THE UNIVERSITY OF BRITISH COLUMBIA

Irving K. Barber Faculty of Arts & Social Sciences

Okanagan Campus

Curricular and Teaching Innovation Grant 2024: Guidelines and Supplemental Information

The Curricular and Teaching Innovation Grant, funded by the I.K. Barber Endowment, is intended to recognize and promote individual projects or cross-program and cross-department collaborations leading to innovative curriculum or teaching practices to enhance the learning experience of students. Innovative teaching practices and fundamental revisions to current courses and programs aimed at addressing the following areas are encouraged but not limited to:

- Decolonization, Indigenization of the curriculum
- Diversity, equity, and inclusivity curriculum
- Integration of experiential learning opportunities in the curriculum
- Pan-Canadian/multi-institutional course development
- Timely topics in curriculum development

Eligibility: Tenured, tenure-track, and term lecturers in the Faculty of Arts and Social Sciences. Adjunct professors, sessional instructors and staff members may be co-applicants. Individual or team applications are welcome.

Application Checklist

	Align with one or more strategies cited in the UBC strategic plan that focuses on innovative curriculum and teaching practices.
	Deeply connect your proposed project with one of the following areas: • Decolonization, Indigenization of the curriculum • Diversity, equity and inclusivity curriculum • Integration of experiential learning opportunities in the curriculum • Pan-Canadian/multi-institutional course development • Timely topics in curriculum development
	Include a detailed account of how your innovations will directly benefit academic programs, including the type and level of impact on each area.
	Break down your project description into relevant sub-sections.
	Provide a detailed itemized budget including the breakdown of expenses.
	Describe how the proposed initiative will be evaluated and measured.
	Include a knowledge mobilization plan that outlines how this initiative will be disseminated within/ beyond UBCO.
	Include the Department Head's letter of support, citing the management plan for the course release and space requirements, if any.

Area 1: Decolonization and Indigenization of Curriculum

[UBC Okanagan's Declaration of Truth and Reconciliation Commitments (2022 Report)](#) includes a commitment to "Advance Indigenous teaching and research through positive incentives and strategies" including curriculum development support (p.13).

[UBC's Strategic Plan (2018-2028)](#) includes Strategy 17: Indigenous Engagement: "Support the objectives and actions of the renewed Indigenous Strategic Plan"

The UBC Indigenous Strategic Plan (2020) lists the following curriculum focused action items:

Action 15	Undertake university-wide, Faculty-level curriculum reviews to ensure Indigenous histories, experiences, worldviews, and knowledge systems are appropriately integrated and that all Faculties are fully compliant with the Truth and Reconciliation Commission's Calls to Action.
Action 16	Ensure all academic programs, undergraduate and graduate, include substantive content in at least one course which explores Indigenous histories and identifies how Indigenous issues intersect with the major field of study of the Faculty.

Related external project examples:

Institution	Project Title/Source	Project Aim
Simon Fraser University: Darren Byler | School for International Studies, Faculty of Arts and Social Sciences, VPA	"Bridging Colonial Experiences: Talking Circles with Indigenous Nations and Newcomer Communities" https://www.sfu.ca/cei/funded-proposals.htm	"Through a series of in-person and virtual talking circles it will surface stories of the way removal from the land effects children, women and men, and the livelihoods and family dynamics of colonized people." These recordings will become part of a pedagogical toolkit.
William & Mary OR University of Cape Town Faculty of Humanities	Indigenizing and Decolonizing the Humanities https://www.wm.edu/sites/dhp/ https://ched.uct.ac.za/research-research-projects-other-funding/decolonizing-humanities-curriculum	Two similar projects are linked. These projects explore how "institutions can integrate alternative modes of knowledge production, art, culture, performance, ecology, and social practices into our pedagogy through collaborative, interdisciplinary initiatives for transformative learning."

Area 2: Diversity, Equity, and Inclusivity Focused Curriculum

The UBC's Strategic Plan (2018-2028) includes the following strategies related to inclusive and integrative classroom learning from the core area "People and Places".

Strategy 1: Great People	Attract, engage, and retain a diverse global community of outstanding students, faculty, and staff... consistent with the intention of being a leader in diversity and equity.
Strategy 3: Thriving Communities	Support the ongoing development of sustainable, healthy, and connected campuses and communities... with consideration to accessibility.
Strategy 4: Inclusive Excellence	Cultivate a diverse community that creates and sustains equitable and inclusive campuses, including learning opportunities for staff and faculty to maximize awareness and understanding of diversity, equity, and inclusion policies and practices.

Related external project examples:

Institution	Project Title/Source	Project Aim
Simon Fraser University History Department	"Erasing Erasure" Erasing Erasure - CityStudio Vancouver	An EDI Driven program that brings to light the untold Indigenous histories of Gastown through historical awareness, recognition and inclusivity. "Our program aims to work with the Indigenous community and City of Vancouver to promote Indigenous history and culture, through interactive programs. When we share true stories, we create spaces of inclusivity."
Simon Fraser University Geography Department	Pop-IN Assessment Pop-IN Assessment - CityStudio Vancouver	A site assessment tool designed for planners to gather data on whether themes of inclusion, diversity, and decolonization are apparent within the built and social environments of Viva Vancouver's Pavement-to-Plaza program
UBC Vancouver: Sociology Department and Academic English (Vantage)	Linguistic Justice on Campus: Enhancing Faculty and GTA Capacity to Implement Inclusive Assessment Practices in Multiple Choice Exams with a Linguistically Diverse Student Body.	This project advances inclusive teaching and learning by expanding faculty and GTA awareness of linguistic justice in practices for assessing student learning. The project will enhance the capacity of a cohort of faculty and graduate students (Inclusive Assessment Fellows) to conceptualize linguistic diversity as an axis of inequality shaping post-secondary education. https://equity.ubc.ca/resources/equity-enhancement-fund/past-recipients/

Area 3: Integration of Experiential Learning Opportunities

UBC's Strategic Plan (2018-2028) underlines Experiential Learning in two of its four core areas: Transformative Learning and Local and Global Engagement. Examples of specific strategies linked to Experiential Learning include:

Strategy 13: Practical Learning	Expand experiential, work-integrated, and extended learning opportunities.
Strategy 14: Interdisciplinary Education	Facilitate the development of Integrative, problem-focused learning.
Strategy 16: Public Relevance	Deepen the relevance and public impact of UBC research and education Support "community-based and action research projects"
Strategy 20: Coordinated Engagement	Co-create with communities the principles and effective practices of engagement, and establish supporting infrastructure

External project example:

Institution	Project Title/Source	Project Aim
University of Toronto Undergraduate Arts and Science	Experiential Learning Faculty Fellows Program Pilot Experiential Learning Faculty Fellows Program | Faculty of Arts & Science (utoronto.ca)	Establish an Experiential Learning (EL) Faculty Fellows Program to: -Support expansion of curriculum integrated EL initiatives. -Provide structured supports to assist faculty in developing and administering sustainable EL courses. -Explore the feasibility of the fellows' program structure to support and incentivize faculty to engage with EL. -Fellows will work to build a new EL course or add an EL component into an existing course.

Area 4: Pan-Canadian/Multi-Institutional Course Development

Strategy 9: Knowledge Exchange	Improve the ecosystem that supports the translation of research into action
Strategy 16: Public Relevance	Deepen the relevance and public impact of UBC research and education
Strategy 19: Global Networks	Build and sustain strategic global networks

External project example:

Institution	Project Title/Source	Project Aim
Carleton University/ University of Ottawa. Department of WGST; community partners	*Open Educational Resources (OER) on Community-Building and Culture.* https://carleton.ca/fist/2021/wgst-faculty-nadia-abu-zahra-katie-bausch-and-carolyn-ramzy-awarded-sopi-grant/	"This interdisciplinary team will co-create open educational resources (OER) focused on community-building and culture, including themes and competencies like project-based learning, community-building, initiative co-creation, digital ethnography, world cultures, globalization, cultural, political, economic and legal repercussions, in/equalities, and social movements. Online resources will include online artistic performances; textual explanations; filmed narrative excerpts with artists and community members; podcasts, e-portfolio questions; and activities. These resources will be used in at least 13 courses in 7 Departments across four Faculties at Carleton and the University of Ottawa" to address anti-Black racism. *S*hared Online Projects Initiative (SOPI).

Area 5: Timely Topics in Curriculum Development

Strategy 11: Education Renewal	Facilitate sustained program renewal and improvements in teaching effectiveness
Strategy 14: Interdisciplinary Education	Facilitate the development of integrative, problem-focused learning

External project example:

Institution	Project Title/Source	Project Aim
University of Toronto Arts and Science	https://bmolab.artsci.utoronto.ca/ BMO Lab	"The BMO Lab transforms technologies that have recently crept into the mainstream — such as ChatGPT and text-to-image models — into experiences that can be poked, prodded and played with to find their true potential. The BMO Lab is just one example of how Arts & Science researchers are exploring AI's implications for individuals and society."

FAQ

1. **If a suitably qualified undergraduate or graduate assistant cannot be found at the Okanagan campus for our project, could we use funds to hire a student from the Vancouver campus?**

   A: There is no specific rule in the TOR pertaining to the location (campus) of a graduate/undergraduate assistant that a faculty member can hire for their proposed curricular innovation.

2. **Can I hire a GRA or GAA for more than 16 weeks to assist with the proposed course?**

   A: There may be some flexibility for hiring graduate assistants. If you can provide a rationale that clearly demonstrates the tasks of the GRA or GAA and why the requested timeline is needed, this will be taken into consideration.

3. **Is it expected that we would apply for a course release as part of the application? Is this optional?**

   A: It is not mandated that applicants include a course release in their budget.

4. **Does applying for the full amount as an individual affect one's chances?**

   A: Total funding requested is not affected by requesting the full allowable amount; it is dependent on how well you justify your budget.

5. **Does the applicant's CV need to be in the UBC CCV format?**

   A: Yes, the CV should follow the UBC format.

6. **Can I include a document that has the same headings as the required information?**

   A: Yes, you may include a separate document as long as it still adheres to the specified word count.

7. **Can the Head's support letter be sent separately from the application package?**

   A: We will accept Head's letter of support separately from the rest of the documents, provided it is received by the stated deadline.

8. **Can lecturers apply for this grant?**

   A: Term lecturers can apply for a CTIG, however, the funded activity cannot extend beyond the end of the lecturer's contract.