community

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Connect with your teaching and learning community. Attending workshops, conferences or a community of practice session will help create a well-informed context for your project.

## Institutional Support

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Connect with us in the room who support these teaching and learning grants. Often able to share insight into questions / queries / concerns the committee will raise in reviewing your proposal.



## Writing: what is your project?

- Clearly share what is your project, and what are the project goals?
- How does your project satisfy a need within teaching and learning (e.g., based on your experiences, observations or gaps in the literature)?
- How do project goals meet the parameters of the teaching and learning grant?
- How does your project intersect with goals within your academic unit, division and / or institution-wide?
- What is the impact of the grant and significance of this idea?
- Are there collaborators you will work with on this project?
- Might it include opportunities for employment and / or experiences for our students?

# Writing: Sustainability and Feasibility

## Sustainability

Address how your project will continue beyond the funding term. If you have had discussions with your academic unit or division, include details about their continued commitment to your project.



## Feasibility

- 1 Consider alignment between the size of the grant (Seed / Impact) and project deliverables.
- 2 Outline how your project is realistic within the proposed timelines and budget.
- 3 Establish clear boundaries for what is included within the scope of your project.



## Writing and Assessment: how will you assess project outcomes?

- Demonstrate a well-defined relationship between project goals, activities and assessment tools / approaches.
- Focus your assessment on activities that allow you to observe or measure change, which has an impact both on setting measurable goals and developing a measurable assessment plan.
- Consider long-term objectives: might you seek future funding? Important to gather data to establish a proof of concept and strengthen argument for continued funding.
- Align the planned assessment with the level of the grant. Are there ways to repurpose data that you have already collected and have access to?
- NB: While a research component to a project may be appropriate, the sole purpose of a proposal should not be the production and dissemination of new research.

# Writing: Budget

As part of the grant writing process, you will be asked to include:

- Budget justification: share the rationale behind anticipated project costs
- Excel spreadsheet: a detailed accounting of expected expenses and other funding sources (e.g., matching funding sources, in-kind supports)



**Grant Boundaries:** what is within the framework for the specific grant, and what is eligible for funding from your project.



**Existing Resources:** does your project leverage existing resources with your academic unit or division (e.g., match funding, in-kind supports).



**Standard Costs:** are there common or standard costs or hiring rates for teaching related supports in your unit (e.g., RA, educational developer)? Consult with your academic unit / division early to understand these rates and HR processes that may be involved.





## Review and Submit

- If letters of support are required from your academic unit or division, ensure you're connecting early enough to have these letters prepared.
- With collaborators, review the project plan, feedback and sign-off on your application.
- Connect with colleagues to review your proposal.
  - Does your application address the grant criteria?
  - Does your application provide enough information for folks outside your area of work?
- Make sure you submit by the deadline.

# 4. An overview of institutional teaching and learning grants.

# Institutional Teaching & Learning Grants Deadlines

- **Learning & Education Advancement Fund (LEAF)**

- **Fall Cycle (Impact and Seed Grants):**
  - Expression of Interest: September 7, 2023
  - Full Application: November 7, 2023
- **Winter Cycle (Seed Grants):**
  - Expression of Interest: February 27, 2024
  - Full Application: April 11, 2024

- **Instructional Technology & Innovation Fund (ITIF)**

- **Fall Cycle:** November 7, 2023

- **Graduate Education Innovation Fund (GEIF)**

- **Fall Cycle:** November 1, 2023
- **Winter Cycle:** April 3, 2024

- **International Student Experience Fund (ISEF)**

- **ISEF Seed:** accepted on a rolling basis
- **ISEF Impact:** letter of intent due 16 October 2023

# Learning & Education Advancement Fund

# LEAF: Goals

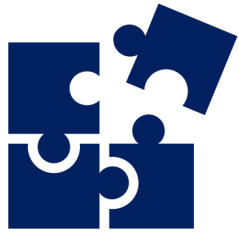
LEAF provides students with greater exposure to impactful teaching practices that accomplish at least one of the following:

- Support and enhance the transfer of knowledge through active learning opportunities, both within and beyond traditional educational settings.
- Provide students with a robust and clear understanding of their learning progress, particularly through the enhancement of assessment practices and transparency regarding learning outcomes.
- Equip students with the skills necessary to become successful independent learners.
- Support the University's global mission in order to enhance the learning experience for all undergraduate students.
- Encourage collaborations among instructors and staff across academic disciplines, units and divisions with the purpose of creating exceptional learning experiences for undergraduate students.
- Support the creation or renewal of academic program curriculum.



**Photo Credit:** Arts & Science Communications.  
Sidney Smith Hall, July 25, 2018.

# LEAF: Priorities



## Experiential Learning

Expand the availability of learning opportunities in authentic and relevant contexts.



## Curriculum Design

Support the development, renewal or redesign of a collection of courses (e.g., all second-year courses) or a whole program.



## Learning Systems

Support the design, implementation and/or assessment of technologically enhanced solutions that continue to build a robust and integrated data and technology ecosystem across the University.



## Digital Learning

Develop, expand and assess the increasing online and virtual experiences that have become an increasingly important component of the postsecondary environment.

# LEAF: Streams

## LEAF Impact Grants

- Designed to support large-scale projects with the potential to significantly enhance core elements of undergraduate education within or across academic units and divisions at the University.
- \$10,001 to \$100,000 per year for up to 3 years

## LEAF Seed Grants

- Intended to encourage experimentation at the local level, either within a course or a set of courses, as a means of fostering small-scale innovations or pilots with the potential for future scalability.
- \$5,000 to \$10,000 per year for up to 3 years
  - In the Winter Term, Seed Grants available to fund up to 5 projects

## OVERVIEW

**Title:** Mapping the development of core ecology and evolution concepts through undergraduate courses

**Leads:** Jill Wheeler and John Stinchcombe

**Academic Unit / Division:** Department of Ecology & Evolutionary Biology, Arts & Science



## SUMMARY

**Project Goals:** a curricular mapping project designed to better understand the organization and development of core concepts through the EEB program, the relationship between courses, the logical sequence of concepts. This project will:

- Developing and sharing a curriculum map to understand how concepts develop throughout each EEB course (what concepts are taught, and at what level they are taught)
- Analyze the diversity of researchers highlighted in EEB courses



## OVERVIEW

**Title:** FLIP (Failure: Learning in Progress): A resiliency-learning project for teaching students how to embrace, learn and bounce-back from failure

**Leads:** Fiona Rawle, Nicole Laliberte, Mairi Cowan, Ken Derry and Jackie Goodman

**Academic Units(s):** Biology, Geography and Programs in the Environment, Historical Studies, Religion, Centre for Student Engagement, University of Toronto Mississauga



## SUMMARY

**Project Goals:** develop curricular and pedagogical tools and policy guides to help students learn from and embrace failure, learn from failure and bounce back from failure in order to overcome learning challenges. Share project materials on open-access platform with students, instructors and staff.

- "Failing forward" activities: adapted to year of study, size of course and introduced to students at various points during the course.
- Teaching guides: help instructors understand how to approach these failing activities and counter stigma associated with failure

# LEAF: Eligibility

## Applicants

- Proposals will be accepted from U of T faculty, staff and librarians with continuing appointments in the first-entry undergraduate divisions (FAS, UTM, UTSC, FASE, Music, KPE, and FALD)
- Faculty, staff and librarians with continuing appointments in other divisions may submit a proposal so long as the primary beneficiaries of the project are first-entry undergraduate students

## Projects

- Pedagogical or curricular innovation
- Co-curricular projects need a direct link to curricular components (e.g., course, program requirement)
- Can involve some component of Scholarship of Teaching and Learning (SoTL) but cannot exclusively be a SoTL research project

# LEAF: Process

## 1 Expression of Interest

Complete and submit the online expression of interest by the deadline.

1

## 2 Consultation

You will be invited for a consultation with members of the OVPIUE to discuss your expression of interest.

2

## 3 Your Divisional Office

Based on your consultation, the OVPIUE will share your expression of interest and invite feedback from your divisional office.

3

## 4 Full Application

Select applicants will be provided feedback and invited to submit a full application package.

4

# Instructional Technology & Innovation Fund

# ITIF: Goals

ITIF is intended to provide opportunities for technology-mediated teaching and learning projects that explore and implement promising practices at different stages of their development and implementation and creates a pathway for projects from their initial inception to their full potential. It is designed to support projects and initiatives that:

- Immediately and directly impact U of T education and teaching programs through innovation and development.
- Focus specifically on the practical applications of technology in design, implementation, evaluation, curriculum renewal, and faculty development that enrich learning.
- Support strategic directions in education broadly, across all disciplines.
- Are closely aligned with the ongoing goals and objectives of the departments and programs from which they emerge.



**Photo Credit:** Johnny Guatto.  
Myhal Centre, September 21, 2021.

# ITIF Priorities

## Presidential Priorities

- Leverage our urban location
- Strengthen and deepen key international partnerships
- Re-imagine and re-invent undergraduate education

## OVPIUE's Priorities

- Experiential Learning
- Curriculum Design
- Learning Systems
- Digital Learning

# ITIF: Streams

## Seed Funding

- Up to \$2, 000 no matched funding requirement
- Up to 2 years to complete project

## Matched Funding

- Up to \$5, 000 with a requirement of matching funding from another source
- Up to 2 years to complete a project

## OVERVIEW

**Title:** Simulation-based EBP training for asynchronous web-based learners

**Lead(s):** Keith Adamson

**Academic Units(s):** Factor-Inwentash Faculty of Social Work



## SUMMARY

**Project Goals:** looking to ensure that evidence-based practice curriculum is available to students in asynchronous learning stream by creating a simulation-based learning module. This module will focus on developing competencies for communicating evidence within the therapeutic relationship.

- Module embedded in required research course SWK4510
- Module will include interactive training, pre-recorded interview with social worker and a simulated client, observation instruments and simulation reflection activities



## OVERVIEW

**Title:** Minor ailment prescribing: an opportunity for gamified pharmacy education innovation

**Lead(s):** Certina Ho

**Academic Units(s):** Leslie Dan Faculty of Pharmacy



## SUMMARY

**Project Goals:** given new mandate by Ontario Government, need to ensure PharmD students have training on minor ailment prescribing. Use existing student response systems (e.g., Kahoot!), to create a series of online games on selected minor ailment topics (e.g., allergic rhinitis).

- Support students to work collaboratively, explore new topics and generate online discussion.
- Games easily integrated into the curriculum as a self-study or engagement activity for PharmD students.

# ITIF: Eligibility

## Applicants

- Proposals will be accepted from faculty in continuing-stream appointments including tenure track or teaching stream faculty as well as librarians.

## Projects

- Projects must support degree credit courses and programs.
- Proposals for continuing or professional education are no longer being accepted.

# Graduate Education & Innovation Fund

# GEIF: Goals

GEIF is intended to advance excellence in graduate education through greater exposure to innovative education practices:

New three-year pilot (2021-2024) fund to support advances in the graduate education

- Within and across programs and curricula
- Both the classroom and field settings
- Student-faculty member mentorship relationship



**Photo Credit:** Johnny Guatto.  
Myhal Centre, September 21, 2021.

# GEIF: Priorities

## Thematic Areas (must address one)

- professional development
- experiential learning
- interdisciplinary learning
- Indigenous ways of knowing and other diverse cultural perspectives; decolonization, anti-oppression and anti-racism pedagogies
- global perspectives
- effective mentorship; and public scholarship

# GEIF: Applications

## Streams

- One program stream
- One-step application process
- Grants: up to \$5,000 for one year
  - Matching funds from unit encouraged (not required)
  - 10 grants available per year

## OVERVIEW

**Title:** Developing land-based Indigenous health graduate courses

**Lead(s):** Angela Mashford-Pringle

**Academic Units(s):** Dalla Lana School of Public Health

## SUMMARY

**Project Goals:** develop land-based Indigenous health graduate courses for the Master's in Public Health-Indigenous Health program. Redesign a number of the program's core courses to integrate Indigenous land-based learning (e.g., Indigenous food systems, traditional ecological knowledge), trauma-informed communication and relationship building with Indigenous community organizations.



# GEIF: Eligibility

## Applications

- Proposals will be accepted from faculty in continuing-stream appointments including tenure-track or teaching stream faculty.
- Typically, applicants will hold Graduate Faculty Membership with SGS.
- Collaborators can include librarians, graduate students, post-doctoral fellows etc., as appropriate to the project.



# International Student Experience Fund

# ISEF: Goals

To fund initiatives that enhance the experience of the university's international students, in alignment with the U of T's international strategy.



**Photo Credit:** Daria Perevezentsev  
Trip to Tbilis, February 23, 2019.

# ISEF: Priorities

## Thematic Areas (New in 2023)

- Programs, Services, and Policies
- Changing Mindset – Building Inclusive Community and Fostering Belonging
- Interactional Diversity
- Listening to and Encouraging the Voices of International Students

## Examples of Related Areas of Need

- Supports for international students who do not reside on campus
- Tailored health services information for international students
- Proactive communication of academic integrity support within the university (academic success, academic use of English programming, etc.)

# ISEF: Streams

## ISEF Impact Grants

- \$15,000 to \$75,000 per year for up to 2 years
- NB: Letter of intent due October 16, 2023; Impact Grant proposals for ISEF Impact Grants will be accepted by **invitation-only** following approved letters of intent submitted.

## ISEF Seed Grants

- Up to \$15,000 per year for up to 2 years
- Applications accepted on a rolling basis

## OVERVIEW

**Title:** Logic Lab

**Lead(s):** Alex Koo

**Academic Units(s):** Department of Philosophy, Faculty of Arts & Science and University of Toronto Mississauga

## SUMMARY

**Project Goals:** Low stakes, small group, TA-facilitated forum or 'lab' that removes barriers to learning, addresses the needs of multi language learners and promotes interactional diversity between students from diverse academic and cultural backgrounds.



# ISEF: Eligibility

## Applicants

- Limited to U of T faculty and staff with continuing appointments

## Projects

- Align with ISEF goals and priorities.
- Include collaboration with other divisions/faculties
- Engage with each of U of T's faculty, staff, and student communities through representative project leadership and/or advisory groups.
- Demonstrate transferability, sustainability, and feasibility.
- Primarily benefit international students studying at U of T

# 5. Faculty Roundtable

# Faculty Roundtable

- Maria Assif, Professor, Teaching Stream, Department of English, University of Toronto Scarborough
  - LEAF Seed Grant, “Revamping First-Year Writing Course Curriculum”
- Jane Freeman, Professor, Teaching Stream, and Director, Graduate Centre for Academic Communication, School of Graduate Studies
  - ISEF Impact Grant, “Speaking with Confidence: Early Oral Communication Support for International Graduate Students”
- Certina Ho, Assistant Professor and Director, Educational Program Evaluation and Scholarship, Department of Psychiatry, Temerty Faculty of Medicine and Assistant Professor, Teaching Stream, Leslie Dan Faculty of Pharmacy
  - ITIF Seed Grant, “Minor Ailment Prescribing: An Opportunity for Gamified Pharmacy Education Innovation”
- Jaimie Coleman, Assistant Professor, Teaching Stream, and Sharon Gabison, Assistant Professor, Teaching Stream, Department of Physical Therapy, Temerty Faculty of Medicine, and Sonya Allin, Assistant Professor, Teaching Stream (CLTA), Department of Mathematical and Computational Science, University of Toronto Mississauga
  - GEIF, “PT Games: Physical Therapy Gaming Applications for Motivating and Engaging Students”



	Size of Project	Deadline	Eligibility	Divisional Review	Accompanying Documentation	Curricular Innovation
<b>LEAF Seed</b>	Up to \$10,000 per year for up to 3 years.	Fall Cycle: -Expression of Interest due: <b>7 September 2023</b> -Full Application due: <b>7 November 2023</b>  Winter Cycle: -Expression of Interest due: <b>27 February 2024</b> -Full Application due: <b>11 April 2024</b>	U of T faculty, staff and librarians with continuing appointments in the first-entry undergraduate divisions.	After the expression of interest is submitted, OVPIUE will share Expression of Interest and feedback with the appropriate contact in your dean's office. At that time, will ask for feedback and if there is support before you will be able to move to application stage.	<b>Required:</b> letter from academic head of the unit / program <b>and</b> division.	Must have a well-defined connection to the curriculum of an academic program.
<b>LEAF Impact</b>	From \$10,000 to \$100,000 per year for up to 3 years.	Fall Cycle Only: -Expression of Interest due: <b>7 September 2023</b> -Full Application due: <b>7 November 2023</b>				Must have a well-defined connection to the curriculum of an academic program.
<b>ITIF</b>	OTO funding, from \$2,000 (Seed Funding) to \$5,000 (Matched Funding).	Application due: <b>7 November 2023</b>	U of T faculty, staff, librarians with continuing appointments in undergraduate and graduate divisions.	No divisional review process.	<b>May be required:</b> letter confirming matching funds from source; under review for 2023, please check the website for updates before applying.	Must have a well-defined connection to the curriculum of an academic program.
<b>GEIF</b>	One-time only funding, up to \$5,000.	Fall Cycle Application due: <b>1 November 2023</b>  Winter Cycle Application due: <b>3 April 2024</b>	U of T faculty with continuing appointments. Typically, applicants hold Graduate Faculty Membership with SGS. Collaborators can include librarians, graduate students, post-doctoral fellows etc., as appropriate to the project.	No divisional review process.	<b>Required:</b> application detailing innovation of proposed project, scalability and transferability of the proposed project, including rationale for requested funds.	For curricular, teaching, and professional development innovation.
<b>ISEF Seed</b>	From \$5,000 to \$15,000 per year for up to 2 years.	Applications accepted on a rolling basis.	U of T faculty, staff, librarians with continuing appointments	Contact dean's office.	<b>Required:</b> letter of support from head of sponsoring unit. Some multi-departmental divisions also require Decanal approval, and applicants should contact their dean's office to determine appropriate policies.	Supports curricular and co-curricular initiatives.
<b>ISEF Impact</b>	From \$15,000 to \$75,000 per year for up to 2 years.	Letter of Intent due: <b>16 October 2023</b>				<b>Required:</b> Impact LOI: sign-off from dean or dean's designate. Impact Proposal: letter of support from dean or dean's designate

# 6. Summary + Questions.